

**TEACHER PROFESSIONAL GROWTH PLANS:  
A CASE STUDY OF  
THE CHILLIWACK SCHOOL DISTRICT**

By

Michael Audet  
M.Ed., University of Victoria, 1985  
B.A., Simon Fraser University, 1977

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF EDUCATION

In the  
Faculty  
of  
Education

©Michael Audet 2005

SIMON FRASER UNIVERSITY

Spring 2005

All rights reserved. This work may not be  
reproduced in whole or in part, by photocopy  
or other means, without permission of the author.

## APPROVAL

**NAME** Michael John Audet  
**DEGREE** Doctor of Education  
**TITLE** Teacher Professional Growth Plans: A Case Study of the  
Chilliwack School District

### EXAMINING COMMITTEE:

**Chair** Maureen Hoskyn

---

Eugenie Samier, Associate Professor  
Senior Supervisor

---

Allan MacKinnon, Associate Professor  
Member

---

Michele Schmidt, Faculty of Education  
External Examiner

---

Rosemary Y. Foster, Assistant Professor, Department of  
Educational Policy Studies, University of Alberta, Edmonton,  
AB T6G 2G5  
Examiner

**Date** April 21, 2005

# SIMON FRASER UNIVERSITY



## PARTIAL COPYRIGHT LICENCE

The author, whose copyright is declared on the title page of this work, has granted to Simon Fraser University the right to lend this thesis, project or extended essay to users of the Simon Fraser University Library, and to make partial or single copies only for such users or in response to a request from the library of any other university, or other educational institution, on its own behalf or for one of its users.

The author has further granted permission to Simon Fraser University to keep or make a digital copy for use in its circulating collection.

The author has further agreed that permission for multiple copying of this work for scholarly purposes may be granted by either the author or the Dean of Graduate Studies.

It is understood that copying or publication of this work for financial gain shall not be allowed without the author's written permission.\

Permission for public performance, or limited permission for private scholarly use, of any multimedia materials forming part of this work, may have been granted by the author. This information may be found on the separately catalogued multimedia material and in the signed Partial Copyright Licence.

The original Partial Copyright Licence attesting to these terms, and signed by this author, may be found in the original bound copy of this work, retained in the Simon Fraser University Archive.

W. A. C. Bennett Library  
Simon Fraser University  
Burnaby, BC, Canada

# Simon Fraser University



## Ethics Approval

The author, whose name appears on the title page of this work, has obtained human research ethics approval from the Simon Fraser University Office of Research Ethics for the research described in this work, or has conducted the research as a member of a project or course approved by the Ethics Office.

A copy of the approval letter has been filed at the Theses Office of the University Library at the time of submission of this thesis or project.

The original application for ethics approval and letter of approval is filed with the Office of Research Ethics. Inquiries may be directed to that Office.

Bennett Library  
Simon Fraser University  
Burnaby, BC, Canada

## **Abstract**

Recently there has been renewed interest in the field for developing school leaders with the knowledge, skills and abilities for the supervision of instruction and teacher evaluation. Supervision and evaluation are two distinct aspects of educational administration, requiring different skills, knowledge, and actions from school leaders as well as the development of different relationships between administrators and teachers.

The focus of this research is teacher professional growth plans, a non-evaluative program involving administrators and teachers. The question that is posed in the research asks educators to give their perceptions on the leadership factors that promote the development of teacher growth plans. This was a qualitative study, using a case-study approach. The case involved teachers and administrators in one school district who were involved in the development of teacher professional growth plans between 2002 and 2004. All teachers who had developed a growth plan during that time period and all administrators were surveyed. Interviews were conducted involving twenty educators. The teacher professional growth plan guide was reviewed and individual teacher growth plan documents were analysed for coherence. Hodgkinson's dimensions of leadership were used to construct the statements for the survey and to formulate the questions for the interviews. The dimensions of leadership included: consideration, situation, production and value.

The study found that teachers and administrators perceive leadership consideration for supporting the development of teacher growth plans as an important leadership factor, along with situational factors such as school culture. The study also found that educators reported dissatisfaction with the outcomes of growth plans, or production, and with the value ascribed to both the outcomes of individual growth plans and the growth plan process. The study concludes with recommendations for review and deliberation on the current teacher growth plan program, both at the school district and provincial level, as well as suggestions for policy development and further qualitative, comparative research.

## **Dedication**

To my wife and best friend Margaret, our sons Marc and David, for giving encouragement, support and unconditional love throughout the doctoral program; to Mom and Dad who always encouraged us to learn and work hard; to family, friends, and colleagues who helped along the way. From the time away from home, to the long hours at work reading and writing, you have encouraged and helped persevere in spite of difficulties, trials and tribulations. “*Que le Seigneur vous benisse*”

## **Acknowledgements**

The successful completion of this thesis is due to the expertise, assistance and cooperation of many people during my doctoral studies at Simon Fraser University.

My sincere thanks to my supervisory committee for their consistent support, their encouragement, and understanding. My senior supervisor, Dr. Eugenie Samier, has been a constant support, providing constructive advice. Her prompt response to questions, availability for consultation, and expert editing skills have been so very helpful. Dr. Alan MacKinnon provided direction, advice, and encouragement whenever it was needed.

I am grateful for the support, inspiration, creativity and energy of my doctoral cohort. Your enthusiasm for learning, tolerance for ambiguity and willingness to learn together have made our time together very enjoyable.

I am indebted to all of the educators in the Chilliwack School District who participated in this learning activity. Each of the participants volunteered their opinion, their reflections and their work. Thank you to the Senior Executive, especially Superintendent Jacquie Taylor, for their support.

Finally, thank you very much to the professors who provided the learning throughout the coursework and to Shirley Heap and Mauvereen Walker of the Graduate Programs Office.



# Table of Contents

<b>Approval.....</b>	<b>ii</b>
<b>Abstract.....</b>	<b>iii</b>
<b>Dedication .....</b>	<b>v</b>
<b>Acknowledgements.....</b>	<b>vi</b>
<b>Table of Contents .....</b>	<b>vii</b>
<b>List of Tables.....</b>	<b>ix</b>
<b>Chapter One Introduction.....</b>	<b>1</b>
1.1 Background .....	1
1.2 Research Question.....	5
1.3 Approach .....	7
<b>Chapter Two: Literature Review .....</b>	<b>12</b>
2.1 The Supervision of Instruction .....	12
2.1.1 Models of Teacher Supervision and Evaluation.....	15
2.2 Leadership Theory.....	28
2.3 Philosophical Perspective.....	45
2.4 Sociological Perspective .....	50
2.5 Political Perspective .....	54
<b>Chapter Three Research Approach And Methodology.....</b>	<b>63</b>
3.1 Research Approach .....	63
3.2 Methodology .....	70
3.2.1 Research Design.....	71
3.2.2 Site and Participant Selection.....	77
3.3 Instruments.....	78
3.3.1 The Survey Instrument.....	78
3.3.2 The Interview Instrument .....	80
3.3.3 Document Analysis .....	83
3.4 Data Collection.....	85
<b>Chapter Four: Analysis.....</b>	<b>90</b>
4.1 Organization of Data for Analysis.....	90
4.2 Site Description.....	93
4.3 Survey Data Analysis.....	102
4.4 Interview Data Analysis .....	114
4.5 Document Review Analysis .....	132
4.6 Summary .....	143
<b>Chapter Five: Conclusions and Recommendations.....</b>	<b>147</b>
5.1 Conclusions .....	148
Leadership Consideration Matters.....	148

Situational Factors Are Important .....	152
Issues Concerning Outcomes and Value .....	153
5.2 Limitations.....	156
5.3 Recommendations .....	162
For Practice .....	162
For Learning Opportunities.....	164
For Policy Development.....	165
For Research.....	168
<b>References .....</b>	<b>170</b>
<b>Appendices .....</b>	<b>181</b>
Appendix A: Research Project Main Question, Sub-Questions and Leadership Factors.....	182
Appendix B: Survey Information .....	183
Appendix B-1: Survey Information – Teacher Participants.....	183
Appendix B-2: Survey Information - Teacher Information .....	184
Appendix B-3: Survey Statements: Teacher Respondents.....	185
Appendix B-4: Teacher Respondents - Paired Statements.....	186
Appendix B-5: Survey Information – Administrators.....	187
Appendix B-6: Survey Information – Assignment Information.....	188
Appendix B-7: Survey Statements: Administrators .....	189
Appendix B-8: Administrator Respondents Paired Statements.....	190
Appendix B-9: Teacher Respondents - Paired Response Data .....	191
Appendix B-10: Administrator Respondents – Paired Response Data .....	192
Appendix B-11: Teacher Respondents-Paired Response Data-Mean Scores .....	193
Appendix B-12: Administrator Respondent Data – Paired Response Data – Mean Scores .....	194
Appendix B-13: Teacher Survey Response Data - Expressed as percentage on four-point scale.....	195
Appendix B-14: Administrator Survey Response Data - Expressed as percentage on four-point scale.....	196
Appendix B-15: Teacher Survey Data - Mean Percentage Score .....	197
Appendix B-16: Administrator Survey Data - Mean Percentage Score.....	198
Appendix B-17: Teacher Survey Response - Modal Values.....	199
Appendix B-18: Administrator Survey Response - Modal Values .....	201
Appendix C: Interviews.....	203
Appendix C-1: Interview Introduction Letter .....	203
Appendix C-2: Interview Data – Teacher Participant Information .....	204
Appendix C-3 Interview Questions (Teacher Participants).....	205
Appendix C-4: Interview Response Guide (Teachers).....	206
Appendix C-5: Interview Data – Administrator Participant Information .....	210
Appendix C-6: Interview Questions (Administrator Participants).....	211
Appendix C-7: Interviewer Response Guide (Administrators).....	212
Appendix C-8: Interview Questions Comparison .....	216
Appendix C-9: Interviews - Leadership Dimensions and Questions (Teachers) .....	217
Appendix C-10: Interviews - Leadership Dimensions and Questions (Admin.).....	218
Appendix C-11: Member Check .....	219
Appendix D: Document Analysis.....	220
Appendix D-1: Document Analysis – Individual Teacher Professional Growth Plans .....	220
Appendix D-2: Joint CTA and School District #33 Letter Announcing Program .....	221
Appendix E: Pilot Study.....	222

## **List of Tables**

Table 1: Percentage of Population Workforce With Less Than High-School Graduation.....	96
Table 2: Percentage of Population Workforce With University Graduation.....	97

# **Chapter One Introduction**

## **1.1 Background**

Annually during the school year in schools throughout British Columbia and across Canada and the United States teachers and administrators participate in the supervision and evaluation of instructional practice. Supervision may be formal or informal, prearranged and planned or sporadic and random. While evaluation may be formative or summative it is usually formal and summative.

As a school administrator and educational leader I have supervised and evaluated many teachers using a summative form, based on the clinical supervision model that originated in 1980 and is still in use in the Chilliwack School District. In the many reports on teacher performance that I have written I have identified and commented upon my observations of a teacher's classroom management, lesson preparation, classroom and curricular organization, communication and interpersonal skills. During the post-observation meetings with teachers I have talked about instructional techniques and strategies that research has shown to be examples of effective instruction. I have made suggestions to improve practice. However, on too many occasions I felt that I had not helped a teacher improve or develop their instructional skills. After completing the final report I still felt uncertain of the effectiveness of my supervision and evaluation for improving practice. Rarely did I follow up the report with further supervision of

the teacher's instruction nor did I converse with the teacher about her or his perceptions of their practice. Other administrative tasks, other reports, took priority.

In February 2003 the Deputy Minister of Education in British Columbia, Dr. Emery Dossdall, presented a document to school superintendents on the supervision of instruction in public schools in the province. The paper, entitled "Towards Quality Learning", identified recent major issues in the summative evaluation of teachers as well as the advantages and disadvantages of the clinical supervision model, widely used by school administrators for the summative evaluation of teachers in B.C. schools. For district and school-level administrators an important feature of the document was the presentation of a view of the supervision of teaching proposing a model that would improve instruction and therefore student achievement, if implemented in school districts. One of the purported goals was to "increase the amount of time principals spend in the classroom observing teaching."<sup>1</sup> In large type font printed above the goals was the statement: "Supervision is Leadership". The Deputy Minister of Education clearly indicated in this document the expectation that school principals should be demonstrating their leadership by frequent and regular supervision of teachers. Consequently, principals should be frequently observing students learning and teachers teaching, providing teachers with feedback, support, affirmation, commendation, coaching, recommendation, suggestion and assistance.

The presentation on supervision of instruction is important for learning, teaching and administration in schools across British Columbia. First, it is an historic event in and of itself, because at that meeting supervision and evaluation became a topic of discussion and dialogue at the provincial level. It was the Ministry of Education and the Deputy Minister of Education who brought forward the concept of regular and frequent supervision of instruction. All superintendents were in attendance and the concept was brought back to home school districts for consideration. The supervision of instruction evidently became an area of focus for the Ministry

---

<sup>1</sup> Ministry of Education, 2003, p.11.

of Education, just as student achievement, student assessment and performance standards for student learning have previously become focus points for the Ministry of Education, school district officials and school educators. With this event the Ministry has signalled that attention be paid to the supervision of instruction, just as the Ministry has done for achievement and assessment in the past. It is therefore possible that there will be changes for the supervision of instruction in our schools across the province.

Second, this presentation by the Deputy Minister clearly provides direction for school district and school level administration: supervision of instruction is important for student learning and student achievement. This was not only an opportunity to discuss and share thoughts about the supervision of instruction, but Superintendents received a very clear message to review, reconsider and possibly revise their administration's involvement in the supervision of instruction in schools. Simply stated, the document advocates principals visiting classrooms and spending more time being involved in teaching and learning.

Finally, the presentation and document are important for education in British Columbia because both the formative and summative nature of supervision were presented. The Minister's presentation showed a respect for the idea that supervision of instruction is more than summative evaluation and more than a formal, written report on teaching competence. The presentation included the formative aspects of supervision and named them for the audience as: coaching, dialogue, mentoring and commending. The document entitled "Towards Quality Learning" brings the goal of improving instruction through improving teacher instructional skills into the education forum for discussion in British Columbia.

Discussion, dialogue and research on teacher evaluation and supervision of instruction are not new in education in British Columbia but the particular approach proposed by the Ministry of Education is new. For example, in the Chilliwack School District the clinical supervision model, summative evaluation, and professional development opportunities for

teachers have been in practice since the 1980s. Neither the supervision of instruction nor teacher evaluation is new in the research on teacher education and educational administration in the United States and Canada. Both teacher supervision and teacher evaluation have continually been researched and commented on in educational journals, agencies and institutions for the past thirty years. Moreover, the concept presented in “Towards Quality Learning” is not new to the study of teacher education and educational administration. Indeed, there is evidence in research and academic writing that indicates there continues to be a great deal of interest in the supervision of instruction.

Interest in developing alternatives for the supervision of instruction already exists in some school districts in B.C. Juxtaposed to the 2003 event is evidence of an alternative model for the supervision of instruction that has been developed in some school districts prior to 2003. The Burnaby School District (School District #41) is one with a long-standing growth plan model that has been in use since 1988, replacing the summative evaluation model that had been in use. Researchers and educators have commended the Burnaby model as a means for teachers to develop a reflective and transformational perspective on instruction (Grimmett, Rostad & Ford, 1992, p.200). In October 2000, the Chilliwack School District adapted the Burnaby model to develop the Chilliwack School District Teacher Professional Growth Plan.<sup>2</sup> The goal of the Chilliwack growth plan program is to provide teachers with the opportunity to focus on improving instructional practice, without a formal evaluation component. The Chilliwack model is formative by design and therefore does not include an evaluation of teacher competency. It has become accepted by teachers and administrators because it offers teachers a choice between a summative report on their teaching and an opportunity to develop their own plan for improving their instruction.

---

<sup>2</sup> As established in interviews held separately with two committee members.

## **1.2 Research Question**

In this project I will investigate the perceptions of educators in a case study of one particular school district, the Chilliwack School District (School District #33), for the years from 2002 through 2004. The questions that are posed focus on the leadership aspects involved in the development of teacher growth plans. What leadership factors do educators, teachers and administrators, perceive important to promote the use of teacher professional growth plans? What are the factors that inhibit success? What are teachers' perceptions? How do they differ from Principals' perceptions? Are there other models of supervision that are perceived to promote instructional techniques? The relationship between leadership and the development of teacher growth plans is a central theme that will be addressed in the literature review in Chapter 2 and in the presentation of methodology in Chapter 3. My contention is that a qualitative study, with a constructivist perspective and a mixed methods approach to methodology, can effectively present the perceptions of educators on the topic of teacher professional growth plans.

In British Columbia, teacher professional growth plans are not widely used. More research is needed because the exact number of school districts that have a growth plan model is uncertain. Further work on this topic and expanding the case study may be undertaken in the future by this researcher. The Ministry of Education, and school districts generally, have promoted the use of summative evaluation of teacher performance using the clinical supervision model. Clinical supervision has seen extensive use in North America and has been based on the work of many researchers (Acheson & Gall, 1980; Cogan, 1973; Glickman, 1992; Goldhammer, Anderson & Krajewski, 1980; Sergiovanni & Starratt, 1983, 2002; Tunison, 1998). Administrators in



the Chilliwack School District continue to use a version of the clinical supervision model. A school district committee back in 1990 developed the version that has since become established in the collective agreement with the Chilliwack Teacher's Association as the authorized mechanism for evaluation.

There is a need to hear educators give their views on how this alternative model is being used because of the timely renewed interest in supervision of instruction at the provincial level and because of the inherent relationship between improving instruction and leadership at the school and district level. In Chilliwack, the teacher professional growth plan model has been in use since November 2000 but there has not been a formal program evaluation nor is there any plan to review it. Are educators using the model? Does the program help teachers improve their practice? These questions are all the more timely and relevant given the renewed interest in the supervision of instruction, as represented by the initiative from the Deputy Minister of Education and discussed above. Moreover, I believe there is a link between leadership in school and improving instructional practice. As a school principal and district-level administrator I have worked to raise student achievement, improve instructional practice and foster leadership among educators. The important link is the active involvement of teachers and administrators, who value growth plans, support the development of growth plans and consider both the human and structural needs to develop growth plans.

While teacher growth plans are portrayed as a means to improve instruction and also to develop facilitative educational leadership in schools, summative evaluation has received criticism, both in the literature on teacher evaluation and by educators in the field. There is research evidence that indicates teacher professional growth plans help

develop learning communities, lead to improved instruction, and promote facilitative and transformative leadership. A significant criticism of the clinical supervision model is that it is used more often to evaluate teachers and not often enough to promote teacher growth (Collins, 1996; Cramer & Koskela, 1994; Sergiovanni, 1992a; Van der Linde, 1998). In the clinical supervision model, the administrator is viewed as the instructional leader who is instrumental in the development of the process and the evaluator of teacher performance. This is held to be true because it is assumed that the principal has access to knowledge and a set of analytical skills that set her or him apart from teachers (Grimmett, Rostad & Ford, 1992, p.187). In the implementation of clinical supervision for summative evaluation there is an inherent predilection to focus on surveillance and inspection and not on professional development (Grimmett, Rostad & Ford, 1992, p.187). Yet there is also evidence that clinical supervision can be very successful in assessing teacher performance and in some research has been perceived as effective by teachers and administrators (Natriello, 1990; Robinson, 2000). In sum, there is a research problem to investigate.<sup>3</sup>

### **1.3 Approach**

For the purposes of this project I intend to describe the problem and significance of researching educator perceptions of teacher growth plans and situate the research in terms of leadership theory as well as philosophical, intellectual, sociological and political perspectives. Conceptualising leadership is central to any research and attempt to understand teacher professional growth plans. In this project I will consider the work of Burns, Gronn, Foster and Hodgkinson. In *Leadership* (1978), Burns developed the

---

<sup>3</sup> This style of introduction, including first context, then problem and response has been adapted from Booth, Colomb and Williams, 1995, p. 236.

concept of transformational leadership, an important construct that has been widely discussed, interpreted and adopted. It juxtaposes transactional leadership, the exchange of resources aiding the individual interests of persons or groups going their separate ways, with transformation leadership, the joint effort of people in pursuit of higher goals. Transformational leaders seek more than efficiency and effectiveness for all people in the organization. As Starratt (1999, p. 33) has commented, these leaders strive for “the moral fulfilment of engaging in humanly significant work“. However, there are alternative and competing conceptions of leadership as well as a critique of transformational leadership that have all added to the development of leadership studies. Among the alternative conceptions of leadership are “distributed leadership” (Gronn, 2002, pp. 423-451; Gronn, 2003a, pp.271) and “facilitative leadership” (Watkins, 1989, p.28-33). They, too, are important to consider for understanding leadership in the school and for researching the leadership that supports and promotes teacher growth plans.

Hodgkinson’s work on ethics in educational administration is foundational to a consideration of the role of moral value in leadership for the development of teacher professional growth plans. The proposed dissertation seeks to understand the participant perceptions of leadership factors that have promoted the use of teacher professional growth plans in the Chilliwack School District. Hodgkinson enlightens his audience to the consideration of the moral dimension of leadership. I will consider Hodgkinson’s conception of educational administration because it reveals a philosophical basis and moral purpose both for leadership and for research on teacher professional growth plans. Hodgkinson defines educational administration as philosophy in action. While administrators have a technical competence, a managerial component, he envisions them

as being more than just managers (Hodgkinson, 1991, p. 51). The difference is that administrators formulate purpose, deal with value-laden issues and with the human component of organizations. Managers deal with routines, the technical aspects of the organization and the means to the ends. Administrators are goal-oriented and essentially philosophers.

I propose a philosophical perspective that will help develop the project in three important ways. First, this project proposes a methodology that is predicated on an interpretive and constructivist view of epistemology and ontology. Second, it is also proposed that dialogue, debate, questioning, interpretation, thesis, antithesis and synthesis - the tools of philosophy – will further both the research and development of teacher growth plans. Third, interviews with participants who have been involved in developing growth plans may invite some philosophic discussion, with participants providing justification for their beliefs and actions.

There are important sociological perspectives, too. The sociology of intellectual traditions provided by Collins in his work *The Sociology of Philosophies: A Global Theory of Intellectual Change* (1998) will also be considered in this project. His thesis that social interaction, human energy, cultural capital and social structures have brought about intellectual development will be used to consider the intellectual basis and development of thought on supervision of instruction. As well, some of Fullan's work on teacher development will be considered because it draws on this tradition. There are also sociological traditions in which this research on teacher growth plans is situated. Durkheim and Goffman offer insight on social and professional relationships that are found among educators in schools (Collins, 1994). Though they represent different

sociological traditions their work is helpful in conceptualising and analysing the interactions of educators in developing growth plans.

There is also a political perspective on leadership in educational administration and for research on supervision of instruction and teacher growth plans. In *Political Theory and the Modern State* (1989), Held reminds us that politics is all encompassing, involving everyone and every aspect of human affairs, including educators working on growth plans. The supervision of instruction and the evaluation of teacher performance have taken on renewed importance among the people and organizations that have power in public school education in British Columbia. The Deputy Minister of Education serves the education authority, the Government of British Columbia, which has been delegated power by the people of British Columbia through an election.<sup>4</sup> The Minister of Education, the Deputy Minister, and the Ministry of Education have been given authority over Superintendents of Schools via the British Columbia School Act, Section 168 (Manual of School Law, 2005). Therefore, Superintendents are expected to implement the recommendations from the paper presented by the Deputy Minister in February 2003. The British Columbia Principals and Vice-Principals' Association, the professional association representing the largest group of Principals and Vice-Principals, would subsequently have workshops and other learning opportunities for members to learn and develop skills for supervision and evaluation.<sup>5</sup> In turn, the provincial teachers' union, the British Columbia Teachers' Federation (B.C.T.F.) will review the implications and

---

<sup>4</sup> I draw from Nyberg's (1981) work on power. Power exists as a fundamental of human experience. The term authority refers to power that has been delegated by people and it is based on consent. All of the power-holders described in this paragraph benefit from the good will, or consent, of those who have delegated their power. Consent can be withdrawn. There is "power over power" (Nyberg, 1981, pp. 88-90)

<sup>5</sup> Such as the workshop presented in the Chilliwack School District, entitled "Quality Leadership in Education, Supervision of Instruction", November 5 and 6, 2003.

results for individual teacher members.<sup>6</sup> This is a political environment, a relationship of power, between the Ministry of Education, School Superintendents, Principals and Vice-Principals, the B.C.T.F. and individual teachers. This project on teacher professional growth plans is undertaken at a time when supervision and evaluation have become topics of interest, discussion and action. Therefore, there will be a discussion on the different political perspectives underlying the supervision of instruction and consideration of an alternative political perspective for the future development of teacher growth plans.

I am writing about teacher growth plans to discover teacher and administrator perceptions on the role of leadership in developing growth plans. My curiosity about the effect teacher professional growth plans have on instructional practice derives from a perception that the growth plan model is based on a concept that is fundamental to improving teaching and learning in school, namely educators collaborating to improve instruction for students. I want to give voice to those educators who are personally involved in teacher growth plans and hope to identify and share teacher and administrator perceptions of the leadership factors that promote the use of growth plans.

---

<sup>6</sup> There are three articles on supervision and evaluation in the BCTF monthly journal, *Teacher*, Nov-December, 2004. Clarke, 2004, p.8; Denyer, 2004, p.9; McCue, 2004, pp.8-9.

## **Chapter Two: Literature Review**

Researching educators' perceptions of the leadership factors that promote the development of teacher growth plans is not only significant because of the recent interest by the Ministry of Education and because of the program development in the Chilliwack School District but also because of the literature that relates the supervision of instruction to school improvement, student achievement, accountability and teacher professionalism. In this chapter I will review the scholarly literature on the supervision of instruction, summative and formative evaluation, and I will also situate the project in terms of leadership theory and a philosophical, sociological and political perspective. This is the foundation for the research approach and methodology of Chapter 3 as well as for the results analysis of the data collection in Chapter 4.

### **2.1 The Supervision of Instruction**

Both supervision of instruction and teacher evaluation are very frequent topics in academic journals and research on educational leadership. Some prominent educational researchers have contributed to the topic of teacher supervision and evaluation. Included among these writers, and cited in this literature review, are: Cogan (1973); Darling-

Hammond & Sclan (1992); Fullan (1991, 1998); Glickman (1992); Glickman, Gordon & Ross-Gordon (1998); Goldhammer (1969); Grimmert and Crehan (1989); Grimmert, Rostad and Ford (1992); Sergiovanni (1992a); Sergiovanni and Starratt (2002); Sergiovanni and Starratt (1983); Smyth (1987, 1991a) Wideen and Grimmert (1995). Articles on teacher supervision and evaluation appear on a regular basis in most of the more widely read professional and academic journals used by practitioners and researchers alike.<sup>7</sup> Several articles are available specifically via electronic journals, including Education Week ([www.edweek.com](http://www.edweek.com)), Teacher's College Record (<http://www.tcrecord.org>), Teacher Evaluation: New Directions & Practices ([www.teacherevaluation.net](http://www.teacherevaluation.net)) and the Association for Curriculum and Supervision Development's daily news to subscribers (<http://www.smartbrief.com>). There is at least one journal specifically concerned with teacher evaluation in North America, the Journal of Personnel Evaluation in Education. In the United States many of the Department of Education's regional centres have developed models, strategies and tools for supervision of instruction and teacher evaluation. There is also the recent review of teacher preparation and professional development in the U.S. (U.S. Department of Education, 2000). There is literature on teacher supervision from sources outside of North America as well, including Britain, Australia, and Hong Kong.<sup>8</sup> An ERIC search on teacher supervision, via <http://www.eduref.org>, recently resulted in a database of 386

---

<sup>7</sup> One should be careful not to put to fine a distinction between practitioners and researchers, between journals found in the professional library of a school administrator and those of a researcher or faculty member of the university. The former would include *Educational Leadership*, *Journal of Staff Development*, *Phi Delta Kappan*, and the *Bulletin of the National Association of Secondary School Principals*. The latter comprised of issues of *Administration Science Quarterly*, *The Education Administration Quarterly*, and *The Review of Educational Research*. The important point is that articles on supervision of instruction have been featured in all of the journals mentioned herein.

<sup>8</sup> British Journal of Sociology of Education, 1991; Teaching and Teacher Education, 1990; Journal of Applied Behavioural Science, 2001; Lieberman, 1990; Lam, 2001.



full-text ERIC Digests available for the years 1993-2003. Not all of the articles or research studies involve supervision of instruction in public schools, grades Kindergarten to Grade 12, but all address an aspect of research on supervision of instruction and cite the various strategies that are in use.

A review of this literature indicates that there is support for various supervision and evaluation models. There are writers who support clinical supervision as summative evaluation. There are those who see the formative benefits of growth plan models for the professional growth and development of teachers. Some writers point out the benefits clinical supervision has as a formative, not summative, evaluation model and add that this was the original intention of those who first proposed clinical supervision. There are supporters of various other forms of formative evaluation, including: peer assessment, self-assessment, and portfolio assessment (Anderson & Pellicer, 2001; Olebe, 1999; and Robbins, 1995; Tucker et al, 2003). In some cases the approach to self- assessment and clinical supervision has been revised to become peer coaching, cognitive coaching and self-reflection (Fullan, 1991, p. 325). Glatthorn (1997) has developed a concept called “differentiated supervision” in which non-tenured teachers and teachers “having serious problems” are treated differently than all other teachers. The former are provided intensive development with a supervisor, while the latter have options for formative or developmental supervision, which may involve colleagues or self-evaluation but not directly with a supervisor. There is also some research on a summative evaluation programme that uses student test score results to evaluate teacher performance (Millman & Darling-Hammond, 1990).

### **2.1.1 Models of Teacher Supervision and Evaluation**

While there may be numerous models used for teacher supervision and evaluation there are two models of choice for educators in the Chilliwack School District: clinical supervision and professional growth plans. The provincial Ministry of Education, and school districts in British Columbia generally, have promoted the use of clinical supervision for summative evaluation of teacher performance. Summative evaluation refers to a formal evaluation of a teacher's ability to teach, culminating in a written report that is provided to the teacher, and placed in their personnel file. In British Columbia this report is an official record or document that is required for all teachers who are in the first year of their teaching career and subsequently for all teachers every three to five years of their career, depending upon policy established in the school district and according to the collective agreement with the local teacher's association. Administrators in the Chilliwack School District use clinical supervision for the summative evaluation requirement.

There is evidence that clinical supervision can be very successful in assessing teacher performance (Natriello, 1990; Robinson, 2000). Indeed, a review of the work by Cogan in 1973 and Goldhammer in 1969 reveals three features of clinical supervision that are important strengths pertinent to the growth and development of teachers and improved instruction. The development of clinical supervision can be traced to Robert Goldhammer and Morris Cogan and their work in supervising student teachers at Harvard in the early 1960s (Sergiovanni & Starratt, 1983, p. 299). Goldhammer published *Clinical Supervision: Special Methods for the Supervision of Teachers* in 1969, while Cogan's book *Clinical Supervision* was published in 1973. Goldhammer, Anderson and

Krajewski followed up with a second edition of *Clinical Supervision: Special Methods for the Supervision of Teachers*, in 1980. Wilhelms, writing in the foreword to Cogan's book (1973) gives a glimpse not only of the toil involved in developing clinical supervision from concept through to an established process but he also informs that clinical supervision has been held in high regard both as a well-developed model and because of potential for improving instruction.

The rationale and objective for developing the clinical supervision process are commendable in their expressed relation to helping teachers develop and improve their instructional skills. In the preface to his book, Cogan states that many innovations in education have failed to deliver their promise, mainly because of the lack of support for the classroom teacher implementing the innovation. "...the teacher who is trying to develop new classroom competencies generally needs the continuing in-class support of specially trained colleagues in order to be successful"(Cogan, 1973, xi). He goes on to say that clinical supervision can help reduce teacher isolation and the loneliness that many teachers feel in school by providing adult professional "company"(Cogan, 1973, pp. 22-23). Also, both Cogan and Goldhammer have stated that the objective of clinical supervision is to develop the professionally responsible teacher who is analytical of her or his performance, open to help from other educators and self-directing (Cogan, 1973, pp. 22-23; Goldhammer, 1969, p.55). As Sergiovanni has stated: "The heart of clinical supervision is an intense, continuous, mature relationship between supervisor and teacher with the intent being the improvement of professional practice" (Sergiovanni & Starratt, 1983, p. 299). Thus, the rationale and objective seem formative in nature, accenting teacher development and instructional improvement.

Cogan and Goldhammer have developed a process that is clearly delineated, focused on teacher behaviour in the classroom and provides for reflection on performance. Prior to the development of clinical supervision supervisory practice was “general supervision” that looked at topics such as curriculum development by the teacher and reporting procedures, with observation conducted “from a distance” (Goldhammer, 1969, p. 54). Contrastingly, “clinical” supervision focuses on observing events in the teaching and learning process that take place in the classroom (Cogan, 1973, p. 9). The phases in the cycle of clinical supervision are clearly explained for practitioners and are highlighted by these essential stages: dialogue during conferencing between supervisor and teacher, sometimes called pre-observation conferencing; observation of teacher behaviours in the classroom; and conferencing between supervisor and teacher after the observation, or post-observation conferencing. Cogan identifies eight stages in this cycle and Goldhammer names five but the process is the same. This cycle continues and the teacher develops her or his own competencies with the process, all with the purpose of improving instruction. “Clinical supervision may therefore be defined as the rationale and practice designed to improve the teacher’s classroom performance” (Cogan, 1973, p. 9). The process is important because it focuses on teacher behaviours in the classroom, using the technique of pattern analysis to organize data, analyse data and make inferences for improving instruction (Cogan, 1973, pp. 174-186). Of even more importance are the opportunities for reflection that are provided to teachers through the conferences with the supervisor. If these opportunities help develop teachers who reflect on their practice then there is tremendous potential for learning (Schon, 1983, pp. 328-337).

Cogan and Goldhammer emphasise developing the relationship between supervisor and teacher for the purpose of promoting learning and teaching, not evaluation. Cogan states throughout his book that the clinical supervision process is designed to develop a relationship between supervisor and teacher. This relationship is based on “colleagueship”(Cogan, 1973, p. 67), “parity of responsibility” (Cogan, 1973, in the foreword, xi-xi), shared understanding and shared decision-making (Cogan, 1973, pp. 27-28). Cogan makes it clear that a superior-subordinate relationship is “counterproductive” to clinical supervision (Cogan, 1973, p. 59). For Goldhammer, staff development is key and the purpose of clinical supervision is instructional improvement, not evaluation (Goldhammer, Anderson & Krajewski, 1980, p. 189). While Goldhammer also writes about the importance of developing empathy between supervisor and teacher and of improving practice he envisions an ideal for teaching and learning that is timeless. Goldhammer writes: “ Our minds struggle for images of a supervision whose principal effect is to expand the sense of gratification experienced by students and teachers and supervisors, gratification in being and gratification in the work they do” (Goldhammer, 1969, p. 55). For Goldhammer, clinical supervision transcends the transaction between a teacher demonstrating “effective teaching” and a school principal writing a positive final report.

In the way we teach children and supervise teachers and prepare clinical supervisors, we want, in each case, to be supportive and empathic, to perfect technical behaviours and the concepts from which they are generated; to increase the efficiencies and pleasures of learning and of becoming; to treat one another decently and responsibly and with affection; to engage with one another in productive and rewarding encounters; and to move toward our own destinies and toward one another’s, honestly. (Goldhammer, 1969, p.56)

However, clinical supervision has received criticism, both in the literature and by educators in the field. A significant criticism is that clinical supervision has been used more often to evaluate teachers than to promote teacher growth (Collins, 1996, p.55; Cramer & Koskela, pp. 210-219; Duke & Stiggins, 1986, p.4; Sergiovanni, 1994,1992; Van der Linde, 1998). Cogan and Goldhammer clearly did not intend this to happen. Goldhammer, Anderson and Krajewski talk about this “error” having taken place even in 1980 (1980, p. 189). Researchers have claimed that in the implementation of clinical supervision there is an inherent predilection to focus on surveillance and inspection and not on teacher development and growth (Boyd, 1989, p.3; Grimmitt, Rostad & Ford, 1992, p. 187) An “entanglement” of the two different concepts of supervision and evaluation ensues, causing serious harm to the relationships between teachers and administrators and legal difficulties for school systems (Hazi, 1994, p. 216).

A study by Mertz and McNeeley (1993) further exemplifies the difficulty of separating supervision from evaluation within the clinical supervision process. Of teachers from 21 school districts in Tennessee Mertz and McNeeley found that only three percent of respondents had received supervision for purposes other than evaluation. In addition, most of the teachers believed that the supervision had little influence on their classroom instruction. The teachers participating in the study stated that they valued and desired instructional supervision for the purposes of improving their teaching but they did not receive it. Instead, Mertz and McNeeley found that building-level administrators played a major role in realizing the expectations of Tennessee's state-mandated evaluation system (1993).

Poole (1994) describes her observations of the confusion and apprehension teachers have about the use of clinical supervision in practice. When supervisors also have the authority and the responsibility for evaluation, teachers are unsure whether the two processes can be separated. Formal evaluation reports, they believe, are likely to be influenced by the informal supervisory contacts that occur throughout the year. (p.306)

Leithwood's research (1986) on the administration of schools in Ontario, Canada exemplifies how principals have been challenged by their own lack of expertise with the clinical supervision model and how teachers have not been provided the important information needed to help them improve their instruction. Leithwood's research on administrative practice contrasts sharply with the intentions described by Cogan and Goldhammer. Leithwood found that Principals are challenged by a lack of training and knowledge about supervision.

While staff supervision is recognized as one of their responsibilities, Administrators usually carry it out in a mechanical, superficial fashion – e.g., “I realize that is one of the areas I'm not very good at yet”. Procedures for supervision may vary substantially from role to role and person-to-person...Administrators have no systematic procedure for staff supervision.... These principals typically inform staff when they will be doing their evaluation. A brief written statement of observations and comments usually follows their data collection. Such information is usually considered by staff to be either too general for practical guidance or very specific but unsystematic and disjointed. The principal's criteria and standards do not consistently provide the basis for feedback to the staff. There is no follow up to the evaluation unless there is a persistent and severe problem. (Leithwood & Montgomery, 1986, pp. 34-35)

A second criticism of the clinical supervision process is the high expectation that is placed on the administrator as instructional leader. In practice, teachers view the principal as the instructional leader who is instrumental in the development of the clinical supervision process. The principal, after all, is the observer, recorder, conference facilitator, and evaluator of teacher performance. The principal provides the summative, written evaluation on the teacher's competency. Grimmett, Rostad and Ford (1992) found in their research that the administrator is accorded the role of instructional leader of

the school because it is assumed that the administrator has access to knowledge and a set of analytical skills that set her or him apart from teachers (Grimmett, Rostad & Ford, 1992, p. 187). The belief is that the principal also has knowledge of all the subject areas in the school and of all the types of instructional techniques necessary for student success. This is a daunting, if not unrealistic, challenge for any principal. There are very many curricular areas in contemporary education in British Columbia; there is a great amount of detail in the Instructional Resource Plans for each curriculum and in the Performance Standards for reading, numeracy and social responsibility.

At any school level, elementary, middle or secondary, learners have different cognitive, emotional, physical and social needs. There are also different teaching strategies, skills and learning outcomes. As the student progresses through the grade the content areas become more varied: Language Arts becomes Humanities in the middle school, and becomes English and Social Studies in high school; Science and Math become “Scimatics”<sup>9</sup> in middle school and then become Math Principles, Math Applications, Earth Science, Biology, Physics and Chemistry in high school. Learning and teaching become more intensive. The contemporary high school faculty has specialist teachers whereas the elementary school has generalist teachers. The principal is capable of recognizing and understanding these differences but it is far more difficult for principals to be able to become the collegial supervisor for teachers wanting help to improve their instructional techniques, in each of these curricula, as Cogan describes.

While there have been recent efforts to identify and promote the components of professional practice and equip administrators with the skills to identify and make

---

<sup>9</sup> In middle school education science and math are sometimes taught as one subject, in concert with the belief that making connections in student learning enhances achievement. For Grades 6 through 8, “measurement” is one concept that unites the learning for both science and math.



recommendations to teachers (Carr & Harris, 2001; Danielson & McGreal, 2000; Stronge, 2002) there is also evidence of the difficulty of establishing consensus for the criteria for evaluating teacher performance (Darling-Hammond & Sclan, 1992; Wood, 1998).

There are also the additional challenges of allocating resources to the clinical supervision process. Cogan advocates the development of a “corps” of supervisors that work with teachers (Cogan, 1973, p. 5). Providing such a group of teachers would require a school district to allocate resources, essentially money for salaries and materiel, and also the commitment of time. Such an allocation would affect percentage of the district’s budget for human resources and the pupil to educator ratio in a school district’s economy. The allocation of time is also a challenge because the clinical supervision process requires extensive conferencing, dialogue and classroom observation.

Finally, among the challenges that face the implementation of clinical supervision there is the underlying challenge of philosophical perspective. Implicit in Cogan’s work is a behaviourist perspective that a teacher’s instruction is a technical performance that can be scientifically analysed through pattern analysis and then improved (Cogan, 1973, p. 71). Poole (1994) refers to this in her description of the clash that has developed over time between two views of supervision. On the one hand there is the neo-progressive view, located within the tradition of cognitive development, and on the other hand there is the neo-traditionalist view, based within the tradition of behavioural psychology (p. 285). The neo-progressives focus on reflective, collegial and professional aspects of the clinical supervision model. The neo-traditionalists focus more on behavioural factors such as skill training and the application of prescribed strategies (pp. 305-306). Darling-

Hammond and Sclan also refer to opposing views of clinical supervision, referring to the “bureaucratic management” and the “professional conception of teaching”. With the former there is prescription of tools, techniques and programs for teachers to improve their instruction. In the latter, teachers are required to respond to the needs of students, who learn in different ways and at different rates (Darling-Hammond and Sclan, 1992, pp. 8-9). Sergiovanni conceives of these differences in terms of classical, contemporary and human resources views of supervision (Sergiovanni & Starratt, 1983, pp. 185-193). Both the neo-progressive view and the reference to a professional conception of teaching relate to the development of “reflection in action” that Schon describes (Schon, 1983, pp. 333-334), the constructivist classroom (Darling-Hammond and Sclan, 1992, p. 15) and constructivism as a philosophical tradition.

The purpose of this project is neither to evaluate the clinical supervision process, nor to compare clinical supervision with teacher professional growth plans, but to discover the perceptions of educators about the leadership factors that promote the development of teacher professional growth plans. Reviewing Cogan and Goldhammer’s work has helped point out that clinical supervision was intended to help teachers improve instructional practice, not for formal evaluation of teacher performance. It is helpful to note the criticisms that have been made of clinical supervision to assist in providing an understanding of the development of teacher growth plans.

For some writers, growth plans represent both the means to improve teacher instruction and to develop transformative and facilitative leadership. It is argued that successful implementation of teacher professional growth plans could foster change in instructional leadership. Teachers could become the dynamic centre of instructional

leadership, involving teachers collaborating with each other to improve instructional practice and encouraging teachers to become leaders within the school. While the principal would still have a role in teacher growth, she may be less directly involved as teachers take on the role of observing, discussing, analysing and developing both their own expertise and that of their colleagues. The principal would step out of the role as expert and superior to instead support teachers who take on more responsibility for instruction and their own professional growth.

There is strong evidence to suggest that a collaborative work culture that encourages a professional learning community and focuses on improving practice will enhance individual teacher performance, self-esteem and also student achievement (Dufour & Eaker, 1998; Fullan, 1998; Lehr, 1999; Schmoker, 1996). This was found to be the case in Burnaby, British Columbia in 1992. We will come back to Burnaby later because there are more recent studies from elsewhere that reinforce the value of teachers working with teachers to improve instruction. A peer observation study undertaken in Washington State found that teachers preferred peer observation to the supervision model (Munson, 1998). The same preference was found among elementary teachers in a recent study in Hong Kong (Lam, 2001). A study in California has shown how professional growth plans have had a positive effect on instruction and student achievement (Clemson, 2000). Teacher mentoring is being fostered at a high level of academic and professional involvement as well: there is a website for teachers to access help from other mentor teachers at [www.teaching.com](http://www.teaching.com), <http://wings.utexas.org> and via the Novice Teacher Support Project at the University of Illinois in Urbana-Champaign (Borja, 2002).

The teacher growth plan model also represents a change in both the underlying model of educational leadership and in the supervisory relationship between principal and teacher. This model places responsibility for professional development on the teacher, encourages reflection (Schon, 1983, p. 332-334) and collaboration among teachers, providing an opportunity for facilitative leadership on the part of the principal (Barth, 1990; Nolan & Francis, 1992). In teacher professional growth plans the principal becomes a facilitator, promoting teacher growth. The administrator is no longer the only instructional leader in the school, or the expert in curriculum and instructional techniques. Instead, she may be one of many instructional leaders in the school with recognition and respect being given to the knowledge of the experienced teachers in the learning community. Teachers are valued as being at the heart of educational change, “communicating private puzzles and insights” and testing them with peers (Schon, 1983, p. 333). Grimmer refers to this collaboration as “interdependent collegiality” (Grimmett, Rostad & Ford, 1992, p. 200). That is, a collegiality less concerned with the forms of practice that are encouraged and more concerned with the actions that are derived from the beliefs and values underlying the conception of collegiality (Grimmett & Crehan, 1989, p. 36). For there is a “contrived collegiality”, as Hargreaves and Dawe point out. That is, lurking around the evangelism of collaboration is the administrative apparatus of surveillance and control (Hargreaves & Dawe, 1990, p. 239). Interdependent collegiality is not contrived, neither mandated by administration or provided by organizational inducement, nor collegiality for the sake of collegiality, but rather “...the purpose of interdependent collegiality is crystallized around teacher development and instructional improvement” (Grimmett & Crehan, 1989, p. 37).

There are compelling indications that the teacher growth plan model could foster transformational and facilitative leadership, helping to develop teachers as instructional leaders. With the successful implementation of teacher growth plans there is an opportunity for administrators and teachers to engage in a relationship that transcends the transaction of the summative evaluation found in the clinical supervision model (Brandt, 1996, p.33; Egelson & McColskey, 1998, p.3; Hill, 1992, pp. v-vi;). With dialogue, collaboration and deliberation among teachers and Principals, there is the possibility for the transformational leadership Burns refers to when he says: "...it is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p.4). Foster, Smyth and Watkins have presented very cogent and convincing arguments making facilitative leadership a concept supporting the development of learning communities in schools and teachers as instructional leaders (Foster, 1989; Smyth, 1989; Watkins, 1989). Fullan refers to the collaborative work culture as a place for "interactive professionalism" where teachers are continuous learners in a community of interactive professionals (Fullan, 1991, p. 142). The call for action to bring educators, both teachers and administrators, to work together was advocated by the United States' National Commission on Teaching in 1996 (Darling-Hammond, 1996a). Darling-Hammond has claimed that schools can be powerfully transformed when there are teachers collaborating with each other, with parents and with administrators (Darling-Hammond, 1996b, p. 6).

Let me bring this review of the literature on the supervision of instruction closer to home. The Burnaby School District has involved teacher growth plans in the supervision of instruction since 1991 (Professional Growth Program, Burnaby School

District #41, 1991). Grimm, Rostad and Ford (1992), in their review of the “Burnaby Experiment”, have made a very compelling case for this model to be considered as an experience much appreciated by teachers, a means of having teachers engage in self-reflection and transform their classroom experience, and as a program for involving teachers much more meaningfully in change initiatives. Indeed, their description of the situation in Burnaby seems hopeful: “The preliminary results of the Burnaby teacher development project suggest that such transformation occurs when teachers work collaboratively with other teachers in a context framed by a powerful culture of interdependent collegiality”(Grimm, Rostad & Ford, 1992, p. 200).

So, twelve years later, what has happened with supervision of instruction in Burnaby? Have teachers found that growth plans promote collaboration, greater interdependence and collegiality? Have teachers been the “key personnel in the change initiative”? How is the Burnaby model viewed by the Ministry of Education given their recent announcement about the supervision of instruction and cited in Chapter 1 of this project? What about the case for the Chilliwack teacher professional growth plan model and what does the research on supervision of instruction mean for the Chilliwack case study? Chilliwack was chosen as the case study for this project for logistical, practical and personal reasons, as will be further discussed in Chapter 3. The Chilliwack teacher growth plan program was developed in 2000, nine years after the Burnaby project, and it was developed after consideration of the work accomplished in Burnaby. The Chilliwack context provided the researcher comparative ease of access to sites and participants as well as convenience to home, work and family. The term “context” is used here to refer to the features of the Chilliwack case study that may be common or particular. This

would include, for example, geographic, historical, cultural, social, political, educational, and economic features (Stake, 2000, pp.438-439). While learning from educators in Burnaby would lead to further understanding about growth plans and the supervision of instruction a review of the literature, a consideration of the limited information provided on the Burnaby experience and the recent Ministry of Education announcement about supervision of instruction all underscore the importance of discovering more about the case for Chilliwack. With the terms instructional leadership, facilitative leadership and transformational leadership being used in the literature and cited here in this review on the supervision of instruction it is now time to turn to a discussion on leadership.

## **2.2 Leadership Theory**

Conceptualising leadership is central to developing an understanding of the importance of research on teacher professional growth plans and the supervision of instruction. The literature on growth plans highlights the potential for improving instruction, for positive and meaningful change in the relationships between teachers and administrators and for the development of leaders from among administrators and teachers. In this discussion of leadership theory I will consider the work of Christopher Hodgkinson, James MacGregor Burns, Peter Gronn, Peter Watkins, Michael Fullan and others.

Hodgkinson's work in educational administration is foundational because of his consideration for the role of value in leadership and subsequently for this project on the development of teacher professional growth plans. Hodgkinson's conception of educational administration reveals a philosophical basis and moral purpose both for leadership and teacher professional growth plans. Hodgkinson defines educational

administration as philosophy in action, enlightening his audience on the ethical dimension of leadership. He is the “gentleman with the lamp” as Allison has described him (Allison, 2003). While administrators have a technical competence and a managerial component, Hodgkinson envisions them as being more than just managers (Hodgkinson, 1991, p. 51). The difference is administrators formulate purpose, deal with value-laden issues and with the human component of organizations. Managers deal with routines, the technical aspects of the organization and the means to the ends. Administrators are goal-oriented and essentially philosophers. Hodgkinson describes one of the central issues for the development of professional growth plans, which is the philosophical, specifically moral, purpose of administration.

For the purposes of this project the terms leadership, moral leadership and value theory need to be defined. Leadership is defined as having four dimensions: consideration of others, production emphasis, understanding of situational factors and morality (Hodgkinson, 1978, 1991). In addition, it is recognized that there are two possible manifestations of leadership: formal leadership, as represented by the authority of the school Principal; and informal leadership, as represented by the teachers in the school who are recognized by colleagues for their leadership skills and instructional expertise. It is in considering the morality of leadership that value theory has a place in this project. Educational administration, in theory and practice, has a moral basis. That is, the study of moral principles and behaviour, the nature of the good (Rohmann, 1999, p. 123). Value theory is a term that is also used in the discussion on moral value in administration and is sometimes referred to as having two constituent parts, axiology and deontology. It is concerned with value, the nature of value and with the kinds of things



that have value. For the purposes of this paper value theory is considered a branch of ethics and so the values of right and wrong, obligation, virtue and vice are considered (Audi, 2001, p. 949). An educator, either administrator or teacher, who thinks about values in considering actions such as decision-making is very essentially philosophising, taking into account the pursuit of right, the difference between right action and wrong action, the requisite obligations, virtue, and the general good.

Hodgkinson is a compelling writer whose work is very well conceived, researched and presented. Any one of his four texts on administration would be recommended for providing both the larger perspective and insight for the practicing school administrator. Throughout his work there is reference to classical thought, whether to Aristotle for *theoria*, *techne* and *praxis* as the three ways of knowing, or to Plato for the worthy and moral leadership of the Guardians (Hodgkinson, 1991, pp. 42-60). He also references the important work of Barnard on the moral component of executive behaviour (Hodgkinson, 1978, p. 12). His development of the value model is well founded and intriguing. It is also insightful for the practicing administrator, for Hodgkinson's distinguishing between facts and values reminds the reader that things are objects that only have value because we give them value. Though Allison has challenged Hodgkinson using the more recent understanding in the philosophy of science that values are given and facts are made, facts and values are still "inextricably interwoven in socio-cultural reality, and thus in the fabric of life in organizations and the responsibilities of administrators (Allison, 2003, p. 53). This, as we shall see, has important relevance for teacher professional growth plans.

Hodgkinson has demonstrated an ability to capture the attention of the reader because of his understanding of both the theoretical and practical basis of administration. His technique of providing a summary of propositions and maxims is particularly helpful to the practicing administrator who may need a quick reference to inform practice at those moments of immediate need. Of particular help is the “megamaxim” in which he encourages the administrator to: “Know the task. Know the situation. Know the followership. Know oneself” (Hodgkinson, 1991, pp. 152-156). When he writes about the day-to-day work of the administrator it is as though he has been in the Principal’s office, experiencing the dilemmas and deliberations that actually happen there:

Yet as every administrator knows, whether he be endowed with the benefits of any professional training or not, the day-to-day activity of administration is often downright imprecise, unclean, non-quantitative, emotionally taxing, and painful. It makes demands upon his individual character which call for the exercise of wisdom as much or more than for the application of cleverness; in a word, for philosophy in the most ancient sense of the term. (Hodgkinson, 1978, p. xc)

As a practicing administrator I find it helpful to understand the typology of values and I concur with Hodgkinson that it is most important for administrators to reflect on their own preferences, which are idiosyncratic, emotional and Type III values, and contrast them with the higher order value constructs. First, the Type III values are to be contrasted with the organizational or Type II values, which consider social, consensus, pragmatism and other factors. Then, subsequently with the metaphysical, the deeply held beliefs and faith of the Type I values. Leadership is not a term Hodgkinson uses easily. He prefers the term administration, referring to the term leadership as “...incantation for the bewitchment of the led” (Hodgkinson, 1996, p. 85). Nevertheless, he recognizes that it is the leader’s responsibility to deal with moral issues on a continuous basis.

Let us consider the example of teacher professional growth plans. There are moral issues in the development and promotion of growth plans. For the experienced teacher who has already had a summative evaluation on her or his teaching the professional growth plan is a matter of choice. The teacher could choose another summative evaluation in their fifth year and every fifth year thereafter. Choosing the growth plan option means choosing the formative option and choosing one or more goals, strategies to reach the goal, and identifying indicators of success. It also means meetings with colleagues and an administrator two or more times a year. Embarking on the growth plan requires a commitment to professional growth. A teacher who chooses to develop the plan is imparting a value to the concept of professional growth. We are not sure the reason for the choice. It may be based on Type III values: “I like the concept of me deciding for myself what I am going to do for professional growth this year”. Or, it may be from Type II values: “As a staff we decided to give professional growth plans a chance to work and we are going to work to help each other”; “ I want to work with Teacher X because she has so much knowledge, skill and experience with teaching Literacy”; “I will be a better teacher for having developed my own growth plan”. For some teachers there may be a personal and internal conflict: “While I like the concept of working with others to improve practice I am not comfortable having someone else, other than my Principal, look at what I do in the classroom.” Or, there may be a struggle with peers in the same school: “ There isn’t anyone on this staff who can help me improve my teaching.”

There may also be a moral issue for the administrator. It may be a core belief of the administrator that she is the instructional leader of the school, having the authority

and responsibility for determining professional growth: “Evaluating teacher competence is my responsibility and I write the reports. I am the instructional leader of the school.” Or, “Evaluation is a fiduciary right of the Principal that should not be given over to teachers.” This is not a capricious statement that is being made here. There are those administrators who truly believe that by the authority given to them they have the right and obligation to evaluate teacher competence (Van der Linde, 1998).<sup>10</sup> We’ll learn more about the perceptions of educators involved in the case study in Chapter 4.

Let us return to the announcement by the Ministry of Education, discussed in Chapter 1. The document that was presented in February 2003, “Towards Quality Learning”, seeks to have school administrators more involved in observing teaching and learning in the classroom and states that “supervision is learning”. We learned in the literature review cited in this chapter on that clinical supervision and summative evaluation have been widely accepted in the province of B.C. and have been in use since the 1970s. However, there have not been discussions about the advantages, disadvantages and strategies for implementation of clinical supervision at province-wide meetings. There has there not been a Ministry presentation on it, nor recent discussion amongst school district personnel. The British Columbia Principals and Vice Principals’ Association, the provincial organization of administrators, has developed and presented a series of two-day workshops to administrators around the province on this very topic.<sup>11</sup> It would seem that since the Ministry event in February 2003, the supervision of

---

<sup>10</sup> This article discusses clinical supervision as an approach to evaluate teachers. An attempt is made to apply TQM to this mechanism of control and development in education. The aim of the article is to relate TQM to the process of clinical supervision.

<sup>11</sup> Supervision of Instruction: A Program of Sound Supervisory Practice, November 2003.

instruction has become a Type II value for educators at the provincial, district and school levels.

Hodgkinson is recognized as having made significant contributions to the field of educational administration. Other writers in the field, particularly in values and educational leadership, respect his work. The recent collection of essays written in his honour is further testament to the significance of his life's work. Greenfield is one writer who has commented very favourably in the foreword to Hodgkinson's book *Educational Leadership: The Moral Art*. Greenfield upholds Hodgkinson's importance to administration and the leadership ideal for which we should strive:

His work is a gateway to the world of values – its complexities, its dilemmas, and its unrelenting challenge to attain what is good, the challenge for us to be better administrators, to do better for our (sic) our selves and for our organizations, to make ourselves better and to strive for a better world. (Greenfield & Ribbins, 1993,p.168)

Gronn has also written on Hodgkinson's legacy of 25 years of writing and speaking about ethical standards. In the United States there are now recognized Standards for School Leaders. These are disposition statements that enshrine values and beliefs:

In Standard 5 there is a presumption that educational leaders will have knowledge of various ethical frameworks and community values; they will be disposed to develop a caring school community and will demonstrate values, beliefs and attitudes that inspire others to higher levels of performance the inclusion of ethics and values in national accountability policy framework documents is an indication of the official recognition now accorded to the values-infused nature of school leader's actions. (Gronn, 2003a, pp. 272-273)

As a practicing administrator, I have considered moral purpose more deeply after reading Hodgkinson's more recent work (1999a; 1999b; 2001). His seminal works on the role of philosophy in leadership and the role of values in administration have given a

greater realization of the importance of philosophy and value theory in the practice of educational administration. The context may change, i.e. the post-modern world, but human nature does not: “Human nature just happens to be the essential raw material of education” (Hodgkinson, 2001, p.305). Value orientation affects the way in which administrators carry out their daily work. “Competence is not separable from character in the administrative world (Hodgkinson, 1999a, p. xii).

More personally, I am compelled to admit two regrets. First, I regret not having considered his work earlier in my career. At the very least I may have more readily recognized that the dilemmas and personal anxieties that attend decision-making are quite to be expected in assuming the roles and responsibilities of administration.

Administration is philosophy in action, providing sophistication and understanding (Hodgkinson, 1999b, p.139). Administration involves politics: “...that is, the creating, organizing, managing, monitoring and resolving of value conflicts” (199b, pp.140-141).

Second, I missed an opportunity! I was a student in educational administration at the University of Victoria and could have chosen to study under Christopher Hodgkinson during a summer residency there. Regrettably, I did not. I’m not sure that earlier in my career as an administrator I really understood the importance of philosophy and the moral dimension of leadership. Perhaps after coming through some “practical and intellectual tests” I have been able to, as Plato is quoted as saying “...look at the source of all light, and see the good itself...” that comes from philosophy (Lee, 1987, p. 293).

Having considered Hodgkinson’s work on moral value in educational administration it is quite clear that there is a level of complexity that is beyond the purpose and scope of this project on teacher growth plans. Value in educational

administration has received much interest among writers since Hodgkinson and his contemporaries, including Greenfield (Samier, 2003, p.75). Evers points out that moral leadership is the result of organizational learning: moral knowledge is not a given but is developed through experience and an ethical infrastructure. The infrastructure includes freedom of speech, tolerance of opinion, respect for people and their right to participate in the growth of knowledge (Evers, 1999, pp. 79-80). Samier's article on the relevance of Kant to public and education administration indicates the difficulties posed by administrative training and practice. It is principally the administrative imperatives for external authority and instrumentality that make Kantian ethics impractical for the administrator (Samier, 2003, pp. 126-148). It is informative and useful to know that there is expanding interest in this area and there are now more studies available for the learner including work edited by both Samier (2003) and Begley (1999).

Hodgkinson's work in educational administration leads to a greater understanding about leadership as well as about moral value and value theory. In contrast to the study of ethics in administration, leadership in education administration has received much more significant attention from writers and researchers since the 1950s. *Bass and Stogdill's Handbook of Leadership* (1990) gives proof to the interest that has been given to the study of leadership. Stogdill and subsequently Bass have developed this resource on all of the important work that has been done on leadership, with over 190 pages of references, 7500 individual references, an index of topics, an index of authors, a glossary and over 914 pages of text (Bass, 1990). There are limitations to the third edition of the handbook, including a noticeable lack of references for the domain of leadership in educational administration and an absence of citations for Hodgkinson The 1990

publication date for the handbook predates the work of Greenfield, Fullan, Gronn, Bates and Smyth but it does highlight the work of Burns, with more than 30 citations referencing his work.

Burns' conception of transformational leadership is an important perspective that has been widely discussed, interpreted and adopted and it is also important to the study of teacher growth plans. It juxtaposes transactional leadership, the exchange of resources aiding the individual interests of persons or groups going their separate ways, with transformation leadership, the joint effort of people in pursuit of higher goals. Transformational leaders seek more than efficiency and effectiveness for all people in the organization.

In this project researching educator perceptions of the leadership factors contributing to the development of teacher growth plans the work of both Hodgkinson and Burns was considered for the construction of the leadership factors. Combining the transformational and the transactional with the moral art of administration the leadership factors used in this paper are coherent with the four dimensions of leadership that are attributed to Hodgkinson.

However, there are alternative and competing conceptions of leadership as well as a critique of transformational leadership that have all added to the development of leadership studies. Among the alternative conceptions of leadership are "distributed leadership" (Gronn, 2003a) and "facilitative leadership"(Watkins, 1989). They, too, are important to consider for understanding leadership in the school and for researching the leadership that supports and promotes teacher growth plans. Gronn (1995) has written a critique of transformational leadership arguing that at the centre of the concept is the



belief that it is putatively leaders who make the difference in an organization and that “leadership is the difference to be made”. For Gronn, it is the essentials of the “great man theory” of history that are once again at play: charisma, individualism and heroism. Transformational leadership is “a resurrected version of a long since discredited and virtually defunct leader type, the hero or great leader...” (1995, p. 2). Gronn maintains that there is no data, in spite of efforts to the contrary, to sustain the thesis that transformational leaders sustain success in organizations (1995, p.11). This is focused leadership: a commitment to a solo or stand-alone leader (2003b, p. 27).<sup>12</sup> The study of leadership, according to Gronn, is more about followership than it is about the attributes of a leader. It is a cognitive act and there is reciprocity between leaders and followers. There is a “cognitive two-step” that takes place between leader and follower. This is a constant exchange of influence, information and symbols. Leadership is a symbolic activity. Followers confer status to the leader who will fulfil their expectations and work within the belief system to which they adhere (Gronn, 1999, pp.17-20).

Gronn’s work on leadership and followership can be contrasted to Hodgkinson’s work on administration, management and leadership for Hodgkinson does focus much of his work on the leader. Salient in Hodgkinson’s work is his writing about the “right men” for administration. There is the reference, perhaps more than once, to the Guardians of Plato’s day and to the Technician ideal-types he devised in 1996. There is the monumental work that he has contributed to conceptualising the administrator as philosopher, that administration is a moral art and of course on value theory. There is also the breadth and depth of his writing on the differences between administration and

---

<sup>12</sup> Copland refers to unreasonably high expectations placed upon administrators and argues for the debunking of the myth of the “superprincipal” (Copland, 2001, p.532).

management and of the relationship between leadership and administration, which is adroitly reviewed with an insightful critique by Allison. It would not be quite appropriate to claim that Hodgkinson conceptualised leadership without any consideration at all for followers and for the organization because there are some references in his work to “follower power”, to the dialectic that exists between the “apex and the base of the structure” and of the recognition that the subordinate can always withhold obedience (Hodgkinson, 1991, p. 80).

Inherent in the promotion and support of teacher growth plans is the importance that is placed on shared leadership in the school. Gronn’s critique of the “heroic” nature of transformational leadership and the “reciprocity between leaders and followers” not only encourages us to think about the importance of followers and the other individuals in the organization but relates well with the belief that power and consent are interrelated and the growth plans have the potential for collaboration and shared power. In *Power Over Power*, Nyberg (1981) suggests that while power exists as a fundamental of human experience it is consent that is key. Ideally all power-holders will benefit from the continued good will, the consent, of those who delegate their power but the withdrawal of this consent is the power people have over those to whom power has been delegated. Nyberg’s model of power provides an understanding of the power relationship that exists, for example, in the school system. There is a power relationship between parents and their children, between a teacher and her students, among teammates, between administrators and teachers. Students and parents have given their consent to teachers to teach. Classroom teachers have given their consent to principals for the administration of the school. School trustees have given their consent to the superintendent to administer

the policies of the school district and the Ministry of Education. “Authority” is power that has been delegated by people. It is respected and accepted by those who have given it their consent. Those who delegate their power can change this relationship. Consent can be withdrawn. It is possible that both formal and informal leaders can exhibit power and leadership. As Greenfield writes, organizational power is always subject to control by the withdrawal of consent and is rooted in the actions of individuals (1984, p. 20). As we saw in the research reviewed in Chapter 2, growth plans offer the opportunity for individual teachers, administrators, both formal and informal leaders, to improve their own learning, the learning of others and the development of leadership skills.

Distributed leadership and facilitative leadership are two examples of alternative conceptions of leadership. Distributed leadership is antithetical to the focused leadership of the individual leader. Instead there is a collective leadership, an aggregated leadership “dispersed among some, many or even all of the members in an organization (Gronn, 2003b, p. 34). For Evers, the concept of distributed leadership is related to ethics. Where leadership involves an ethical dimension there can be an unrealistic “cognitive load” accrued to a particular leader. In his article entitled “Complexity, Context and Ethical Leadership”, he recommends distributed cognition, or, distributed leadership: organizational structures that enhance learning for all and a more distributed model of leadership committed to organizational learning (1999, p. 80). For Watkins, leadership is a power relationship and a process, within an on-going dialectic of human agency. All members of the organization have the human agency to become leaders (1989, pp. 9-32). The implication for leadership studies is a belief in an organizational community in which all members have the capacity and opportunity to be leaders and there is a

common concern for the empowerment and betterment of “the human condition”. The implication for school leadership is “facilitative leadership”, in which the principal is a facilitator for collaboration, participatory decision-making and dialectical interaction in the school community.

There are others who have a similar conception of collective or group leadership. For example, Foster believes it is the community of learning that is important, a community “...that might disregard the individualistic emphasis”(Foster, 2003, p. 210). He also uses the term “momentary leadership”:

Leadership is a consensual task, a sharing of ideas and a sharing of responsibilities, where a ‘leader’ is a leader for the moment only, where the leadership exerted must be validated by the consent of followers, and where leadership lies in the struggles of a community to find meaning for itself. (Foster, 1989, p. 61)

The idea of developing a community of leaders in schools is evident in some of the more recent work by Barth (2001a, 2001b), Fullan (2002), Lambert, 1998, 2002a) and Sergiovanni (1994b). However, Fullan has a more functional purpose than an ideal purpose in mind when he says that leaders need to help cause improvement in working conditions and the development of the teaching profession because this is how great leadership is ensured for the future and because it is from teacher ranks that future leadership derives (Fullan, 2002, p. 19). For Fullan, working conditions are not to be improved for moral and ethical reasons but as a means to provide for more leaders to follow in the footsteps of current leaders. Lambert writes about building leadership capacity and a framework for shared leadership but focuses on schools and particularly instructional leadership (Lambert, 1998, p.19; Lambert, 2002a, pp.5-6; Lambert, 2003, pp.2-3). For Sergiovanni moral leadership is to be shared by the principal but not given

over to a collective of leaders. He questions the source of the principal's authority but not the principal's authority itself, claiming that the authority should be idea-based as well as based on bureaucratic "things"(Sergiovanni, 1994b, p23). Fullan, Lambert, and Sergiovanni indicate a sense of community and shared leadership but do not discuss community beyond the school. This is not distributed leadership or moral leadership.

Barth, in comparison, seems to strike a chord that is deeper and more profound, perhaps more to the heart of the matter. In *Learning By Heart*, Barth envisions school as a community of leaders that is inclusive of people and provides opportunities for all people to lead. Barth maintains that not only can teachers lead but also they must lead if children and adults are to learn. Furthermore, this leadership potential exists in all teachers. "The fact of the matter is that all teaches harbour extraordinary leadership capabilities waiting to be unlocked and engaged..."(2001b, p.85). In an article on teachers as leaders Barth (2001a) closes his writing with an endorsement of the importance of developing teacher leaders: " All teachers can lead! Most teachers want to lead. And schools badly need their ideas, invention, energy, and leadership" (2001a, p. 450). Barth does not limit leadership development to teachers but extends his contention to include students and parents, too. "I envision a school as a community of leaders. This is a place whose very mission is to ensure that every student, parent, teacher and principal will become a leader in some ways and at some times" (2001b, p.85).

However, Barth directs his work on leadership " for the good of the school" and only comments very briefly, about the benefit for the "common good"(2001b, p.85). He does not elaborate on his definition of the common good and it would be helpful to the

reader in general, and to this learner in particular, to probe his thoughts a little more about his understanding of leadership theory and the role of the school in the larger community, the community beyond the relationships within the school community. While the discussion of community has a political connotation that will be discussed later in this paper, it is important to note that the term “community” is defined in this paper as the relationships people develop through social interaction and the subsequent shared values, norms, meaning, history and identity to which they commit (Etzioni, 1996, p.127). Educators in a school can have a community. The school community can include students, parents and educators, as well as neighbours who live nearby, business owners, service organizations, religious groups, social and political organizations and others. I will return to the discussion about community and the political connotation later in this chapter.

Now, this is not to suggest that only teacher growth plans will promote a community of learners and leaders, interdependent collegiality, and teachers working together collaboratively. There are other models that promote formative learning for teachers and that are used in the supervision of instruction. The literature review on supervision of instruction cited several other models, including: peer assessment, portfolio assessment, coaching and mentoring. In the Chilliwack School District it is the teacher growth plan program that has been recognized as the alternative to clinical supervision and summative evaluation, and therefore it is the focus of this project.

Furthermore, several authors have written on the topics of instructional leadership and the supervision of instruction encouraging administrators to become instructional leaders so that administrators can lead the learning. For these writers it is the

administrator who is the leader, and they focus on developing the administrator as a leader. They do not focus on helping the administrator to become a facilitator who helps develop leadership in teachers (Dufour & Eaker, 1998; Fink & Resnick, 2001; Lambert, 2003; Lieberman, 1988). This is not distributive leadership as Gronn, Watkins and Foster conceptualise in their work on leadership.

There are several implications of these models for school leadership, supervision of instruction and the development of professional growth plans. A consideration of adopting facilitative leadership by administrators and teachers means the administrator serving as facilitator for collaboration, for participatory decision-making and interaction in the school community. This could mean further support and development of the interdisciplinary teams, an existing feature prominent in exemplary middle schools, that Tomlinson and George hail as examples of teachers working together to improve teaching and learning (Tomlinson & George, 2004, pp. 7-11). Or, it may mean something more, such as the development of “self-managing teams”(Gronn, 2003b, pp. 116-118). For teacher professional growth plans the distributed or collective leadership model could provide purposeful support for teams of teachers working together, formalizing the coaching and mentoring of other teachers in the development of growth plans. Teams of leaders, teachers and administrators, could direct their efforts not only for instructional improvement but work together with parents, students and the larger community for the all aspects of the school organization.

In concluding this discussion on leadership, there are three important points that pertain to this project. First, the leadership dimensions that have been identified by Hodgkinson are used as the leadership factors in the research methodology. These four

dimensions reflect leadership in current practice: consideration for others, an emphasis on product, consideration of the situation, and a moral dimension. Second, while leadership is embodied in these four dimensions there are other conceptualisations of leadership that bear consideration to help us better understand the perceptions of participants in this research, including distributed, collective and momentary leadership. Third, there is a philosophical, sociological and political perspective that is the foundation for leadership theory and for this research project. It is to those perspectives that we now turn our discussion.

### **2.3 Philosophical Perspective**

This project is founded on the pillars of ontological, epistemological and axiological principles within the qualitative research paradigm, the constructivist tradition and the case study approach. Ontologically, the methodology respects that there are multiple realities. Epistemologically, it supports the contention that a subjective understanding of knowledge can be created through the work of the participant and the researcher. In terms of axiology, the methods used in this dissertation proposal include values and choice as part of the process for presenting findings in research.

Philosophy is important to understanding the complexities involved in the development of teacher growth plans and the tools of philosophy, namely dialogue, debate, questioning, interpretation, self-reflection, thesis, antithesis and synthesis, further the development of democratic participation, which is a very key part of the development of growth plans. Bai convincingly argues the importance of using the tools of philosophy to develop an understanding of the world.



Philosophy is an invitation to scratch deep to experience the complexity of life and ourselves, and the 'point' of doing so is not to come away feeling befuddled, betrayed, depressed, or oppressed. Once we become comfortable with doing philosophy, we find the initial mental fog gradually lifting to reveal the fluid complexity of the world and people in progressive clarity, and we find ourselves being able to nimbly and creatively navigate, negotiate, and compose our ways through the labyrinth of life. (1997, p.1)

Constructivism is a tradition in the qualitative paradigm with an ontology, epistemology, and axiology distinct from other traditions. Constructivists view reality as subjective, not objective. Ontologically, there is no empirical or absolute reality. Two observers may attribute two different values to the same observation and so the researcher must investigate multiple realities to understand an event, program or phenomenon (Guba, 1990a; Lincoln & Guba, 2000; Schwandt, 2000). There are various interpretations of truth and validity. Individuals, in the context of the particular situation, construct reality. "...constructivism means that human beings do not find or discover knowledge so much as we construct or make it" (Schwandt, 2000, p. 197). As Schon has written, it is our perceptions, appreciations, and beliefs rooted in worlds of our own making that we come to accept as reality (1987, p. 36).

The use of metaphor may be helpful to represent the constructivist view. Richardson's use of the crystal, with its prisms of multidimensionality, is one way of conceptualising the important concepts of perspective and personal view for this approach (Janesick, 2000, p. 392). "Bricolage", a metaphor used by Denzin and Lincoln, is a second example (Denzin & Lincoln, 2000a, pp. 1-28). A weaving, with its material of different textures, colours and lengths, is another (Walker, 2002, p. 2). This project on teacher growth plans could be viewed as though it were a weaving displayed as art. The warp and weft of the weaving will have the different colours and sizes of cloth

representing each teacher and each administrator who participated in the research on growth plans. Each design will represent each of the individual responses. There will be some patterns evident to the viewer's eye, just as there are trends in participant responses evident to the researcher. The researcher, like the viewer of the artistic weaving, will interpret the meaning of the completed research, engage in the processes of understanding, and make sense of what participants have said (Walker, 2002). I could extend this metaphor a little if I were to actually construct a weaving to represent the case study research and display the art in the foyer of the Chilliwack School District's Administration Office. It could be a tapestry, a montage of photos of the participants, a collage of photographs of people and events with their words printed in large fonts.

While constructivists generally view reality as subjective and not objective this project is based upon an ontological view of truth and reality that is congruent with what may more appropriately be termed a "soft" constructivism in contrast to a "hard" constructivism. This view of constructivism refers to the existence of both a subjective, constructed social reality and an objective scientific reality. While individuals construct social reality in the context of the situation, perhaps we as observers can approximate an understanding of an event, action or phenomenon within the context of time, place and culture. The concept of perspectivism as originally presented by Nietzsche is intriguing, but specifically as it relates to the world of social interaction and the constructivist, interpretivist tradition (Audi, 2001; Kaufman, 1982; Olson, 2001).<sup>13</sup> Longino's "contextual empiricism" is an acknowledgement that there is scientific knowledge, which is one part the product of empiricism and one part the product of social negotiation

---

<sup>13</sup> "What then is truth? A mobile army of metaphors..." as Kaufman attributes to Nietzsche (Kaufman, 1982, p. 46; Olson, 2001; Audi, 2001, p. 615).

(Schwandt, 2000, p. 98). The participant perspective and situational context have an effect on our experience and affect our perception.

This modest interpretation of constructivism is, in a metaphorical sense, like having one foot squarely in the soil of a garden while dipping some of the toes of the other foot in a pool of water. Consider the garden, a place alive with a variety of herbs, flowers, shrubs and trees. Like the garden with its variety of flora there is a social reality with many perspectives or beliefs. Like the pool of water, there is also a scientific reality with substantiated fact: the toes on my other foot are wet.

Epistemologically, constructivists in the interpretive tradition believe that research can intentionally promote an understanding of the subjective meaning of human action. There is a relationship between the researcher and those people being observed and interviewed. The researcher can better understand the person, event, program or phenomenon by reducing the distance between the two (Schwandt, 2000). The methodology in the proposed research will include participant interviews. Through interviewing participants who are involved in developing teacher professional growth plans the researcher will have an opportunity to learn the participant's perspective. The important point is that the purpose of the research on teacher growth plans is to provide an understanding of participant perceptions regarding the leadership factors that help in the development of teacher growth plans. The intention is neither to establish causation from hypotheses, the purpose of the positivist paradigm, nor is it to understand what is involved in the process of understanding itself, which is the philosophical hermeneutic tradition (Schwandt, 2000).

In terms of axiology, there is value that is constituent to both the constructivist position and case study approach, just as there is value inherent in the methodology proposed for this research. Axiology, the branch of philosophy that deals with value, considers ethical value and aesthetic value, and other values as well (Audi, 2000, p. 949). For Lincoln and Guba axiology is one of the basic beliefs in constructivism and the naturalistic inquiry process (Lincoln & Guba, 2000, p. 169). For Greenfield, values are “the ultimate subjective reality” (Greenfield, 1984, p. 21). In writing about organizational theory he elaborates on values, subjectivity, and the individual’s perspective.

To allow the individual into theory about organizations and administration requires an acknowledgement of the individual’s perspective and subjective appreciation of reality, for these are the only grounds in which values exist. We cannot find them in the natural world around us, only the the (sic) non-natural order that people create and in the beliefs, attitudes and appreciation of self and others that shared the formation of that order. (1984, p.22)

For me, it is a matter of choice: the choice that is made is the manifestation of value. This brings us back to the discussion on leadership theory and Hodgkinson’s work on the moral dimension of leadership and his work on value theory. It also brings back the discussion about professional growth plans. In this project the perceptions of growth plan participants, teachers and administrators will be heard and discussed. Their individual responses represent their own perspectives on the leadership factors that promote growth plans and on the value they perceive for this formative form for supervision of instruction. As Hodgkinson has said:

The more ways we look at a problem the more voices we listen to and actually *hear, the* more eyes beyond our own we use to *see with*, the greater the depth of *understanding*. These contributions all serve the end of assisting the serious reader to deepen the understanding of leader-value phenomena. (1999a, pp. xiii)

## 2.4 Sociological Perspective

There is a sociological perspective in which this project is situated. Collins' thesis that the social interaction, human energy, cultural capital and social structures have brought about intellectual development will be used to discuss the intellectual basis and development of thought on supervision of instruction (Collins, 1998). As well, some of Fullan's work on teacher development will be considered (Fullan, 1991, 1998). There are also sociological traditions in which this research on teacher growth plans is situated. Durkheim and Goffman offer insight on social and professional relationships that are found among educators in schools (Collins, 1994). Though they represent different sociological traditions their work is helpful in conceptualising and analysing the interactions of educators in developing growth plans.

In *The Sociology of Philosophies: A Global Theory of Intellectual Change*, Collins (1998) presents an intriguing argument for consideration: intellectual traditions are developed by networks of social interactions, by human energy, cultural capital and social structures. His thesis on the development of intellectuals and intellectual thought provides us with a view of the importance of the social networks that have been involved across the centuries and around the world. Intellectual development, the history of philosophy and intellectuals is not, according to Collins, the history of "great men" or of great events. It is the social interactions, human energy and social structures that bring about the history of philosophy. It is the social networks as well as the individual personalities that bring about creativity and ideas and it is the intellectual groups who are involved, the networks of people and the rivalries among these groups on which Collins focuses in his analysis of intellectual change. He introduces the reader to at least five

concepts that constitute the framework for an understanding of the sociology of ideas: interaction chains, emotional energy, cultural capital, stratification and the Intellectual Law of Small Numbers. Each concept is a component of the competition, the conflict and the struggle, that goes on in intellectual change.

Of most importance to the research on teacher evaluation is the concept of networks of social interaction and human energy. For essentially this is what Fullan describes in his concept of “interactive professionalism” which he believes is a means of effectively changing teacher professional development, improving instruction and education (Fullan, 1998, p. 142). This social interaction is also present in Barth’s work on the importance of the adults in the school developing relationships among themselves to develop and improve learning and teaching: “Unless adults talk with one another, observe one another, and help one another, very little will change” (Barth, 1990, p. 32). Explicit in Fullan’s description of teacher interaction and Barth’s collegiality is cooperation. It is important to note here that where Fullan and Barth write about interaction and cooperation Collins writes about struggle and competition. In my own personal experience, there is the complex nature of the human endeavour, with cooperation and competition, harmony and conflict, among educators in the same school. Nevertheless, it is the human energy, the network of interactions and exchange of ideas that propel the development of ideas.

This sociology of intellectual tradition has provided both a framework for considering how intellectual thought has developed and an analysis of intellectual traditions across time and space. Using the constructivist approach, I am interested in identifying and presenting educator perceptions of teacher professional growth plans.

According to Collins there are four sociological traditions that have contributed to an understanding of the development of social thought and social processes, namely: the conflict tradition, the rational/utilitarian tradition, the Durkheimian tradition and the microinteractionist tradition (Collins, 1994).

Two of these traditions are particularly helpful in conceptualising and analysing the interactions of educators in the development of teacher growth plans. Both the Durkheimian tradition and the work of the microinteractionist, Goffman, are most relevant, providing insight for research on teacher professional development, supervision of instruction and the development of growth plans. It is Durkheim who has provided so much to sociology. The following concepts are related to his work and relevant to this project: social rituals, social structure, social membership; the determinism of relationships among individuals; and the “law of gravitation of the social world” (Collins, 1998, pp. 182-187). Yet, this tradition also has its minor traditions and, according to Collins, a “wing” which became a separate tradition, the microinteractionists.

The microinteractionist tradition has its own unifying beliefs and distinct lesser traditions. The central theme is the sociology of the self. In this tradition, social reality is constructed within ourselves, from our conversations with others and our own interactions throughout the day. Within this tradition there are significant and distinct contributors and contributions: phenomenology, pragmatism, symbolic interactionism, role theory, conversational analysis, semiotics and there are prominent writers such as Mead, Dewey, Husserl, Garfinkel and Goffman (Collins, 1998, p. 194).

Sergiovanni’s work on leadership, collegiality, and the conceptualisation of school as a community, seems to relate well with the microinteractionist tradition. For

Sergiovanni, one of the most powerful acts of a leader is to help build a culture, or a community, in which people's behaviour is influenced more by a commitment to shared values, professionalism and collegiality than by what he calls "direct leadership". Ideally, teachers will become self-managing so that school principals will be able to devote more time to other "matters of substance". This is congruent with Goffman's concept of the embedded frames, the largest being the physical world and the bodies of people interacting in it (Collins, 1994, p. 287). Goffman's idea that society is held together by emotional solidarity seems to be echoed in Sergiovanni's work in 1992 on the concept of collective, community action. Teachers in such a community-oriented school would work to help the school function and flourish with a commitment to do one's best, demonstrate exemplary practice, and help others to become successful. These community norms would become a substitute for leadership. For Sergiovanni, the intrinsic value of teaching and learning with others, plus "the human capacity to be morally responsive", helps achieve success without direct leadership (Sergiovanni, 1992b, pp. 41-46). Or, as Goffman puts it: "The bedrock of social interaction...is always the physical co presence of people wearily attending to each other (in Collins, 1994, p. 298).

A common feature in much of the research on supervision of instruction is the development of relationships and the social and professional relationships among teachers and administrators. It is the structural relationships, the symbols and rituals involving administrator and teacher, teacher and mentor, teacher and colleague that shape individuals, groups and actions. Schools, like all organizations according to Greenfield, are about people rather than depersonalised structures or entities unto themselves (1993,



p. 55). In some schools there is a social structure and there are relationships that have been developed among people that support teacher professional growth (Donaldson, 2000). As a consequence, educators in those schools value and are involved in mutually supportive activities such as collegiality, peer review, formative supervision and professional growth plans. Therefore, a possible hypothesis would be that these social structures and relationships among educators are evident in the schools described in the research from Hong Kong, California, Washington State and Burnaby, British Columbia, as cited in the literature review on the supervision of instruction.

The view adopted in this project is that networks of people, social interactions, human energy, cultural capital, social structures and emotional solidarity actively promote the development of intellectual thought and the development of teacher professional growth. Educators develop a social reality within themselves based on their social interactions. It is through the interaction, cooperation and work of the community of learners that educators, instructional practice, and teacher growth plans will be supported, promoted and developed. This perspective on sociology, along with leadership theory and the constructivist approach provides the framework for the project on teacher growth plans.

## **2.5 Political Perspective**

In addition to leadership theory, a philosophical and sociological perspective there is also a political perspective that is helpful to developing an understanding of leadership in educational administration as well as the research on supervision of instruction and teacher growth plans. This section will include a brief discussion acknowledging the political perspective in educational administration (including neo-liberalism and neo-

pluralism), review some of the work on the supervision of instruction using a political analysis, and consider an alternative political view for developing teacher growth plans.

Held presents us with a conception of politics that goes beyond the study of the state and governance, eclipsing the hypocrisy, self-aggrandizement and partisan conflict that can sometimes characterize politicians and politics. Held reminds us that politics is all encompassing, involving everyone and every aspect of human affairs (Held, 1989). For my purposes in this project, that includes educators working on growth plans. Held posits that the study of politics should examine the way in which the state and society intersect and interplay, consider the whole of human endeavours as a complex and “whole” entity, involve the practical and the theoretical, and serve as critique of political ideology. Politics has a long philosophical, and intellectual tradition. Politics is a positive, purposeful and meaningful discipline comprising practical features such as problem-solving skills. In the end, the goals of politics are to enlighten all members of society and help develop alternative possible political worlds (Held, 1989, p.4).

The shifts in worldview that take place in government and education in western society have had implications for supervision of instruction and growth plans. With the rise of neo-liberalism, the New Right and Public Choice there have been recent actions taken by governments in North America bringing changes to the education system. Public Choice and Neo-Pluralism are two approaches to public policy making that have a philosophical, sociological and political basis. Philosophically, public choice assumes that people are guided by self-interest and whatever actions are advantageous to them: ‘the greatest good for the greatest number’ is the utilitarian axiom, which was first associated with Bentham (Rohmann, 1999, p. 416). This is the New Right of which Held

speaks, with a key political axiom being the “minimal state”. It is also clearly evident in the Rational/Utilitarian Tradition, which Collins describes, that the utilitarian ideals of Bentham, James Mill and J.S. Mill have become transformed into “exchange theory” and “rational choice” (Collins, 1994, p. 121). For public choice, as for neo-liberalism, the predominant political forces focus on the individual, the free-market and utility. In this approach to policy-making people are treated as “rational utility maximizers” (Howlett and Ramesh, 1995, pp. 19-21). However, Bates has clarified that Adam Smith, the 18<sup>th</sup> Century writer on political economy and the market economy, has been misrepresented in public-choice theory. Smith, says Bates, was as much concerned with morals as with the market, seeking a compromise to ensure a vital market economy with a social order “...committed to the development and preservation of institutions which would encourage order, justice, benevolence, prudence and self-command”(2003, pp. 97-124). Bates asks us to reconsider Smith’s work as we develop administrative ethics for an effective education.

Neo-Pluralism is a second approach to policy-making that bears consideration in terms of philosophical, political and sociological perspective, in terms of public policy and research on teacher evaluation. As Howlett and Ramesh point out, this approach assumes that interest groups are of primary importance in the policy development process with public policy being the result of competition and collaboration among groups who, in turn, further their membership and collective interests (1995, pp.34-35). Neo-pluralists recognize that some groups are more powerful than others and also that business, as an interest group, has a pre-eminent role in considering public policy development (p. 34). Both Neo-Pluralism and its antecedent, Pluralism, have early philosophical foundations

in the works of Schumpeter, Madison, de Toqueville, Weber, Dahl and Lindblom (Held, 1989, pp. 57-64). Weber is cited as an intellectual source for pluralism and neo-pluralism because of his view that society is made up of contending groups, his work on power and on the distribution of power (Held, 1989, pp. 44-45; Collins, 1994, pp.81-92).

Politically, the pluralism owes much to Madison and his belief that the “purpose of government is to protect the freedom of factions to further their political interests while preventing any individual faction from undermining the freedom of others (Held, 1989, pp. 59-60).

Held’s work helps us understand the political basis of some of the research on the supervision of instruction and collegiality. The development of “collaborative school cultures”, “teamwork” and “professional learning communities” are terms very popular in recent writing on educational administration (Lieberman, 1988, 1990; Dufour & Eaker, 1998; Fullan, 1998). However, developing collaborative cultures and communities of educator-learners is politically charged with the two platonic questions: “Who shall rule?” and “With what justification?” (Allison, 2003, p.52). Collegiality and teamwork can be “contrived”, can direct educators towards instruction developed by others and for the achievement of imposed goals (Hargreaves & Dawe, 1990; Whitford & Jones, 2000).

Four writers consider the importance of the political perspective and the underlying philosophical belief about purpose, participation, leadership and power and are referenced (Donaldson, 2000; Koehler, 1996; Sergiovanni, 1992b; Smyth, 1991a, 1991b). The initiatives for supervision of instruction, teacher growth and improvement must be interpreted by these considerations: teacher ownership of the efforts for teacher development and a perceived justification of purpose. Where teachers are extensively

involved in the development of initiatives to improve practice, such initiatives are welcomed (Theakston et al, 2001).

Smyth's article on teacher collaboration has a clearly presented political perspective and a particular political philosophy. For Smyth, collegiality is a tool being used by the state to effect implementation of policy for education that is shaped by non-educators, for the purpose of economic reconstruction (Smyth, 1991a, pp. 98-99; Smyth, 1991b, p. 328). In one Australian state jurisdiction teachers do not have any real involvement in policy decision-making regarding working conditions, curriculum or technical competence. On one level this is a very good example of political involvement in education. On another, that of political philosophy, further analysis of the situation described by Smyth may reveal the state's influence in educational policy as similar to that of liberalism or neo-liberalism, the New Right as presented by Held in *Political Theory and The Modern State* (1989, pp. 139-141). Smyth, on the other hand, prefers to refer to this kind of governance as a "capitalist economic system" (1991b, p. 327).

Koehler's article on collegiality has a less polemic orientation, yet it still reflects a political perspective (1996). In this study, some school principals decided to implement a programme to have teachers work together and he also decided how to implement it. Collegiality, says Koehler, has failed in schools where teachers have not been involved in the planning and implementation of collegial programmes. Koehler suggests that in many cases the implementation has been unilateral and imposed from the administration of the school.

At first, Donaldson's description of a teacher evaluation programme in a California school district appears to offer an alternative to the bureaucratic and

summative nature of teacher evaluation models (Donaldson, 2000). On one hand, there was an emphasis placed on the process of collaboration and professional growth; on the other, there was also an evaluative component that undermined the attempts to have a teacher growth plan model. However, Donaldson's study sheds some light on a more fundamental political concern for authentic interest in teacher growth. The telling feature of the model in Donaldson's study was an accountability function determined by the state, large-scale assessment and the focus on improved results for students. There was also a rubric of teacher skills and abilities that was set, again, by an external agency. While it is only speculation as to the extent teachers have been politically involved in this whole process the very criticisms that Smyth and Koehler present may also apply in Donaldson's study.

In an article on collegiality, Sergiovanni strikes a theme similar to that of Koehler (Sergiovanni, 1994a, p.223). As cited in the previous section on the sociological perspective, Sergiovanni states that one of the most powerful acts of a leader is to help build a culture, or a community, in which people's behaviour is influenced more by a commitment to shared values, professionalism and collegiality, than by what he calls "direct leadership". These three – shared values, professionalism and collegiality – become the substitutes for direct leadership. Ideally, teachers and others will become self-managing and school principals will be able to devote more time to other "matters of substance". Sergiovanni suggests we should use the metaphor of community when we think of a school organization. Teachers in a community styled school would work to help the school function and flourish with a commitment to do one's best, demonstrate exemplary practice and help others to become successful. These community norms

would become a substitute for leadership. For Sergiovanni, the intrinsic value of teaching and learning with others, plus “the human capacity to be morally responsive” helps achieve success without direct leadership (Sergiovanni, 1992b, p.44). His fundamental belief is that authority based on competence and virtue is pre-eminent over bureaucratic, psychological and technical-rational authority. Sergiovanni’s use of the term community is curious, from the political perspective, because it is not clear whether he is referring to the diminishing of individualism and a more pre-eminent role for interest groups or for community in the sense Etzioni provides:

Community is defined by two characteristics: first, a web of affect-laden relationships among a group of individuals, relationships that often crisscross and reinforce one another (rather than merely one-on one or chainlike individual relationships), and second, a measure of commitment to a set of shared values, norms and meanings, and a shared history and identity – in short, to a particular culture. (1996, p. 127)

Held has said that one of the purposes of politics is “to help develop alternative possible political worlds”. It is clear from the work of Held, Manzer, Nyberg, Gutmann and Thompson that governance can be made more democratic and more effective for every member of society. Whether the concept is democratic autonomy (Held, 1989, pp.185-186; Held, 1996, pp.330-334), a democratic educative and moral society (Manzer, 1994, p.272), a democracy based upon educating citizens ethically about the nature of power and consent (Nyberg, 1981, p.178), about the moral ecology that is fostered by our social organizations through the virtues of responsibility and care (Bellah, 1992, p. 160), or the development of a deliberative democracy (Gutmann & Thompson, 1996, pp.357-361), there is a common theme in this literature for having effective participation in a democratic form of governance for the common good, for the good of all citizens and not just for individuals or interest groups.

An alternative political perspective, and in particular the concept of deliberation and a re-conceptualisation of democratic governance, provide further encouragement to hear the perceptions of educators in this case study. The current growth plan model used in Chilliwack has not been reviewed and no review or evaluation has been planned. This research on educator perceptions about teacher growth plans is an initial step to providing reflection and possibly a review of the current teacher professional growth program in this district. The survey and interviews encouraged participants to think about their own growth plan and the process for developing their plans. As we will see in Chapter 4, the response rate for survey completions and the eagerness for participation in interviews was quite significant indicating that there was a significant level of interest in the topic. An understanding of how educators feel about teacher professional growth plans, whether their experience was positive or negative, and this level of interest among participants as evidenced in the data collection, may help generate interest in a formal review of the current programme, a revision of the current teacher growth plan and the development of a next stage for the supervision of instruction. Establishing educator perceptions is an element in promoting publicity, which is one of the important conditions for the development of a deliberative model. Deliberation would help both the review process and the development of a revised model that reflects cooperation, collaboration and a collective will because the of the core concepts of interaction, mutual agreement, reciprocity and accountability.

It is an obligation to listen to others and to help improve the current growth plan program, to make the future for teacher growth plans better than the past. It is our responsibility as educators to have a philosophical perspective and think about how we



can help make the future for growth plans better than the present: “ It is our responsibility as philosophers to see that history doesn’t just happen to us, but that we human beings have a hand in shaping a future that is better than the past, not worse” (Ogilvy, 1992, p. xxii).

## **Chapter Three Research Approach And Methodology**

### **3.1 Research Approach**

This project seeks to develop an understanding of the leadership factors that have promoted the development of teacher professional growth plans by focusing on the perceptions of participants involved in the growth plan process. In this chapter I will explain the rationale for choosing this methodology, show how the methods relate to the research paradigm and also how they address the questions posed in the dissertation. I will also present the research design along with the instruments to be used for data collection. The intention of the project is to use a case study approach to describe and identify patterns in order that educators who are involved in school leadership and in research may learn from the results. It is an effort to understand the perspectives of the individuals who know the situation in a way that I do not know, as a researcher. The learning necessarily draws from the lived experience of the educators who have participated in the development of professional growth plans. Therefore, the methodology is based on the ontological, epistemological, and axiological pillars of qualitative research. It is also linked pragmatically to the context of the environment in

which the research takes place. These elements fit the use of qualitative research with a case study approach. The project uses a mixed methods approach that combines an attitude survey, semi-structured interviews and document review.

There are terms that should be clarified at the outset. The term “teacher professional growth plan” refers to the model developed in the Chilliwack School District and in use since September 2000. This model is formative in design since it encourages teachers to engage in self-reflection and self-evaluation. The relationship between leadership and the development of teacher growth plans is a central theme that was addressed in Chapter 2. However, for the purposes of this chapter the term “leadership” is defined on two levels. On one level, leadership is manifested in two forms: formal leadership, as represented by the authority of the school principal; and informal leadership, as represented by the teachers in the school who are recognized by colleagues for their leadership skills and instructional expertise. On a second and more foundational level, leadership is defined as having dimensions, including: consideration of others, production emphasis, and understanding of situational factors. Hodgkinson has added to our knowledge and understanding of leadership by contributing the fourth dimension, which is morality (1978, p. 179). As stated in Chapter 1, the focus of this project is on the leadership aspects involved in the development of teacher growth plans. The main question in this projects asks: “ What leadership factors do educators, both teachers and administrators, perceive important to promote the use of teacher professional growth plans?” Are there factors that inhibit success? What are teachers’ perceptions? How do they differ from administrator perceptions?

Through the case study approach the researcher seeks the views of participants who have either developed their own growth plans or been involved as school-based administrator in their development. Therefore, the term “teacher” refers specifically to classroom teachers, to those teachers who register a class or grade of students. At the elementary school the classroom teacher teaches a grade of students, sometimes referred to as a division. At the middle school teachers may have several classes, sometimes with the same students and sometimes a completely different set of students. These classes are sometimes referred to at the middle school level as a block of time in the timetable, thus Block C means the students who work with the teacher for a particular subject in Block C of the timetable. At the secondary school the teacher may have a class referred to as Science 10 or Math 11 and again the class may be further distinguished from other classes by a letter denoting the place in the timetable. The teachers who participated in this case study were classroom teachers, not “helping teachers”, counsellors, coordinators or others who do not have responsibility for a class of students. The other group of participants in this case study are “administrators”, specifically, school-based administrators. These administrators were vice-principals or principals, for either one may be involved in the development of the teacher professional growth plan. There were administrators who were excluded from this case study for those administrators who do not have responsibilities specifically at the school level were not included. Thus, while the District Principal, the Director of Instruction, Assistant Superintendent, Superintendent are administrators, they do not have specific responsibility for the supervision of teachers at the school level. It is the views of classroom teachers and school-based administrators I wish to present and share with the

reader, in the hope that we can have an understanding of the leadership factors that promote the development of growth plans and the interrelationship between developing growth plans and developing leaders.

The methodology used to conduct the research is founded on the pillars of ontological, epistemological and axiological principles within the qualitative research paradigm, the constructivist tradition and the case study approach (Cresswell, 1998, pp. 74-78). Ontologically, the methodology respects that there are multiple realities. Epistemologically, it supports the contention that a subjective understanding of knowledge can be created through the work of the participant and the researcher. In terms of axiology, the methods used in this proposal include values and choice as part of the process for presenting findings in research. As discussed in Chapter 2, philosophy is important to developing an understanding of the complexities involved in promoting and developing teacher growth plans and how the tools of philosophy - dialogue, debate, questioning, interpretation, self-reflection, thesis, antithesis and synthesis – promote democratic participation, which is a very key part of the development of growth plans.

Epistemologically, constructivists in the interpretive tradition believe that research can intentionally promote an understanding of the subjective meaning of human action. There is, therefore, a relationship between the researcher and the participants of the research. As discussed in Chapter 2, the researcher can better understand the person, event, program or phenomenon by reducing the distance between the two. In this project the researcher is brought together with growth plan participants in the interview. The interviews provide an opportunity for the researcher to pose questions, listen, discuss and review participants' experiences in order to learn,

record and share the participants' perspective regarding the leadership factors that help in the development of teacher growth plans. To reiterate, the intention is neither to establish causation from hypotheses, in the positivist paradigm, nor to understand what is involved in the process of understanding itself, the purpose is to interpret the perceptions of participants involved in growth plan development. Peshkin defines the constructivist approach and interpretation as: "...an act of imagination and logic. It entails perceiving importance, order, and form in what one is learning that relates to the argument, story, narrative that is continually undergoing creation" (2000, p. 8).

In terms of axiology, there is value that is constituent to both the constructivist position and the case study approach, just as there is value inherent in the methodology proposed for this research. As Lincoln and Guba have pointed out, axiology is one of the basic beliefs in constructivism and the naturalistic inquiry process (2000, p. 169). There are two ways to perceive the relationship between value and the methodology of this project. Value has connotation as both noun and verb. Value is inherent in the case study approach. Creswell and Stake, both well known for case studies, maintain that all studies are value-laden and provide conclusions about value (Creswell, 1998; Stake, 1995). Again, Hodgkinson assists in conceptualising about value and growth plans: "There is nothing at all valuable or beautiful or good *out there*, only *in here*" (1978, p. 220). The value growth plans have is in the hearts of the people involved. The rationale for using case study and the constructivist tradition is related to the appreciation of value inherent in, and the value attached to, teacher growth plans. As mentioned in Chapter 1, I chose the topic of teacher growth plans and chose to research educator perceptions of teacher growth plans because I value educators

working together to improve instructional practice and positively affect student achievement. As we saw in Chapter 2, there is much research to indicate that other noted researchers value teachers working in schools to improve their own instructional practice, learning new instructional skills and knowledge, too. Moreover, this belief in learning from and with others extends to all educators, administrators as well as teachers, school teachers as well as university faculty. Teachers may choose to work with colleagues who work in the same school, with their principal or vice-principal, with educators in other schools in the same school district, with teachers who have district-wide responsibilities or with teachers in other districts. Indeed we see evidence of teachers working with other educators in many venues. The Learning for Understanding through Culturally Inclusive Imaginative Development Project (LUCID), at Simon Fraser University, involves teachers and administrators working and learning together in the same school but also provides opportunities for them to work with teachers from two other school districts and university professors to develop instructional skills linked to the work of Kieran Egan on the use of imagination in teaching and learning.<sup>14</sup> The Network of Performance Based Schools is a consortium of educators, both administrators and teachers, who meet regularly for regional meetings to share ideas, strategies and project results.<sup>15</sup> During the 2004-2005 school year the Literacy Project will involve two teachers working with groups of teachers in specific

---

<sup>14</sup> The LUCID Project is a research project between the Faculty of Education at Simon Fraser University, School District 33, Chilliwack, School District 50, Prince Rupert, School District 52, Haida, the Sto: Lo, Tsimshian and Haida First Nations. The project is centered on the work of K. Egan (1986; 1997).

<sup>15</sup> The Network of Performance Based Schools is an action research community designed to improve both student learning and public education. The Network has grown to include close to a hundred schools in 31 districts across B.C. School teams of teachers and principals develop a question that becomes the focus for their school improvement work on an annual basis. "...schools can learn a great deal from each other - given the opportunity and the encouragement. Public education is strengthened when schools tell their stories with integrity, using both stories and numbers" (Retrieved July 20, 2004, from <http://www.npbs.ca>.)

schools to develop strategies, model instruction that promote the teaching and development of student literacy skills and improve student achievement. The project features a new role for the concept of the “district-helping teacher” wherein the helping teacher who has been contracted to provide workshops for teachers and make presentations to educators instead works side-by-side with the classroom teacher in the classroom, providing in situ learning.

I chose to use case study as an approach because the purpose and characteristics of case study are congruent with the philosophical and methodological perspectives taken by this researcher. The purpose of case study is discovery or description; to help inform practice and present unexplored details (Cresswell, 1998, pp.61-63), which is the purpose of researching the perceptions of educators involved in developing teacher professional growth plans. The case study approach identifies context, issues, the work of individuals bounded by time and place, and multiple sources of data. For this project there is a specific context, the Chilliwack School District, issues surrounding the development of growth plans, during the time period September 2002 through July 2004 and using the tools of an opinion survey, interviews and document analysis. The philosophical roots of case study connect with the philosophical and methodological perspective elaborated on elsewhere in this project. That is, with the multiple nature of reality, the close relationship between the researcher and the research, the realization that the inquiry is value-laden, and the use of interrogative pronouns such as what and how (Cresswell, 1998, pp.74-78). It is hoped that the case study approach will guide the research to provide participant perceptions and responses to the overarching question about the leadership factors that promote the development of teacher



professional growth plans. Excellence in schools, says William Foster, is dependent upon "...the development of a community of practitioners who encourage virtuous activity in each other."(2003, p. 203). Do the participants attach moral value to the growth plans and value working with each other? Are there leadership factors that are valued by participants? Is the growth plan model being used in the Chilliwack School District valued by administrators and teachers? For, as March observed, "...the efforts, which promise the most practical strategies for improving them are those efforts which deal with the way people construe organizational reality and with the moral and ethical issues involved in these construing"(in Greenfield & Ribbins, 1993, p. 22).

There are still other axiological questions that this project seeks to pose to educators in the case study. What value does the formal leader of the school place on the promotion of growth plans? Consequently, what value do school educators and leaders place on improving instructional technique? What is the meaning that has been framed for professional growth plans by educators? This is an important question for leadership studies because a core activity of leadership is "framing meaning for followers"(Gronn, 1999, p. 96). Therefore, the research approach used in this project is suitable for the questions posed to educators for teacher professional growth plans.

### **3.2 Methodology**

This section on methodology includes a presentation of the research design, as well as the site and participant selection. This is a case study of growth plans that were developed between 2002 and 2004 in the Chilliwack School District. Educators, including school principals and classroom teachers, were selected using network sampling.

### **3.2.1 Research Design**

The case study of the Chilliwack School District uses a mixed methods approach. Case study research requires the widest array of data collection possible in order to build an in-depth picture of the case and therefore the proposed data collection tools include an attitude survey, document review and semi-structured interviews. While much has been written about the commensurability of qualitative and quantitative paradigms (Austin, 1990; Firestone, 1990; Guba, 1990a, 1990b; Lincoln & Guba, 2000; Ryan & Bernard, 2000; Skrtic, 1990; Denzin & Lincoln, 2000), the purpose of this study is to present educator perceptions of the leadership factors that promote the use of teacher growth plans. I contend that working within the constructivist paradigm does not preclude the use of quantitative data. In this research the survey is analysed using descriptive statistics such as percentage, mean and modal analysis. The intention is to provide various means to understanding participant perspectives. It is hoped that these tools will provide triangulation, a strategy used to address the issue of credibility and applied to this project.

The use of the mixed methods approach is based upon an ontological view of truth and reality that is congruent with constructivism, what may more appropriately termed a “soft” constructivism in contrast to a “hard” constructivism. As discussed in Chapter 2, this view of constructivism refers to the existence of both a subjective, constructed social reality and an objective scientific reality. While individuals construct social reality in the context of the situation, perhaps we as observers can approximate an understanding of an event, action or phenomenon within the context of time, place and culture. The nature of the topic and the purpose in researching the topic are best served philosophically and methodologically by the case study tradition. The topic of teacher

professional growth plans is bounded by time and location. The time period includes the years 2002 and 2004. The Chilliwack Teachers' Association and the Chilliwack School Board of Trustees gave formal approval for the use of growth plans in October 2000. While the first growth plans were written during the 2000 – 2001 school year the initial year was a trial period. It was really only in the second year, 2001-2002, that plans were formally developed and utilized. This case study is of educators who have developed growth plans in the Chilliwack School District between the years 2002 and 2004. This particular school district was chosen because of accessibility for the researcher and because of the comparatively recent introduction of growth plans as an alternative to formal, summative evaluation.

In keeping with the case study tradition, the purpose of this project is to promote understanding through a description of cases. The research seeks to describe the leadership factors that promote the development of growth plans from the perspective of the participants. I am primarily interested in using the interrogative pronouns “what” and “how”, not “why”. I fully realize that there are challenges in using the case study approach, some of which include: identification of the boundaries of the case, selecting the research questions to ask and determining the rationale for the sampling and how much information or how many cases are required (Creswell, 1998, pp. 63-64). These challenges will be resolved in the application of the methodology and by the elements of the research design, including the data collection tools, sampling, authorial representation and credibility, as described in this chapter.

For the purposes of this project, and respecting the philosophical pillars of the research paradigm, the analysis and representation of data should provide a detailed

description of the case and the setting. Therefore, the analysis will be of multiple sources of data to lend credibility to the research through triangulation, using a survey, documents and interviews. It is not an attempt to quantify or establish validity because these are concepts inconsistent with the purposes, philosophy and overall methodology of this research. In this project I describe the case study, establishing patterns and developing naturalistic generalizations.

There are two primary sources of information that will help construct the case study, namely people and documents. An initial meeting with the Superintendent of Schools for the Chilliwack School District was conducted to begin the process of gaining access to the pertinent documents and reports, to surveys of growth plan participants, and to interviews of people who have developed a teacher growth plan model. Among the documents considered in the project include the guide produced by the Chilliwack School District Administration Office describing the current teacher growth plan model, some samples of anonymously produced growth plans records and other documents made available to the researcher by participants. Documents are a form of both original research, providing information about the writer's perceptions, as well as derivative research, leading to other relevant participants and their information (Bardach, 1974, pp. 120-124).

In writing the qualitative report for this project there is the important consideration of authorial representation, which bears commenting on because it reflects back to the ontological underpinning of the project. By this I mean, including my "self", my perspective and point of view in the report. The author's bias, values and context may be disclosed in a variety of ways. Creswell presents rhetorical structures such as the

use of the vignette to open and close the report as well as description of the outcomes of the inquiry, or the lessons that are learned, which can be included in the final report (1998, p. 187). The concept of lessons learned is intriguing and applicable to this project because the stated intention is to provide researchers and school leaders with descriptions and patterns for their own learning. Providing an active learning experience is also part of the rationale for the teacher professional growth plan. Using the “passionate participant” voice in reconstructing the voices heard during the research is another structure found in case study research (Lincoln & Guba, 2000, p. 183). The research project and findings will be subjective, as the ontological rationale for this methodology has already pointed out, because the techniques of using the passionate participant voice and lessons learned are consistent ontologically, epistemologically and axiologically with the nature of qualitative research and the case study approach.

How can the reader determine that the methodology used in this project is “trustworthy”, “valid” or “verifiable”? There are some researchers, Gliner and Morgan for example, who posit procedures to determine validity, generalizability and standards that parallel those of quantitative research (2000, pp. 8-9). This approach does not fit with the overall integrity of this project, nor does it fit with the philosophical pillars supporting the methodology and qualitative research. It is my hope that the research undertaken and the presentation of the resultant perceptions of participants is an accurate representation of the perspectives shared by participants. Further, it is my hope that any of the participants would recognize their own perceptions as presented in this project. According to Creswell, the “goodness” of a case study lies in the author’s use of the case study inquiry method, the actual design procedure and the researcher’s assumptions,

framework and theories (1998, pp. 219-222). This project aims for a “good” case study through fidelity to the case study method and a clear presentation of procedure, framework, theory and assumptions. To further the understanding of the case for educator perceptions in Chilliwack, and to minimize misrepresentation or misunderstanding on the part of the researcher, a methodological triangulation is provided through the use of the survey, document review and interviews (Stake, 1995, pp. 109-115). The triangulation provided by these multiple sources of evidence, what Yin has referred to as converging lines of inquiry, leads to corroboration of patterns for reporting and analysis in the project report (Yin, 1994, pp. 91-93; Brewerton & Millward, 2001, p. 55).

Finally, the rationale for choosing the proposed methodology also has a pragmatic basis, with respect to access and practicality. First, and as mentioned earlier, the case study approach and the data gathering tools proposed in the methodology require gaining access to the participants and then gaining their trust. Conducting research in one’s own local environment can be difficult but I believe that in this case it has not been problematic. Though I am a member of the district leadership and management team I do not have any supervisory role with teachers or administrators and do not have authority over classroom teachers or school-based administrators. The approval by the university’s Office of Research Ethics, the permission provided by the Superintendent of Schools and my own integrity in adhering to the professional code of ethics will help to develop participant trust in the project researcher. Hopefully, the results that will be shared in Chapter 4 will reflect

good work with participants and data collection that leads the reader to accepting the presentation of the case.

Second, the methodology used in this project on teacher growth plans is practical, through some lessons learned from previous experience. In July 2002 I conducted a pilot study using a meta-evaluation of the summative teacher evaluation programme that is authorized for teachers and administrators in the Chilliwack School District. While the core values and purpose of the teacher evaluation programme's clinical supervision model differ from those of the teacher growth plan model, nevertheless the methodology and the instruments used for data collection in the pilot study are similar to the research for growth plans and provide direction for conducting the data collection. The pilot study used a survey, document analysis and interviews just as the growth plan project does. The strategy of constructing common themes from the interview data and the document analysis in the pilot study will be used again in the growth plan research. The use of question clusters and mean and median scores will also be used for analysis of the survey data. The pilot study provided practical experience with data collection and there were some important lessons learned. For example, the interview questions were not provided to the participants at the beginning of the interview and consequently during the interview several participants did not understand the questions posed and did not understand the number and sequence of questions. At times questions had to be repeated, as some were not clearly understood and at other times it was difficult to politely but firmly keep the respondent focused on the question. I have included the data analysis from the Pilot Study in Appendix F.

### **3.2.2 Site and Participant Selection**

The sample of participants for the interview and surveys were schoolteachers and school administrators in the Chilliwack School District. The teachers involved were exclusively those who completed a teacher growth plan within the school years 2002-2003 and 2003-2004. It was hoped that by including both of these years the participants would be able to respond readily from recent experience and that the researcher would be able to complete the data collection in a timely manner (A detailed description of the site is presented in Section 4.2, beginning on page 92).

The literature on qualitative research is helpful in developing sampling of participants for the interview part of research design (Creswell, 1998; Stake, 1995; Merriam, 1998). Two strategies were used to obtain participants for interviews. As previously mentioned, teachers and administrators were invited to volunteer for an interview by contacting the researcher via email. A second strategy was used, depending upon the voluntary response from educators. Network sampling was also used, whereby names of potential interview candidates were provided through initial interviews with the school district contacts and volunteers. Initial contacts included the Superintendent of Schools, the President of the Chilliwack Teachers' Association, a Past President of the Chilliwack Teachers' Association, the Chilliwack Administrators' Association and from the committee members who drafted the Chilliwack School District's Teacher Professional Growth Plan document.

Volunteers early in the interview part of the data collection process were asked if there were other teachers and administrators with whom they have worked who may be contacted for an interview. As we shall see in Chapter 4, most of the interview



participants were derived from other interview participants and by recommendation. This type of sampling is nonprobabilistic, and is consistent with the qualitative research paradigm chosen and the case study tradition (Merriam, 1998, p.61). The research design is not concerned with probability and generalizing in a statistical sense. In using purposive sampling, the case studies helped me to discover, understand and gain insight into teacher growth plans. Twenty educators were interviewed during the data collection, with thirteen teachers representing seven different schools and all three levels of school grade configuration in the school district (Kindergarten to Grade 6, Grades 7 to 9 and Grades 10 to 12). The sample included four elementary teachers, one middle school teacher and eight secondary teachers as well as seven administrators, representing six different schools and all three levels of school grade configuration. One of the administrators was a member of the committee that designed the growth plan programme and is now retired from service. One of the teachers was also a member of that committee but did not participate in the formal semi-structured interview designed for teacher participants because she or he has not yet developed their own professional growth plan. Additional demographic information on the sample of interview participants will be presented in Chapter 4.

### **3.3 Instruments**

#### **3.3.1 The Survey Instrument**

For the purposes of this research design I have developed a group of sub-questions that derive from the main question that asked about the leadership factors educators perceive important to promote the use of teacher professional growth plans (see Appendix A). The sub-questions were developed through two strategies:

conceptualising leadership factors that have been described in studies on leadership in educational administration, as previously discussed in Chapter 2 and reiterated earlier in this chapter; and consideration of the Rationale, Roles and Responsibilities and Generic Components as described in the Chilliwack School District's Teacher Professional Growth Plan program document. Some of the sub-questions included in the survey address the four dimensions of leadership: consideration of others, production emphasis, understanding of situational factors and morality. There are at least seven sub-questions that were used to address the implementation of the process, individual roles and responsibilities as referred to in the growth plan program document. These questions were rewritten in the survey as statements to which respondents were asked to give their opinion (See Appendix B-3 and Appendix B-7). A Likert Scale was used because of practicality and coherence with the project design; the purpose was for participants to place themselves on an attitude continuum for each statement (Oppenheim, 1966, p.133; Trochim, 2002, p.1). The questions were rephrased in a style more appropriate to the interview process (See Appendix C-3 and C-6). During the interviews, and through the survey process, the teacher participants were asked about their attitudes and opinions on the leadership factors that they perceive promoted the growth plan. All school-based administrators were provided a survey and all were invited to participate in an interview (See B-1 and B-5). The statements in each survey were paired, or clustered, (See Appendix B-4 and B-8) based on their correspondence to the main question, in an attempt to design for item consistency (Gliner & Morgan, 2000, p.314).

In May 2004 these surveys were mailed in an envelope that included: a letter of introduction, a demographic information response sheet, the survey and a return envelope

complete with an address label and stamp (See Appendix B-1, B-2, B-3, B-5, B-6 and B-7). Each administrator and all eligible teachers received a letter of introduction. The introductory letter explained the purpose and design of the research, directions for completion of the survey and submission of completed surveys. The letter also included a note on the approvals that were provided by the two different agencies involved in the research, the Office of Research Ethics at Simon Fraser University and the Superintendent of Schools for the Chilliwack School District. Survey respondents were invited to participate in an interview and so the name and email address of the researcher was listed on the bottom of the first page of the survey. The survey responses were completed anonymously and were provided to the researcher via return mail. No identification of survey respondent with interview request was anticipated, intended or sought. The demographic information response sheet for teacher respondents was designed to provide information on gender, education, experience, current assignment, and number of growth plans completed. For administrator respondents, the demographic response sheet requested information on experience both in teaching and administration, as well as years of service in the current assignment and number of teachers in his or her school.

### **3.3.2 The Interview Instrument**

The interviews formed a very important part of the data collection. Interviews can serve as the information sources to understanding the multiple realities that exist for the description and interpretations of the different case study participants. I followed Stake's advice on three strategies (Stake, 1995, pp.64-67). First, the questions to be asked in the interview were structured but open-ended, intended to provide a description of the

particular case, helping to explain what happened for the participants involved. Second, the interviewer focused on listening and used a tape recorder to give more priority to listening and understanding than for note taking. Third, a brief synopsis of the key ideas and events from the interview were written, usually within a few hours of the actual interview. The purpose was to record the thoughts and ideas of participants.

Included in the interview instrument is a statement to participants (See Appendix C-1), a data sheet designed to provide some demographic data of participants (See Appendix C-2 and C-5), the actual interview questions (See Appendix C-3 and Appendix C-6) similar interview questions for teachers and for administrators (See Appendix C-8) and an interviewer response guide (See Appendix C-4 and C-7). The demographic data sheet provides a means for disaggregating respondent information by gender, experience, education, teacher or administrator assignment, etc. The response guide includes scripted statements to be made by the interviewer to participants and some descriptors respondents may use. These key descriptors were designed to help the interviewer better record responses during the initial interview or during the review of the audiotape and in the subsequent analysis of the data.

Two strategies were used to obtain participants for interviews. As previously mentioned, teachers and administrators were invited to volunteer for an interview by contacting the researcher via email. A second strategy used was purposive sampling, where interviews at one site and led to learning about other sites and people who would be relevant to the study, which led to new information to select later sites and people for interviews (Weiss, 1998, p. 254). Potential interview candidates were provided through initial interviews with the school district contacts and participants who volunteered for an

interview. Initial contacts included the Superintendent of Schools, the President of the Chilliwack Teachers' Association, one of the Past Presidents of the Chilliwack Teachers' Association, the Chilliwack Administrators' Association and member of the committee who drafted the Chilliwack School District's Teacher Professional Growth Plan document. Educators who volunteered for an interview were asked if there were other teachers and administrators with whom they have worked who may be contacted for an interview. As we shall see in Chapter 4, most of the interview participants were derived from other interview participants and by recommendation.

The interview process followed guidelines established in order to anticipate and reduce potential problems (Brewerton & Millward, 2001; Weiss, 1998; Kvale, 1996). The interviews were consistent in design and implementation: there was only one interviewer and all interviews were conducted face-to-face in a setting that was chosen by the interviewee. I conducted the interviews in a consistent manner, with a cordial greeting, introduction of the purpose of the interview and explanation of the format. A prepared statement was provided which summarized the information explained orally to the participant. Most interview participants chose to meet in a public place such as a quiet corner in a coffee shop. Some chose the convenience and comfort of their own home. The interviewer was objective in receiving and recording information and also respected sensitivity to feelings and attitudes presented by the participants. There were times when the interview participant was gently but effectively steered back to the question and to the interview and I believe this was aided by providing a printed copy of the interview questions to participants at the beginning of each interview.

As Kvale points out, interviews are the construction sites of knowledge and in this project the interviewees provided knowledge not only about individual growth plan experiences and the people and processes involved but provided an opportunity for many wonderful encounters (Kvale, 1996, p. 42). Some interview participants were able to shed light on how the growth plans were first developed in their schools. Each and every interview provided some insight into the variety of inter-personal relationships that exists in school organizations, the talents and skills of participants, their personality and of course, their perceptions. Some interviews became conversations between two interested parties while in other interviews the participant had a story to share. The purpose in interviewing participants and my desired result as a researcher is to have a general pattern take shape out of the unique conversations and personal stories (May, 2002, p.211).

### **3.3.3 Document Analysis**

The general purpose for including document analysis is to further help our understanding of participant perceptions. Specifically there are three purposes in using the information from documents: to present written evidence of participant involvement in the process of developing growth plans; to compare and contrast the written data with the data gathered by surveys and interviews; and to provide context for information gathering and direction setting. First, documentary analysis provided written evidence of participant involvement in the process of developing growth plans. According to the growth plan programme guide there are “generic components of a professional growth plan” that are derived from the guiding principles and process.<sup>16</sup> The growth plans provided to the researcher will be analysed to check that these components are included

---

<sup>16</sup> School District #33 Teacher Professional Growth Plans, 2000, pp. 4-5.

via a standards checklist (See Appendix D-1). While teachers can choose to develop their plan from one of the models provided in the guide, a variation of one of those models or follow a format that the teacher develops, if they choose a self-designed format it must still follow the guiding principles, process and include the generic components (Chilliwack School District, 2000).

Second, the guide document provided to teachers developing growth plans was checked for important content about the rationale, process, roles and responsibilities and other aspects of the programme. While the document will be checked for this important content it will also be checked to provide further understanding of the context for this case study of growth plans. Other documentation was reviewed to understand the relationship between teacher professional growth plans and other aspects of the teaching and learning environment in the school district, such as supervision of instruction, teacher evaluation, and professional development. The document analysis provided for comparison and corroboration. There may be a difference of interpretation between how participants interpreted the text in the programme guide document and what is written in their own growth plan document, between what participants perceived the process to be and what is actually documented (Gall, Gall & Borg, 1999). Also, the perceptions gathered from the document analysis can be used to corroborate the perceptions provided from surveys and interviews (Yin, 1994, p. 81).

The programme guide document was also used to guide the design of the questions used in the data collection instruments. For example, the written guide describes the role and responsibility of the administrator in the process and so questions were designed in the survey and interview to discover participant perceptions about how

that role and responsibility were manifested in their growth plan development. The statements used in the survey, along with the questions for the interviews and the standards checklist for the document analysis are provided (See Appendices B-3, B-7, C-3, C-6, and D-1).

### **3.4 Data Collection**

Data were collected in three stages. The first was the survey, which was provided to all teachers who completed a teacher growth plan in the Chilliwack School District between September 2002 and May 2004, and to all administrators. The Human Resources Department of the Chilliwack School District provided the names and addresses of classroom teachers who had completed professional growth plans between September 2002 and June 2004. A letter to these teachers as well as a survey questionnaire and a stamped envelope addressed to the researcher was provided. I decided to include only classroom teachers and exclude itinerant teachers and teachers based at the district level such as district counsellors, district resource teachers as well as specialists such as psychologists and speech pathologists. All school-based administrators were also provided three items: a letter explaining the purpose and process for the data collection, the survey for administrators and a stamped envelope addressed to the researcher.

There were 165 teachers identified by the Human Resources Department as having completed a Growth Plan. A questionnaire was mailed to each teacher, to his or her home address. Of 165 mailed questionnaires, 84 were completed and returned to the researcher, which is a return rate of 51%. There were questionnaires mailed to 48 administrators and 23 were completed and returned, a 48% return rate.



An important strategy that was used in the mail-out questionnaire was the letter of introduction. I provided my email address in the letter of introduction and invited participants to contact me if they would like to be interviewed. Within a few days I had two responses, one from a school Principal and another from a schoolteacher. From those two early interviews I was able to build more contacts and interviewed more people. For example, an interview with one particular teacher led me to the teacher's former Principal. That Principal led me to both another teacher and another Principal that led me to another Principal. Meanwhile the first volunteer Principal led to a teacher. At that point I reviewed the data and realized that there were no secondary teachers or administrators in the sample. I contacted a Principal at the secondary level and conducted an interview. I was given several possible teachers for my sample, some who were viewed as proponents by the Principal and others were seen as detractors. I interviewed a proponent and a detractor and that led to still other teachers. As a final tactic I interviewed three educators – two Principals and a teacher – from the committee that developed the growth plan program.

Interviews were conducted in June and July 2004. I met interview participants at a location convenient to them. Some chose to have the interview in a coffee shop or restaurant while others invited me into their home. I provided all participants with a printed copy of the questions, reviewed the purpose of the research and requested permission to record the interview on audiotape. I contacted twenty educators and everyone agreed to the interview, no contact refused nor seemed reluctant to participate. I recorded the interviews on audiotape and on paper. As soon as possible I typed up the

notes, listened to the tapes and transcribed the information into print. I reviewed the notes from each interview prior to continuing with subsequent interviews.

In addition to several provincial and district documents collected, several individual teachers were kind enough to provide a copy of their professional growth plan. Each type of document provides an opportunity for specific knowledge. The programme document from the Chilliwack School District provided information on the aspects of the program but also contributed to the development of the questions used in the project. A review of individual growth plan documents provided the researcher with a view of how participants interpreted the guiding document and as a means of comparing that information to the information gathered from interviews and surveys.

Unfortunately, records of the meetings that took place between teachers and administrators during the development of the growth plans were not made available. This is regrettable because it would be helpful to review meeting minutes to provide further insight into the process and into the participant perceptions that may have been documented in those meetings.

There are some other additional limitations to this project that are important to acknowledge. Often in case study research there are references to observation as an additional instrument, which provides for the multiple approaches to data collection and potentially leads to triangulation and validity (Creswell, 1998; Stake, 1995; Yin, 1994). Due to the limitations of time and scope, this project did not involve observation of teachers and administrators working together, developing growth plans. Participation in the project was limited to teachers and administrators actively involved in the development of teacher professional growth plans. There are other members of the

Chilliwack School District who are involved in developing their growth plans, too. There are teachers' assistants, district "Helping Teachers",<sup>17</sup> district counsellors, diagnosticians and speech pathologists, school administrators and district-level administrators. Most of these other members belong to the British Columbia Teacher's College; they have teacher certification and may be part of the Chilliwack Teachers' Association. However, this group was not included in the research for one or more factors: they do not work in classrooms on a regular basis, are not situated in schools and are not supervised by school-level administrators. Though this group has not been included in this research project they should be considered for any future study of growth plans.

Participation in the survey research was also limited by the information provided by the Human Resources Department of the Chilliwack School District. It is possible that the department has not received the names of teachers who have developed a growth plan because the plan was developed too late in the school year for registration, or the school administrator did not communicate it in time. In any case, some plan participants may have been missed in the distribution of the survey. There may also have been some participants who could not contribute in an interview because of time constraints.<sup>18</sup>

In conclusion, this chapter on the methodology has described the approach, design, instruments, and data collection strategies for the project on teacher professional growth plans. The methodology reflects the ontological, epistemological and axiological beliefs that are the pillar of qualitative research and which form the approach taken in the

---

<sup>17</sup> For example, there are Literacy Helping Teachers, a Math Helping Teacher and a Technology Helping Teacher.

<sup>18</sup> The interviews took place in June and July 2004. June is a very busy month for school-level educators. July is vacation time for educators and their families.

project. The use of the case study approach in considering the perceptions of participants from the Chilliwack School District between 2002 and 2004 is consistent with the approach and methodology. The research design, site and participant selection, instruments and conduct of the data collection are congruent with both the purposes of the research and the beliefs upon which the project is founded. The case study is also based on pragmatic considerations that provide for participant participation in a practical manner.

## **Chapter Four: Analysis**

### **4.1 Organization of Data for Analysis**

The data were organized for analysis in three distinct types, first the survey data, then the interview data and finally the information provided by the document review. Data were collected in different stages, not only because there were distinct instruments but also because there were distinct time periods in which the data were collected. The majority of survey responses were returned to the researcher in May and June of 2004 and many of the survey responses were reviewed before the interviews took place in late June and early July. Some interview participants provided a copy of their growth plan at the interview but most sent them in to me after the interview. One participant sent in a copy of the growth plan in December 2004. I reviewed the survey and the interview results for consistencies and inconsistencies, almost as I received each survey and reviewed each interview, not unlike Stake's claim that analysis is an on-going effort to make sense of things (Stake, 2000, p.445). I also understand analysis to mean the taking apart of information, in this case the information provided by surveys, interviews and documents. Indeed, that is what I have endeavoured to do throughout this project, to listen to the participants, ponder the impressions, deliberate on the recollections and

records of surveys, interviews and documents to make sense of what educators have said about professional growth plans.

There are different types of data analysis and interpretation. Stake's work (1995, pp.71-88) is recognized as important to developing an understanding of types of analysis and interpretation in the case study tradition (Cresswell, 1995, pp.153-154; Greene, 2000, p.985). Stake identifies four distinct types: categorical aggregation, direct interpretation, establishing patterns, and naturalistic generalization. Categorical aggregation refers to a collection of instances from the data that result in the emergence of issue-relevant meanings. With direct interpretation there is the drawing of meaning from single instances, without looking for multiple instances. In establishing patterns the analyst identifies a correspondence between two or more categories. With naturalistic generalization there are generalizations that people can make from the analysis of the case for themselves or for applying to a population of cases. Cresswell names a fifth type, the description of the case, the detailed aspects, or "facts"(1998, p. 154).

Different types of analysis were used, congruent with the purpose and philosophical perspective of the project. That is to say, just as there was a quantitative side to data collection, namely the data provided through the survey and the document review, there was also a quantitative analysis through the aggregation of data into categories to develop meaningful understanding of educator perceptions. On the qualitative side, using the qualitative instrument of the interview, the data were analysed through direct interpretation, and the establishing of thematic patterns. Naturalistic generalizations were not included in the analysis, at least not purposefully. More

discussion about this type of data analysis will be mentioned in the concluding comments of this project.

Stake refers to the coexistence of a quantitative and qualitative side to his case study research; the quantitative method being the emergence of meaning from the repetition of phenomena; and the qualitative looking for the emergence of meaning in the single instance. In my research and analysis I decided that for me to better understand the case for teacher professional growth plans in the Chilliwack School District I should use both categorical aggregation and direct interpretation. As Stake has suggested, I did look for the patterns and themes that emerged through each form of data collection while all the while I was open to the unique and special instance of meaning from even one interview that provided particular information (Stake, 1995, p. 78). As we shall see, some meanings were repeatedly presented over and over.

Furthermore, this case study was basically an intrinsic case study, as opposed to an instrumental case study. It gave priority to direct interpretation and narrative description rather than to helping understand phenomena or relationships within it, for categorizing data and measurements (Stake, 1995, pp. 77-78). On several occasions after interviewing educators or after reviewing the interview transcripts I found myself asking, "What does that mean?" When it seemed that I had a general response to that question and heard the same themes being repeated by different educators I believe I was developing an understanding of this case.

## **4.2 Site Description**

A brief description of the geographic, demographic, economic and organizational features of the Chilliwack School District assists in providing an understanding of the context for the analysis of the data for the case study of teacher professional growth plans between 2002 and 2004. Chilliwack is a community with a rural and agricultural history but which is becoming increasingly urbanized with growth in single-family, multi-family and senior housing. The largest source of employment and revenue is in the service and trade sectors with the Chilliwack School District employing the second largest workforce in Chilliwack. There are demographic, educational and organizational particularities about the school district that are important to the development of teacher professional growth plans.

The Chilliwack School District (School District #33) serves a distinct geographic area that includes several communities located around the City of Chilliwack. The school district is located in the Fraser Valley, 100 kilometres east of Vancouver and is bordered on the south by the international boundary separating Canada and the United States, by the Fraser River on the north, by the Vedder Canal and Vedder Mountain on the west and by Jones Hill to the east. The community of Barrowtown and the City of Abbotsford lie to the west of the school district. The town of Agassiz is situated across the Fraser River to the north and the town of Hope is the neighbouring community to the east. The Abbotsford School District (School District #34) and the Fraser-Cascade School District (School District #78) border Chilliwack to the west and east, respectively. The school district is physically divided into a north zone and a south zone by Highway #1, the



Trans-Canada Highway, which is also known more commonly by local residents as “the freeway”.

While Chilliwack has a strong agricultural history only 20% of the population live in rural areas outside the city centre. The school district serves families living in several communities that were once distinct and self-governing communities but which now are included in the City of Chilliwack. The urban areas of Sardis, Vedder, and Promontory, the original town site of Chilliwack, as well as the rural communities of Yarrow, Greendale, Ryder Lake, Chilliwack Mountain, and Rosedale comprise the City of Chilliwack. In addition, there are communities whose children attend schools in the school district but which have local government, distinct from the City of Chilliwack, including: Cultus Lake, Columbia Valley, and the Chilliwack Lake Valley. Urban development is noticeable with the recent housing developments on the hillsides of Marble Hill, Chilliwack Mountain, Promontory and the Eastern Hillsides but also with the increased density evident in the condominium development on formerly single-family acre and half-acre parcels of land within the city boundaries. The increase in housing has resulted in population growth to the City of Chilliwack and also increased the size of the student population in the school district in recent years.

School District 33 serves a population of approximately 86,000 people. The district includes twenty-two elementary schools, five middle schools, two secondary schools, and several alternative educational programs. Student enrolment at September 30, 2004 was 12,751 students. Of these, 1648 are identified as Aboriginal students, 186 are English Second Language (E.S.L.) students, 445 Special Education students (Levels 1, 2, or 3) and 560 students are enrolled in the Fraser Valley Distance Education Connect

program. The Chilliwack community has continued to experience growth and the School District has had slowly increasing student populations over the past 6 years. There was a slight decline in student population in the 2003-2004 school year (Accountability Contract, 2004, Chilliwack School District).

The economy in Chilliwack has undergone recent change. Canadian Forces Base Chilliwack closed in 1998, affecting employment for individuals as well as customers and contracts for local business. The sale of base lands, through Canada Lands, has sparked an increase in housing through redevelopment and also the prospect of new facilities for the R.C.M.P., the University College of the Fraser Valley, as well as the location of a satellite campus for a university from China. Of the employment sectors, services accounts for 33%, followed by trade at 19% and public administration at 13%. An analysis of data for the number of employees by industry in the City of Chilliwack and the Fraser Valley Regional District indicates the largest categories as retail trade, manufacturing, transportation and communication (Human Resource Development Canada, 2000). Incomes in Chilliwack are below the provincial average. The average Chilliwack family income of \$50,899.00 is below the provincial average of \$59,666.00. The average (mean) individual income is \$32,680, below the provincial average of \$36,961. The median income in Chilliwack is \$18,750, again below the provincial median income of \$19,834.

The Chilliwack School District is the largest employer in the City, with almost 1460 employees. There are 704 teachers, 170 teachers' assistants, fifty administrators, five district administrators, and 531 non-teaching staff such as clerical, bus drivers,

maintenance employees, etc. The other large employers include Stream International, the Chilliwack General Hospital, Save-On-Foods and Sto: Lo Nation (Chilliwack Economic Partners Association, 2001).

Chilliwack residents have a comparatively low level of education. Regardless of the age grouping, there is a greater percentage of the workforce in Chilliwack with less than high-school graduation than on average in British Columbia (See Table 1). In Chilliwack there are fewer members of the workforce with a university certificate, diploma or degree than the provincial average (See Table 2). The statistics indicate consistently lower university graduation rates across the age groups. In some age groups the differences are quite dramatic: there are almost twice the percentage of university graduates for the provincial average than there are in Chilliwack.

**Table 1: Percentage of Population Workforce With Less Than High-School Graduation**

<b>Highest Level of Schooling</b>	<b>Chilliwack</b>	<b>British Columbia</b>
Total Population Aged 20-34 with less than high school graduation	21%	15%
Total Population Aged 35-44 with less than high school graduation	21%	17.5%
Total Population Aged 45-64 with less than high school graduation	27.2%	23.5%

Source: Statistics Canada, 2001 Community Profiles

**Table 2: Percentage of Population Workforce With University Graduation**

<b>Highest Level of Schooling</b>	<b>Chilliwack</b>	<b>British Columbia</b>
Total Population Aged 20-34 with university certificate, diploma or degree.	12.5%	23.5%
Total Population Aged 35-44 with university certificate, diploma or degree.	12.8%	23.0%
Total Population Aged 45-64 with university certificate, diploma or degree.	13.0%	22.4%

Source: Statistics Canada, 2001 Community Profiles

The Early Child Development Mapping Project conducted in 2002 involved mapping child development, socio-economic characteristics and community assets of several communities in British Columbia (Hertzman, 2002, p. 3). For Chilliwack the study indicated to community partner groups the areas in the city where children and families needed support to become ready to participate in and benefit from school activities (Hertzman, 2002, p. 1). Generally speaking, the schools located in the northern part of the school district, and particularly the residential area within the downtown area of Chilliwack, have a higher proportion of children considered vulnerable for school readiness than other areas of Chilliwack and for the entire Lower Mainland of British Columbia. The Chilliwack School District has recently responded to this need at

individual schools, providing support through increased learning resources for students, nutrition programs during the school day, and additional staffing of teachers and teachers' assistants.

Organisationally, the relationship between the Board of School Trustees, the District Administration and the four collective bargaining groups has been positive in recent years. The Chilliwack Teachers' Association, the Chilliwack Local of the Canadian Union of Public Employees, the Chilliwack Administrator's Association and the Management Group have negotiated collective agreements without job action or disruptions to students, parents and the general public. There was province-wide job action by teachers in 2002 that did affect teaching and learning in the Chilliwack School District. However, according to a teacher-interviewee who had served on the local teachers' association executive, the District Administration and the executive of the Chilliwack Teachers' Association met regularly and retained a cooperative and respectful working relationship throughout the dispute<sup>19</sup>.

Recently, the Board of School Trustees engaged the firm of Meyers, Norris and Penney to conduct a Strategic Planning Process that included a survey, consultation with partner groups and focus groups. One of the areas considered was organizational climate. The results of the data collection process reinforce the belief that educators, students, parents and the larger community have a positive appreciation for the Chilliwack School District.

---

<sup>19</sup> Teacher-interviewee #13 is a teacher who worked on the development of the growth plan document as a Chilliwack Teachers' Association representative on the committee in 2000 and subsequently held a position on the local executive.

The terms 'friendly', 'caring', and 'supportive' were used by many survey respondents to describe the Chilliwack School District. 'Kind', 'inclusive', 'healthy', 'safe' and 'respectful' were also frequently stated. Many believe there is a very strong sense of community and a definite family atmosphere in the school district. Many spoke of good relationships between the Board of School Trustees and employee groups, and the Board and unions/associations. Some stated that the Board is perceived to be allies not adversaries in their approach to educating students (Meyers, Norris, & Penny, 2004, p. 28).

Other findings from the Preliminary Report of the Strategic Plan relevant to this project include the following: 78% of the respondents agreed or strongly agreed with the statement 'The District has highly qualified and effective teaching staff'. The survey results indicated that 81% of the respondents agreed or strongly agreed with the statement 'The District provides a safe and respectful environment in the schools' (Strategic Plan Preliminary Report, 2004, pp. 30-31).

As a result of the Strategic Plan the Board of School Trustees has identified five Strategic Directions. Strategic Direction #3 recognizes and demonstrates a belief in the importance of "developing committed, engaged and highly competent employees". I believe it is the three objectives of this goal statement that hold promise for the future development of teacher professional growth plans. Each statement can be related to the development of teacher professional growth plans. In Objective A the Board espouses to "...develop and implement a comprehensive in service, professional growth and training framework aligned with the objectives of the district and incorporating mentorship". The term professional growth is given recognition by the Board of Trustees. In Objective C the words "employee sharing" and "networking" are used: "To develop and support increased opportunities for employee networking and sharing of best practice". Sharing

between colleagues is important for learning, for growth and development of instructional practice. However, it would be important to clarify the meaning of the phrase “aligned with the objectives of the district” and similarly with the “sharing of best practice” in order to understand the depth of the commitment to both professionalism and teacher growth. Is there a moral purpose for meaningful teacher growth and the “interdependent collegiality” referred to by Grimmert or is this merely instrumental in design, contrived for a more bureaucratic and political purpose (Grimmett, Rostad and Ford, 1992)?

Improving student achievement is Strategic Direction #1 for the Chilliwack School District Board of Trustees. Chilliwack, like every school district, has been required by the Ministry of Education to complete an Accountability Contract. In School District #33 there are goals, objectives, strategies, structures and indicators of success for achievement in such areas as literacy, mathematics, and social responsibility. Students in the Chilliwack School District have their achievement compared to student achievement across the province via high-school completion rates, the Foundation Skills Assessment and Grade 12 Provincial Exams. While the student achievement results for these three assessments are generally below the provincial average there is a gradual improvement trend in recent years. (Ministry of Education, 2004)

The graduation rate in Chilliwack is one statistic that bears further scrutiny. The Ministry of Education statistics on percentage of students graduating from high school, the Six-Year Dogwood Completion Rate, indicates the Chilliwack School District has the second lowest success rate of the four school districts in the region. In 2002 and 2003 the average completion rate for all students in the Chilliwack School District, both Aboriginal and non-Aboriginal students, was 71.9%. The provincial average was 79%

(Ministry of Education, Summary of Key Information, 2004a). However, for Aboriginal students the average completion rate for high school was only 37.7%. Provincially the completion rate for Aboriginal students for the same period of time was 46% (Ministry of Education, 2004b, p. 15). The five-year mean score for students who graduate is seventy per cent, which means that thirty percent of the students who started Grade 8 in 1998 still have not graduated six years later (Ministry of Education, 2004b). This is a disappointing statistic that raises concerns for the sustainable well being of a large group of students as well as for the economy and future of the community of Chilliwack.

The community of Chilliwack and the Chilliwack School District exhibit features that indicate change and the potential for growth and development. Demographically Chilliwack is becoming more urbanized and less rural, with a work force that has a low level of education compared to the provincial average. The number of students who do not graduate from high school also compares unfavourably with the provincial average. Student achievement is a priority for the Chilliwack School District and the Board has established a strategic direction that states the importance of “committed, engaged and highly competent” teachers and administrators. Relationships between the Board of Trustees, the senior administration, school administrators and teachers have been positive and respectful. With an evident need for skilled, professional educators to help students learn the questions posed in this project take on significant meaning: what leadership factors do educators perceive promote the development of teacher professional growth plans?



### **4.3 Survey Data Analysis**

The first data that were analysed were those provided by the survey questionnaire. In almost all cases the surveys were returned to the researcher before the interviews were scheduled and undertaken. Responses from surveys were separated into two sub-groups, teachers and administrators. Within each of the subgroups the modal, mean and median scores were determined. Each statement was analysed by comparing the number of respondents who responded to each of the six categories, the sixth category being “nil”, or no response. Respondent scores are provided, as sum scores by statement and by paired statements (See B-9 and B-10), as mean scores (See B-11 and B-12), as percentage scores on a four-point scale (See B-13 and B-14), and as mean percentage scores (See Appendix B-15 and B-16). A modal value of teacher responses and of administrator responses was determined for each statement, by category (See Appendix B-17 and B-18). Mean and mode scores provide the researcher with two kinds of central tendency measures (Salant and Dillman, 1994, p.191; Shodor, 2002). The use of descriptive statistics such as central tendency and percentage scores, and not inferential statistics (Gall, Gall & Borg, 1999, pp. 150-152), is congruent with the research approach and design of this project.

#### **Modal Value Analysis**

The modal value analysis of the survey data was undertaken because it provides the category chosen most often for each statement and for each of the two respondent groups. The surveys were conducted anonymously and provide the opinions of each group, the teachers and the administrators, and a summary, combined, view. For teachers there were very strong responses of both a positive and negative nature (See Appendix B-

17). Teachers felt very strongly that providing support to teachers is an important role for administrators in the development of teacher professional growth plans.

Teachers also responded very strongly that the teacher professional growth plan helped them learn how to develop their skills for teaching students to learn. This is based on the results for the strongest response given to any paired statements in the survey of teachers. Out of a possible 168 responses there were 80 responses, or 48%, that indicated they “agreed” that as a result of the growth plan they had reflected upon their own learning and had observed that growth plans enabled teachers to further develop their skills for student learning.

The survey data also produced some negative information about the development of teacher professional growth plans. Teachers indicated that there really wasn't a collaborator who helped them develop their growth plan. The term collaborator and the concept of a collaborator or “supportive team” along with role description, identified responsibilities and action plan are clearly explained in the growth plan document (Teacher Professional Growth Plans, 2000, pp.6-7). A significant number of teacher respondents, 40%, indicated that there was not a collaborator who had helped develop the growth plan. This opinion was further expressed when paired statements were considered. The strongest negative response given to any paired statements was given for the category “disagree” for Statements #1 and #10: “ There are supportive teachers who help colleagues develop growth plans” and “There was a ‘collaborator’ who helped develop my plan”. For this response there were 44 out of a possible 168 responses, or 26%. These results indicate that there are teachers who do not perceive that there were

supportive teachers who helped develop their professional growth plan (See Appendix B-17).

A modal value analysis of survey responses from administrators also indicates some information important to understanding their opinions about the development of growth plans (See Appendix B-18). The survey data indicated that administrators recognized the importance of their role in the development of teacher growth plans. The strongest response from administrator respondents was for Statement #1, “ Providing support to teachers is an important part of my role.” This statement received the response “strongly agree” from 17 of a possible 23 respondents, or 74%.

The statement that received the most “uncertain” and negative responses from administrators referred to the involvement of a collaborator, someone who helped the teacher develop the growth plan. More administrator respondents selected “uncertain” than for any other statement: 10 respondents out of 23, or 43%. Three respondents chose “disagree” as their response to the statement, the highest negative response among all statement responses. Also, two respondents did not give any score for this statement, the highest “nil” response for the statements.

Administrators also indicated in the surveys that they believe growth plans have been effective in promoting teaching and learning. The strongest response for the paired statements - 26 respondents of a possible 46 responses, or 57%, responded “agree”- was made for Statements 2 and 14: “Growth Plans have resulted in teachers reflecting upon their own learning” and “Growth Plans are effective in promoting powerful learning for teachers.”

While this was the strongest response for paired statements, the response percentage does not strongly indicate that administrators believe growth plans are effective. In fact, it is only when the results analysis includes two categories – agree and strongly agree – does support for growth plans from administrators become more clearly positive. When both categories are considered then 40 of 46 respondents, or 87% of administrators who completed the survey, have the opinion that growth plans do promote teaching and learning.

#### Response Analysis – Four Point Scale

In analysing the scores for each of the statement responses from the teacher surveys on a four-point scale there are three results that stand out.<sup>20</sup> There are scores that indicate a high degree of positive feeling for two statements about the growth plan process (See Appendix B-13). First, 90% of respondents indicated they felt encouraged by their administrator to develop a growth plan. The paired statements, Statements 3 and 9 remain high as a mean percentage, with an 85.5% positive rating (See Appendix B-15). Second, 89% of teacher respondents felt that as a result of their growth plan they had reflected upon their own learning. The paired statements, Statements 2 and 16, also remain high as a mean percentage, resulting in a 74.5% positive rating (See Appendix B-15).

There is a negative dimension to the analysis of teacher surveys responses. There is yet again more evidence that the understanding of the role of a collaborator or

---

<sup>20</sup> The four-point scale categorizes responses easily for comparison of positive and negative results. A four-point scale collapses “strongly agree” and “agree” into a positive response, “disagree” and “strongly disagree” into a negative response. Both the “uncertain” and “no answer” categories are retained.

supportive teacher does not generally exist. More than half of the teacher respondents, 51%, either disagreed or strongly disagreed that a collaborator had helped develop their professional growth plan. The mean percentage score for the paired statements, Statements 1 and 10 indicated the strongest negative response for teachers surveyed (See Appendix B-15).

Third, when teacher responses are studied for Statements 6 and 7 on the four-point scale the percentage of negative responses is high. Statement #6 says: “ I collaborated with my administrator throughout the process”. Statement #7 says: “My administrator provided me support during the growth plan process.” The number of respondents who responded negatively to Statement 6 was 42% and for Statement 7 it was 36%. When compared to the other statements about support and encouragement from administrators, such as Statements # 3, 9, 11 and 15, it would appear appropriate to point out that there is a perception among teachers administrators did not support teachers throughout the growth plan process (See Appendix B-9 and B-11).

Continuing with an analysis of results from administrator surveys that combines both “agree” and “strongly agree” categories in the four-point scale, the survey results indicate strong overall support for, and administrator involvement in, the development of growth plans (See Appendix B-14). From the administrators who completed the surveys, the responses indicated that administrators do encourage teachers to develop their own growth plan, with all respondents (100%) either indicating either they agreed or strongly agreed with the statement “I encourage teachers to develop their own growth plan”. Similarly, all respondents (100%) indicated they either agreed or strongly agreed that discussing the outcomes of growth plans with teachers is an important part of their role in

the process and that they collaborated with the teacher. The results are similar when paired statements are analysed by mean percentage score (See Appendix B-16). Eighty-seven percent of administrator respondents indicated they either agreed or strongly agreed that they believe and support the process. Ninety-six percent of administrators said they believe they do have an important role in the process and an even higher percentage of administrators indicated they collaborate with teachers during the process (97%). Again, these results are also reflected in the mean percentage scores for paired statements (See Appendix B-16).

#### Mean Scores – Teacher Respondents

An analysis of the mean scores of teacher respondents, using the five-point Likert scale, indicates that teachers generally hold a favourable opinion about professional growth plans (See Appendix B-11). Of the sixteen statements provided in the survey twelve statements had an average respondent score of “agree”. There were four exceptions. The lowest average score, 2.7, was given for the statement about the collaborator helping teachers to develop their plan. Thus, it would be appropriate to say that the average response for that particular statement reflects uncertainty on the part of teachers, an uncertainty about the role, responsibility and participation of a collaborator. Two other scores indicate a negative perception as well. The average scores for Statement 6 and Statement 7 indicate a perception from a significant numbers of teachers that administrators did not provide support throughout the process. This echoes the concern identified with Statement 6 and Statement 7 through the analysis of responses on

the four-point scale. More will be said about these results, later. Finally, on a positive note, teachers perceive that administrators have an important role in providing support to teachers for the development of growth plans. The mean score for this statement, Statement 11, was “strongly agree”.

In analysing the mean scores for paired statements of teacher survey respondents there appears to be a significant variation in three areas. The largest variation is between Statement 7 and Statement 11. Statement 7 is: “My administrator provided me with support during the growth plan process”. The mean score was 3.2, resulting in an overall categorization of “uncertain”. In Statement 11 the sentence is: “Providing support to teachers is an important role for administrators”. The mean score was significantly higher, 4.5, resulting in a categorization of “strongly agree”. Statement 7 is descriptive of the action that did or did not take place for the teacher, there was support provided by the administrator. Statement 11 is more normative, stating that providing support for teachers involved in the growth plan process is an important role for administrators. Respondents perhaps perceived that while the administrator was not as supportive as they wanted they still believe the support is an important role for the administrator to have. Perhaps the discrepancy in results lies as much in the inappropriate pairing of these two statements. Or, perhaps Statement 11 could have more specifically referred to the support provided, as in Statement 7. That is, perhaps a more appropriate statement would be: “Providing support was an important role my administrator fulfilled”.

Other areas of significant variation, 1.0 and 0.9, were recorded for Statements 1 and 10 and Statements 6 and 15, respectfully. Statement 1 had a mean score of 3.7, within the “agree” category. Statement 10 had a score of 2.7, within the “uncertain” category.

Statement 1 refers to supportive teachers who helped develop growth plans. Statement 10 refers to a specific collaborator. The discrepancy could be for a number of reasons. Perhaps there were supportive teachers who helped “unofficially”, “incidentally” or “generally” as opposed to an identifiable, specific and official single person. Perhaps the meaning of the term “collaborator” is not well understood by participants.

For Statements 6 and 15 there was also a significant variation in respondent mean scores. Statement 6 had a mean score of 3.1, placing it in the “uncertain” category. Statement 15 had a score of 4.0, resulting in a category of “agree”. The sentence in Statement 6 is: I collaborated with my administrator throughout the process. The sentence in Statement 15 is: “ I had a positive and cooperative relationship with my administrator throughout the process”. The difference may be attributable to two different causes. First, the term “collaboration” was not defined for participants in the survey and participants may have responded to the survey statement with different conceptions of the meaning of the term. Second, having a positive and cooperative relationship does not necessarily mean collaboration. It is important to restate the concept of collaboration as “interdependent collegiality” as discussed earlier in this project. The work by Grimmett, Rostad & Ford (1992), Smyth (1991b), Hargreaves and Dawe (1990), and Little (1990) reminds us that collaboration requires a deep, enduring, mutual and reciprocal relationship built upon trust.

#### Mean Scores – Administrator Respondents

An analysis of the mean scores of administrator respondents, using the five-point Likert scale, indicates that administrators generally hold a favourable opinion about



professional growth plans (See Appendix B-12). Of the sixteen statements provided in the survey for administrators, eleven statements had an average respondent score of “agree”. There were five exceptions. The lowest average score, 3.0, was given for the statement about the collaborator helping teachers to develop their plan. Thus, it would be appropriate to say that the average response for that particular statement reflects uncertainty on the part of administrators, an uncertainty about the role, responsibility and participation of a collaborator. Four other scores indicate a perception on the part of administrators that encouragement, involvement and support of teachers is very important to the success of teacher professional growth plans. Administrators strongly agree with each of the following statements, perceiving that: they encourage teachers to develop their own growth plan, discussing the outcomes of growth plans with teachers is an important part of the role of administrators, administrators have had a positive relationship with the teachers throughout the process, and providing support to teachers is an important part of their role in the development of growth plans.

In analysing the mean scores for paired statements of administrator survey respondents there appears to be a significant variation in only one area.<sup>21</sup> Once again, Statement 1 and Statement 10 had significant mean scores variation, with a 0.9 discrepancy. The statement describing supportive teachers as helping to develop growth plans had a mean score of 3.9 resulting in a category of “agree”, while the statement about there being a specific collaborator received a mean score of only 3.0. This is understandable given the earlier analysis for the same statements, and perhaps the

---

<sup>21</sup> The only other significant variation, 0.7, was for Statements 5 and 13. I did not include this in the analysis for two reasons. First, the difference was between two positive scores, between “strongly agree” and “agree”. Second, the language used in the two questions is not coherent in the sense that there is again a more normative nature to “discussing the outcomes as an important part” than there is to what actually happens as is the nature of “I reflect on ...”. This is perhaps a failing of the survey instrument that will be commented upon in the conclusion section of this project.

perceptions of administrators about these two statements and concomitant conceptions are similar to that of teachers.

### Summary of Survey Data

For teacher-respondents there are several important points to be considered in a summary of the survey data. First, teachers said that providing support to teachers is an important role for administrators. This was strongest response given by teacher respondents as provided by the modal analysis: 64% of teacher respondents strongly agreed with this statement. Second, teachers felt encouraged by their administrators to develop a growth plan. Using the four-point scale to compare positive and negative responses, 90% of teacher respondents indicated a positive response to this statement. Third, growth plans promote teacher learning and help teacher develop their skills for teaching. Again, using modal analysis this was the strongest response for paired statements, with 48% of teacher respondents having indicated, “agree” to this statement. Similarly, on the four-point scale, 89% of teachers felt that as a result of their growth plan they had reflected upon their own learning.

A fourth important point involves teachers having indicated in the survey responses that they were uncertain about the involvement of a collaborator in the development of teacher professional growth plans. There are four indications that a collaborator is not perceived by teachers to have been involved. Using modal analysis of the responses on the Likert scale, it was found that the strongest negative response, and 40% of teachers chose “disagree”, was with the statement that there was a collaborator who had helped teachers develop their plan. Using the four-point scale to analyse the

results it was found that 51% of teachers responded negatively to the statement about there being a collaborator. In addition, there was a low mean score for the statement, the lowest mean score for all of the statements on the teacher survey. Also, there was a significant variation in mean scores for the paired statements about “supportive teachers” and the involvement of a “collaborator”, with the collaborator statement receiving a full 1.0 point lower than the statement on there being supportive teachers.

A fifth and final summary point is that there was a significantly negative response from teacher respondents for two statements that pertain to involvement of the administrator. Statements #6 and 7 received comparatively low mean scores, and comparatively high negative percentage scores. The significant variation in statements about the consideration shown by administrators in support of the growth plan process could be related to factors such as the teachers’ perceptions of the undefined term “collaboration” and to lack of coherence for paired statements, which both relate to the instrument design. There was a low mean score by teachers for the statement that the administrator provided the teacher with support during the growth plan process. Therefore, these survey scores indicate that while teachers felt encouraged by their administrators to develop a growth plan and while both teachers and administrators believe that growth plans have a positive effect on teacher learning there are significant numbers of teacher respondents who perceive that administrators were not supportive throughout the whole process of developing teacher professional growth plans.

In summarising the results of the survey for administrator-respondents there are four important points. First, administrator-respondents generally indicated strong overall

support for and involvement in the development of teacher professional growth plans. Of the sixteen statements provided in the survey for administrators, eleven statements had an average respondent score of “agree”, four statements indicated, “strongly agree” and one indicated “uncertain”. Second, administrators demonstrated a perception that providing support to teachers is an important part of their role in the growth plan process. A modal analysis of the statements indicates that 74% of administrator respondents said they “strongly agree” that “Providing support to teachers is an important part of my role”. The mean score given for this statement, which was 4.7 on the five-point scale, gives further evidence to the strength of this perception by administrators. A third important summary point is that administrators do perceive growth plans promote teacher learning. This was the strongest response for the modal analysis of paired statements, but also 87% of administrators either agreed or strongly agreed that growth plans do promote teachers’ learning, using a modal analysis on the four-point scale

A final summary point brings attention once again to the statement about the involvement of a collaborator in the development of growth plans. This statement, Statement #10 in the administrator survey, received the most “uncertain” scores and the highest negative response. In the survey results for administrators 43% of administrators indicated they were uncertain about the involvement of a collaborator in teacher growth plans.

The use of a survey in the methodology is important to the purposes and results of this case study. As has already been mentioned, a mixed methods approach has been used and is consistent with the epistemological and ontological basis of the philosophical tradition adopted in this paper. The survey data provides quantitative data to the

qualitative data provided by the interviews. The quantitative data provided results that were analysed using descriptive data techniques such as percentage, mean and mode. The survey provided this researcher with an opportunity to consider wider participation from educators than was provided by the interviews and document analysis. The survey results give numerical data, which are useful in discussions with administrator-colleagues, educators and members of the community in Chilliwack who place important value on numerical data and quantitative analysis. The responses to the survey statements gives educator opinions about the leadership factors that promote the teacher growth plan process and this adds to the discovery, description and understanding about educator perceptions of the leadership factors that promote the use of teacher professional growth plans.

#### **4.4 Interview Data Analysis**

Several themes began to emerge from the interviews as I proceeded with interviews. I found it helpful to return to the original question I posed in this research project: “ What are the leadership factors that promote the development of teacher growth plans?” Using Hodgkinson’s conceptualisation of leadership dimensions I considered the respondent perceptions provided through the interview data, for each of the following dimensions: consideration, situation, production, and value (1991, p.129). The questions posed during the interviews were grouped based on their correspondence to each of the leadership dimensions. The responses for teachers were analysed followed by the responses for administrators, a comparative analysis and a summary section.

### Dimension 1 –“Consideration”-Teacher Responses

In this leadership dimension there were four questions asked in the teacher interviews that correspond to the concept of consideration, the support provided by the administrator and others to teachers developing teacher professional growth plans.

When asked how a teacher in the respondent's particular school can learn about developing a growth plan all respondents indicated that it would be via the school administrator. In almost all cases the school administrator presented the concept to teachers at a staff meeting, usually in September, and then provided the information about the process and program. Three of the twelve respondents specifically indicated that the administrator would meet personally with the teacher to discuss the growth plan process. Three other respondents contributed that at their schools either the department head in the school or colleagues within the department would meet with the teacher to help the teacher to find out more about the process. So, the initial support is not necessarily provided solely by the administrator. Also, two respondents mentioned that at their school growth plans are shared among colleagues.

More pointedly, teachers were asked who provides leadership in helping to develop the growth plan. The response was that most of the time, for 67% of the respondents, it was the administrator who provided the leadership to develop the plan. Three respondents indicated that the Department Head provided the leadership while one other teacher said that they were self-directed. One quote in particular is worthy of note

because it reveals a perception that was strongly held by one individual, a secondary school teacher who spoke about the importance of teacher professionalism and colleagues:

There is not a lot of leadership; there is not a venue for that to happen. Most comes from department head working with teachers in particular departments. The Pro D Committee started us off. We had an in-service on it. That committee was a logical place to locate that innovation.

Teachers were asked if they discussed their growth plan and specifically the implementation of their growth plan with their administrator. Six of the twelve interview respondents said they had formally done so. Three other individuals said they had discussed their plan only briefly with the administrator. For two teachers there was a very informal discussion. One teacher pointed out that in spite of the formal discussion the administrator did not follow up on the discussion, as had been agreed upon during the discussion. One teacher respondent said that there had not been any discussion with the administrator. Seven of the twelve teachers interviewed said they had discussed the implementation of their plans with their administrator but two said they had not and two gave no response at all. A particular comment by one teacher is a highlight for further discussion:

I am collaborative with other teachers in my planning but how can the administrator who is not a trained teacher in a particular teaching area help a teacher in that particular area?

Teachers were asked what actions can administrators take to support teachers developing their professional growth plans. While there were many different suggestions, one request seems to have been commonly made: provide more support. Teachers said that administrators could be more purposeful in their meetings with

teachers, providing direction, advice and follow-up. Two interview respondents suggested that more visits to their classrooms, informally and unplanned would help. They would like to have the administrator ask how the growth plan is working, before the end-of-the-year review takes place. Three teachers suggested regularly scheduled review meetings would help them develop their growth plans. Three teachers requested that there be a mechanism developed for teachers to share their growth plans together. Again, one quote bears reflection: “If valued, it will be promoted.”

#### Dimension 1 –“Consideration”- Administrator Responses

Administrators were asked how they were involved in the development of teacher growth plans and their responses indicate a variety of ways and varying degrees of involvement. Some administrators are involved initially as a guide; other administrators provide support during the development of the plan as a support person on an as-needed basis, while others seem to be less involved. Of the eight administrators interviewed, all said they meet with the teachers who are renewing, starting or thinking about starting a growth plan. Usually there is dialogue and discussion, a follow-up meeting to discuss the choices made by the teacher and the implementation plan and a date is set in the spring to review the outcomes of the plan. Generally, it seems that administrators “check in with teachers from time to time” but “usually meet in the spring to review”. One administrator described his involvement as almost bureaucratic in manner: “Teachers are given the choice of completing a growth plan or having an evaluation. I touch base with them...I collect the plans. I make myself available. I receive copies of their plan”. Another administrator commented at length on his involvement, which included: providing opportunities to meet or watch other teachers teach, providing release from classroom duties so that the teacher can watch another teacher in the classroom, and



visiting the teacher's classroom. This administrator also meets with the teacher before the growth plan is implemented and has a "mid-point chat". This same administrator stated that she or he always asks the teacher developing her or his growth plan how the plan will improve learning for students and if the plan has value. The perception provided by this administrator was that she or he was involved in the development of teacher growth plans throughout the school year, almost as a colleague, from the beginning of the process through to the review at the end of the process.

Administrators were asked the same direct question as teachers, about who it is who provides leadership in helping to develop the plan. Six of the eight administrator respondents said it was the administrator. Two administrators provided a little more insight into the complexity of the situation in schools. One administrator said that she has referred the teacher to others for assistance in the development of the growth plan. These others may include the Learning Assistance teacher, for growth plan topics about student assessment or student learning ability, or the Lead Technology Teacher, for specific topics about technology. A second administrator stated that the teacher professional growth plan is very individual in nature and that while he can provide advice to the teacher it "boils down to the individual" and the teacher's willingness to take the advice and work with the administrator.

Administrators were asked how they could support teachers to develop their growth plans. While some administrators offered some thoughts about ensuring the current process is followed other administrators responded by saying that change is needed, offering some creative suggestions. Some of the suggestions included ensuring teachers understand the process, providing the resources that teachers need and referring

teachers to professional development opportunities as they arise. For three administrators the support they felt teachers needed was trust, encouragement and commitment of their own administration time to dialogue and discussion with the teacher. Two administrators were more deliberate and clear in their suggestions. One administrator stated that the process should be more explicit and part of the learning for all the educators in the school, with clear communication about timelines, sharing of expectations and opportunities for periodic discussion and review. Another administrator put it more boldly:

“ Make it a priority. Provide a day without classroom responsibility, a non-instructional day, for teachers to work on their growth plans. Put teachers together in teams and support them working together. Have teachers work in their departments and with teachers teaching in other grade levels, in the Family of Schools and with the college and university instructors, too.”

There is a danger that this suggestion could be seen as being directed or mandated by the administration, perhaps leading to contrived collegiality but this need not be the case if teachers perceive the importance and are involved in developing an interdependent collegiality for their own purposes.

### Dimension 2 –“Situation”- Teacher Responses

Teachers and administrators were asked questions to provide an understanding of their perceptions of the situation in their particular school, the situational factors that promote growth plans, and the concept, purpose and process for teacher professional growth plans. The data analysed below was provided from five questions asked of teachers and eight questions asked of administrators during the interviews.

Teachers were asked for their perception of the purpose of professional growth plans. All of the respondents were able to state either instructional growth or improving

learning for students. Some respondents added that growth plans provided them an opportunity to reflect on their instructional practice. However, in conversation with this researcher a few respondents added further comments that indicated other purposes were perceived to be at work. Two respondents said that the purpose was for “personal growth”. Three respondents talked about “assessment”. When I asked teachers what they meant by assessment one respondent replied that it was “self-assessment”, another said the school system was measuring instruction, and a third respondent replied that growth plans were an “accountability tool”. More will be said about this perception in the conclusion of this project.

In an attempt to further understand the teachers’ perceptions about the concept of the professional growth plan, they were also asked what motivated them to develop their growth plans. Responses were mixed. Five respondents said it was an opportunity to learn and to grow. Two others used similar terms, such as “to reflect on practice” and to improve student learning. Four appreciated the concept and process, preferring it to evaluation. These respondents commented that the format was good, the opportunity to identify specific goals was important to them and it was relatively easy to use. One teacher responded with this comment: “I was encouraged by a respected colleague of mine to do a growth plan”.

When asked if there was a supportive individual or team of individuals involved in promoting growth plans the teacher respondents indicated that there was usually a supportive individual and that there were colleagues who helped, too. The administrator was the supportive individual identified by eight of twelve teachers. Three teachers said that there were colleagues who helped with their growth plans. One teacher responded to

the question with the response “No”. Of the eight teachers who identified a supportive administrator two said that colleagues had helped as well. When asked for clarification about the supportive colleagues the responses varied. Some teachers pointed to an informal group of educators who talk and share on a regular basis. One respondent identified a particular Department Head Teacher while another referred to a District Resource Teacher.

Teachers were asked two questions about the factors they perceived to be important to the success of their plans. First, respondents were asked which person or persons were important. Generally, the responses were as expected, seven of twelve respondents said it was a supportive administrator. However, there were two surprises. First, there were three teachers who said it was either a specific colleague, such as a teacher-partner, or someone who taught within the same department. This response piqued my interest because other data has indicated a perceived lack of involvement of a particular colleague, the “collaborator”. Second, there were two teachers who said that there was no one who had helped him or her. The perception that a teacher or teachers did not have anyone help them is a concern for coherence with the stated objectives of the growth plan program as stated in the guide, unless the decision to work alone was a conscious choice made by the individual.

When asked which part of the process was most important to the success of the plan, teacher respondents identified each of the three stages. The three that were identified in the teacher professional growth plan, and which were provided to respondents during the interviews, included: genesis of the plan, implementation, and review of the plan. Five respondents out of twelve said that the genesis, “deciding what

to do”, was most important to their successful growth plan. Three said it was the actual implementation of the plan that was the most important. Four respondents maintained that the opportunity to review the plan with time for reflection and feedback from the administrator was most important.

#### Dimension 2 –“Situation”- Administrator Responses

Administrators were asked their opinion about how a teacher in their school heard about the teacher professional growth plan programme. They responded that it was through their actions as administrators that teachers learned about growth plans. Five of twelve administrators said they provided the guide, format and some samples to teachers. Three said that they brought the concept to the first staff meeting of the year and spoke about the growth plan option to all teachers. Three other administrators went a step further, encouraging teachers individually. One administrator gave a training session on the growth plan process to interested teachers.

Administrators were asked, just as teachers were, about the purpose of growth plans. All administrators responded with the same reason, professional learning and growth. Some, again in conversation with the researcher, clarified the purpose by using terms such as: improving instructional techniques, reflecting on practice or improving learning for students. However, one administrator perceived the purpose to fit together the school’s growth plan, the school district’s growth plan and the individual’s growth plan. This individual administrator’s perception is not congruent with the rationale and beliefs of the teacher professional growth plan programme, which leaves the choice of format, focus and indicators of success to the individual teacher (Teacher Professional Growth Plan, 2000, pp.2-4).

According to administrators, most teachers choose to develop a growth plan for positive and educative reasons while some others choose it as an alternative to evaluation. Of twelve respondents, nine stated that teachers chose to develop a growth plan because they saw the value in it or because of the format, which they regarded as non-threatening and non-judgmental. Three administrators referred to the growth plan as the perceived best choice option. Many administrators said that teachers chose the growth plan because it was perceived to be comparatively better than evaluation and their comments during the interviews reflect the comparing of the two options but also reveal the perceived benefits of growth plans: “Report writing is not beneficial, it is too time consuming”; “Teachers want to improve yearly, they don’t want to wait for years to have someone tell them they have improved”; “Better value for the experienced teacher, better than evaluation”; “For some, it is easier than having an administrator come and sit in their classroom for observations and a report”.

Sometimes in an interview there is a particular response that becomes significant because of the passion of the respondent, because of the ability of the respondent to state their perception clearly or perhaps the comment summarizes what others have said. Here is what one of the administrators said about the motivation behind teachers choosing to develop growth plans.

The process itself is in transition. It originally was viewed as in lieu of an evaluation. It is a valuable experience, more so than an observation and evaluation as with the other model. It pushes them, too. They like it. Almost all of the participants are repeats.

When administrators were asked about a supportive individual or team of individuals being involved in the process the responses varied. While it was

acknowledged that the supportive person was often the administrator it could also be a colleague and sometimes the “self-motivated” individual teacher. Four administrators said it was they themselves who were the supportive person. Three administrators said that teachers are encouraged to have a partner involved and usually do have such a partner. Two administrators identified specific staff colleagues who had been involved, one a Learning Assistance Teacher and the other a Teacher-Librarian.

Administrators were also asked about the person or persons important to the success of growth plans as well as the part of the process that was most important. With respect to those who are important, seven of seven administrators said it was usually the administrator themselves. Some of these respondents also identified that it was the individual teacher who was also very important. Other administrators could identify cases where a teacher team, mentor or peer was also important. Of the three identifiable stages that administrators perceived to be most important, there was a split vote among administrators. Three administrators said developing the plan was the most important part of the process while three felt it was the review and follow-up stage. One administrator stated that the initial stage, identifying the topic, was key to the success of growth plans.

### Dimension 3 –“Production”-Teacher Responses

The third leadership dimension is production. The following questions were asked to better understand perceptions of the role that production – namely outcomes, achievement and accomplishment - has in promoting growth plans.

Teachers were asked if they discussed the outcomes of their growth plans with administrators, which is identified as an action that should be undertaken in the growth plan process (Teacher Professional Growth Plan, 2000, p. 5). Responses from teachers

were mixed. Six of the twelve respondents did have this formal discussion. Four of those six respondents said that they had a formal discussion with their administrator. Two of the six teachers said that there was a formal discussion with both administrators and teachers. Additionally, two teachers said they had a formal discussion with another teacher or teachers. However, for four teachers there was no formal discussion about outcomes at all: two said they did not discuss the outcomes with anyone; two teachers said their discussions with other teachers were only informal.

Teachers were asked if achievable goals for student learning were shared with other educators, which, according to the rationale in the teacher professional growth plan document, is the “main thrust of the plan” (TGP, 2000, p. 3). Eight of twelve teachers indicated that they had shared their results with others while four respondents said they had not. Five of the eight teachers who had shared their results had shared with colleagues in department meetings, one shared at a staff meeting and two shared informally with either a teacher or several teachers. Two of the eight respondents also shared their results at a professional development workshop for teachers.

### Dimension 3 – “Production”-Administrator Responses

Administrators were asked several questions about outcomes, achievement and accomplishment. Administrators were asked if teachers, generally, discuss their growth plans with them but they were also specifically asked if there were discussions about the implementation and if outcomes were reviewed. All administrator respondents said that they had discussions with the teachers. Two comments are significant. First, one administrator said that the discussion only took place “at the end, when it was finished”. One administrator’s comment stood out from all of the responses:



Absolutely. The classroom visitations are significant to see what is happening in the classroom and the dialogue between educators that goes with that. Connecting the classroom visits and dialogue with the growth plans is very important.

When asked if there is discussion about the implementation of the plan, the response from administrators was that generally there was, but there were inconsistencies. One administrator purposely “touches base” with the teacher, providing “maybe a nudge to have them move on it”. Some administrators pointed out that it depends on the topic of the plan and others noted that it could also depend on the individual teacher. Two administrators gave no response at all to the question.

Administrators were asked in two different questions during the interview about discussing outcomes formally with teachers. Responses were inconsistent. For one question the responses were positive. Three respondents out of seven said that there were formal discussions between teachers and themselves. Three respondents said that they were aware discussions had taken place with various colleagues, including themselves. One administrator was not sure if there had been any discussions at all. However, when asked how many teachers who had developed growth plans had “reflected on their plan’s outcomes with you”, administrators gave a different response. It was evident from these responses that there are significant numbers of teachers who do not reflect on the outcomes with their administrator. One administrator reported that twenty out of forty teachers had done so. Another administrator said that out of six teachers none had reflected on their growth plan formally with him and only two of the six had any discussion at all with him. Other administrators indicated that twenty to twenty-five per cent of participants had not formally reflected with them either. For one

administrator, all fifteen teachers did reflect on their plan's outcomes with her while another reported that ninety percent of his teachers had done so.

Finally, for this section on production, administrators were asked if achievable goals for student learning were shared with other educators. Generally, the response was negative. For one administrator the perception was that some teachers had set goals for student learning and achievement but the administrator was unsure if the results were shared with others. Another administrator said, "The majority of the participants here are not involved in plans that focus on student achievement specifically. They usually focus on improving their own teaching". Yet another said that it would be up to the individual teacher to do so. One particular comment is significant:

They should be there but the focus is on improving teaching strategies, improving instruction. Ideally it should be linked to student achievement but it was not possible. It is becoming more possible. Yes, ideally they should share with other educators. Sometimes it happens but it is not commonly accepted. It should be the norm. But that collaboration is not there yet, they need to share. Sometimes teachers are reluctant to present because they feel it needs to be perfect.

#### Dimension 4 –“Value”- Teacher Responses

The fourth leadership dimension identified by Hodgkinson is value. In the interviews teachers and administrators were asked numerous questions that correspond to perceived valuing of teacher growth plans. Some have already been considered under other dimensions. For example, the questions asking respondents to identify a person or persons important to the success of the plan, or the part of the process most important to the success of the plan are value questions because they require the respondent to identify or choose a "good" or a "better". More about this will be said in the summary analysis. Two questions have been assigned to this dimension because, conceptually, they relate to

value. First, respondents were asked to state actions that they would value or appreciate to improve the growth plan process. Second, respondents were asked if they would give their own personal recommendation to colleagues, an expression of their own value for their experience with growth plans.

Teachers responded quite clearly to the question about the recommendations for improvement they would value. The majority of teacher responses can be categorized into three recommendations. First, teachers felt that there should be more sharing of growth plans among colleagues. Second, they felt that time should be provided for teachers and administrators to develop, plan, and review growth plans. The suggestion was that time during the school day, but without the responsibility of teaching students, should be provided. Third, teachers felt that there should be scheduled and structured meetings to formally provide dialogue, follow-up and review.

Almost unanimously, teacher respondents said that they value their experience with growth plans enough that they would recommend the growth plan process to their colleagues. Eleven of twelve respondents responded affirmatively. The lone negative respondent said that he would recommend the growth plan process to colleagues with some suggested changes. Among the reasons given by teachers were the following: they are a means of developing growth, they are practical, and they provide a “format for what professionals are already doing”. There were two conditions mentioned by some teachers. For some, the support and the involvement of the administrator is a factor. For others it would depend upon the individual teacher.

#### Dimension 4 -“Value”- Administrator Responses

For administrators, there were several recommendations made. One administrator valued the growth plan process because it gave flexibility and control to the teacher. Two administrators expressed the desire to see more support and promotion from the

leadership at the school district and teachers' association levels. Some suggestions included having the school district administration and teachers' association sponsor workshops for teachers and administrators, and providing official recognition to teachers that the growth plan is a reflection on their teaching ability. Two administrators would like to see more formal structure for the meetings between teachers and administrators with an initial meeting, review meetings twice during the year and a formal review at the end of the year. While no administrator expressed the desire to "force" teachers to develop a growth plan there were some administrators who felt there should be more accountability attached to the production aspect, namely that plans should have a clear focus on student achievement and should be linked to the school and district growth plans.

Administrators did state support for growth plans and they would recommend them to teachers and colleagues. However, it is quite evident from most responses that the support is quite instrumental in nature. That is, there is support for growth plans because growth plans lead to improved instruction and student achievement. Administrators felt that growth plans were valuable and an enriching experience for teachers, providing opportunities for reflection on instructional skill, student learning and professional growth. Individual comments are included below.

Absolutely. It is the only way to go, with administrators supervising and visiting classrooms for accountability to work on improving instruction. Sometimes this gets left behind because of other management priorities. Yes, because it forces the teacher to think about what they are doing, where they are going, where they want to be and they put a plan in place to help them improve.

It is far more enriching than the evaluation report writing process. This is more ongoing. The other is a "lets' try really hard for 2 weeks and then it

is over”. With growth plans the teachers have developed themselves. The teachers want to continue their own professional thinking. They say they like it.

#### Summary of Interview Data

Both teachers and administrators pointed out that most often it is the administrator who provides the leadership “consideration”, support to teachers developing growth plans. The kind of support varies from providing information, forms, and samples to providing one-on-one collegial support. Teachers said they would like to have more on-going and regular support throughout the development of the plan, from implementation to the final review. Administrators would also like to improve the support for teachers but they felt it was more important to provide time for teachers to share and work together.

There are situational leadership factors that promote growth plans. It was evident that both teachers and administrators have an understanding of the purposes, stages and sources of support for the development of growth plans. The data from administrators who were interviewed suggest that they perceive teachers chose growth plans for positive and educative purposes. However, while some teachers were able to identify a specific colleague who provided support for their growth plan most teachers and administrators perceived that it is administrators who provided the leadership for the development of teacher growth plans.

For both teacher and administrator respondents there are perceived inconsistencies in the leadership production dimension, that is, for growth plan outcomes, achievement and accomplishment. Both groups acknowledged that discussions about the outcomes of growth plans did not consistently occur. They also indicated that achievable goals for student learning were not shared with other educators. Administrators admitted

that there were discussions with teachers about developing growth plans but that they did not discuss their implementation. While there is no response data available from teachers on this matter there may be a connection between the administrators' perception about the lack of discussion on implementation and the suggestion by teachers that there be more regular and on-going discussions throughout the implementation of growth plans.

Both teachers and administrators indicated they value teacher professional growth plans and recommend them to other teachers. Teachers felt that there should be improvements: more opportunities for sharing growth plans among colleagues; time during the school day for teachers and administrators to develop, plan, and review growth plans; and meetings scheduled for both administrators and teachers, structured to formally provide dialogue, follow-up and review. Administrators also expressed the desire to see more formal structure for the meetings between teachers and administrators, with an initial meeting, followed by review meetings twice during the year and a final, formal review at year's end.

Administrators also felt the need for more leadership from the school district and teachers' association to more fully support and promote teacher professional growth plans. It was suggested that both the senior administration of the Chilliwack School District and the executive of the Chilliwack Teachers' Association jointly sponsor workshops for teachers and administrators to learn about the process, roles and responsibilities and key components of growth plans. Some administrators also suggested that at the senior level of administration growth plans be recognized as a reflection of the teachers' teaching ability and be included in the teacher's professional

portfolio and curriculum vitae. Some administrators also stated their opinion that there should be more accountability attached to the production aspect, namely that plans should have a clear focus on student achievement and should be linked to the school and district growth plans, clearly an instrumental rather than moral value.

#### **4.5 Document Review Analysis**

The documents that were provided by individual teachers were analysed in an attempt to further help develop an understanding of the perceptions of educators on the main question of the project. It was the researcher's intention to review individual growth plan documents for evidence of the factors that promoted their development, factors such as: the actual result, or product; the characteristics of support from other individual educators; the context in which the plans were developed; and the inherent or expressed values. There are two different documents provided in this analysis, the guiding document that was developed by a committee of teachers and administrators and the individual teacher growth plan documents provided by participants in the case study. In addition, in October 2000 a one-page letter was sent to all teachers and administrators introducing the teacher professional growth plan guide. This letter will also be considered in the analysis.

##### **Teacher Professional Growth Plan Guide**

The guiding document entitled Teacher Professional Growth Plans (TPGP), was written in June 2000, was passed by the Chilliwack Board of School Trustees in September 2000 and began to be used by teachers in October 2000. A brief analysis of

this document presents three important features. It was founded on clearly articulated and well-presented beliefs and assumptions about professional growth. There is a defined process, a delineation of roles and responsibilities for participants, an identification of the generic components of professional growth plans and an outline for designing a plan. Finally, there is also an appendix that contains important resources for teachers to use to develop their plans. These include samples of different formats for professional growth plans, domains for growth and reflection, an overview explaining the characteristics of action research, a description of the conditions for learning, and samples of forms for practical use.

The first section of the TPGP clearly and effectively presents five key foundational statements describing the beliefs and assumptions that set the parameters for the growth plan model. Teachers are to choose to participate in the process; they are not expected nor are to be coerced or otherwise directed to develop a growth plan. There is a clear statement that teachers are professionals who desire growth and to become the best teachers they can be. Subsequently, the purpose of developing growth plans is to focus on teacher growth to improve student learning. There is also an important statement about the process of development and growth, in which teachers are to take an active role in developing themselves through research, experimentation, collaboration and reflection. Finally, there is a declaration on the role and nature of growth plans, as compared to teacher evaluation. Teacher professional growth plans cannot result in evaluation of a teacher, nor can growth plans lead to disciplinary action and there are stated criteria for the use of a formal evaluation of teachers.



The second section provides helpful information but also presents some challenges for the reader. There are sub-sections that establish the process, describe the roles and responsibilities for participants, the generic components of a growth plan and both a written section and a visual presentation are provided to help in the development of a growth plan. The sub-sections entitled Rationale and Principles are somewhat repetitive in themselves and elaborate on the assumptions and beliefs stated in the first section of the guide. The purpose in having both sections is not clear to the reader and perhaps the statements could have been more clearly stated in one sub-section and contained in the first section, following beliefs and assumptions. A third sub-section, named Implementation and Review, has little to do with establishing the process. This sub-section should be provided after an explanation of the process, not before, and having it come between Rationale and Principles separates the related sub-sections on Rationale and Process, which makes the presentation of information more confusing and disjointed. It would be helpful to present in a sequential manner the steps that are to be taken to develop a growth plan. There are important statements in the sub-section on implementation and review but the information provided would be better presented after the process is presented.

This second section of the guiding document contains two sub-sections that do not present the same information about developing growth plans. There is a lack of clarity about the components in the design of a growth plan. In the sub-section entitled Generic Components of a Professional Growth Plan, there are five components identified. In the following section, named Designing A Plan, there are seven sections. While the essential ideas are contained in both sub-sections there are two additional sections provided in

designing a plan sub-section, one that provides a sample of questions for teacher reflection and another on the action of sharing. The sample questions for teachers to consider before they identify a focus may be a helpful suggestion for teachers but they are not part of the generic components. Moreover, sharing the results of the plan could be an important step in collaborating with other teachers and with the administrator. Sharing is not listed as a generic component yet it is identified as a culminating stage in both the description of designing a plan and in the visual representation of a design plan. The use of the term “generic” in the section on the generic components of a growth plan suggests that all plans should have these components yet the action of sharing with others is not included. There is also a component of the growth plan process that may not be clearly understood by participants and it could be related to the information presented in the teacher professional growth plan document.

The data from the analysis of surveys and interviews indicate that a collaborator or supportive team is not part of many growth plans. Teachers indicated in the survey responses that there really wasn't a collaborator who helped them develop their growth plan. For administrator respondents it was the survey statement that referred to the involvement of a collaborator that received the most “uncertain” and negative responses. Only a minority of interview respondents indicated that there was a collaborator, a supportive individual or team of individuals who were involved in the growth plan development for individual teachers. The growth plan document guide does present information on the collaborator or supportive team in sub-sections of the section describing the process. The role and responsibility of a collaborator is clearly presented in the same sub-section as the role and responsibility of teacher and administrator.

Collaborator or supportive team is identified as one of the generic components of growth plans. The selection of a collaborator or supportive team is also listed in the sub-section on the design of the plan. However, the growth plan guide allows for teachers to work independently. There is also a statement in the design of a plan sub-section that states teachers may choose to manage the process on their own. Therefore, it may be that the survey and interview participant data that indicated a lack of involvement by a collaborator or supportive team individual is related to the information provided in the growth plan guide document. It will be important to analyse the individual growth plan documents for evidence of the involvement of a collaborator or supportive team.

The final section on resources is helpful to teachers but there is a lack of clarity about the components essential to growth plans. There are six different formats that teachers can use for their growth plans. The components identified as generic are not found in each of these plans. In Sample 1 there is no section on analysis and reflection. The final section in that growth plan is called “comments”. In Sample 2 there is no specific identification of time lines and action plans. Instead, there is a section called “planned activities for collaboration and feedback”. Similarly, indicators of success, reflection and analysis are collapsed into one section identified as “indicators of success of the plan (reflection)”. There are similar discrepancies with other samples. What appears from one perspective to be variety and flexibility in design could also be perceived as a lack of coherence between the expectations for outcomes, listed as generic components in the guide, and the actual individual teacher growth plan document.

The guide is a document that provides a basis for teachers to develop professional growth plans. However, there is a lack of clarity about the importance of teachers

sharing their learning with others and about the components that comprise growth plans. The document conveys a role for a collaborator or supportive team but that role is left as a matter of choice for the individual. The analysis of individual teacher growth plan documents is made more difficult by the variety of growth plan formats and the inconsistency of the components of the plan design. These weaknesses do not diminish the overall strengths of the document but do indicate that the document should be reconsidered and that the guide should be reviewed through a process that will be described in Chapter 5.

There was a letter provided to all administrators and teachers in October 2000 (See Appendix G-1). The letter was signed jointly by the Superintendent of Schools and the President of the Chilliwack Teachers' Association. This letter briefly gives the background on the development of plan and how it was developed, describes teacher eligibility for participation in a growth plan, encourages teachers to explore this option and thanks the members of the ad hoc committee for their work. The letter does state the purpose of the growth plan model, namely professional growth. However, the closing sentence of the letter refers to three groups who will benefit, for whom the plan will "work well", including: teachers, administrators and students. The letter also stipulates that there will be "monitoring and reviewing" of the process on an annual basis.

#### Individual Teacher Growth Plans

The second type of document for analysis is the individual teacher growth plan. There were six growth plans voluntarily provided by teachers from the group of twelve teachers who were interviewed. There are two strategies used in this analysis. First there

was a comparison between the actual individual document and the components of teacher professional growth plans as identified from the guiding principles and processes<sup>22</sup>.

Next, there was an analysis of the individual growth plans for terms that can be connected with the four dimensions of leadership that have been used throughout the data analysis and in comparison with the survey and interview data.

The Individual Growth Plan Document Checklist was designed to provide a means of analysing each individual document with the elements identified as generic components of professional growth plans. There are five components: an identifiable area of focus; a collaborator or supportive team; action plans; indicators of success; and evidence of analysis and reflection. Each individual document was reviewed, analysed and checked for these components (See Appendix D-1).

#### Identifiable Area of Focus

Each of the plans provided by participants did contain an identifiable area of focus. For five of the six growth plans there was a focus on changing instructional practice to improve student achievement. One identified a focus on personal and professional growth that involved taking on leadership opportunities in the school, involving curriculum development and supporting teachers in developing their own instructional practice. In several of the sample formats and in the sub-section entitled Designing a Plan, the document guide suggests that teachers consider observable and measurable objectives in their area of focus. Four of the plans did include a focus that was observable and measurable. For two it was student test results, for one it was student

---

<sup>22</sup> Chilliwack School District, 2000, pp. 4-5.

participation rates and for another it was the use of an assessment tool by teachers. In one plan there were no observable or measurable objectives specifically identified. In the rationale the teacher stated that the teacher-designed projects for students would be evaluated and that changes would be made to help the students understand the projects better. There was no explanation of the process for observation or measurement of the possible changes to these student projects. The teacher may have had criteria and a plan for determining observation and measurement but none of this was explained in the document. The format used in this particular growth plan corresponds to a format provided as a sample in the guiding document. Neither the plan, nor the corresponding format in the guide, includes any statement on the importance of including observation and measurement of the objective or area of focus.

#### Collaborator Or Supportive Team

An analysis of the individual plans indicates, generally, that a collaborator or supportive team was rarely involved in the design or development of the growth plan. One of the plans was submitted jointly by two teachers and specifically identified other teachers who shared in its design. This joint planning was followed by the two teachers also sharing results between them and by joint reflection on the outcomes. However, this was unique to the sample of individual growth plan documents. Two plans named either colleagues or a Principal who could be of greatest assistance, but how this assistance was provided was not explained. There was evidence of sharing and borrowing of techniques but no evidence of the “interdependent collegiality” to which Grimmitt refers, or reflection with colleagues on the design of the plan or in the implementation (Grimmett, Rostad & Ford, 1992, p.200). A fourth plan made a vague reference to “other” teachers

of the same subject being involved as supportive colleagues. However, there was no explanation provided and it was not clear if the reference was to all other teachers in the school, district or province. In one plan there was reference to “key participants” but no definition of the term or explanation of how the participants were involved. In the sixth plan the teacher indicated she/he intentionally worked alone on the design and implementation of the growth plan.

#### Action Plans

The guide identifies the action plan component as the part of the plan that identifies a time line as well as strategies and activities that the teacher employs to reach the objectives. Four of the six plans had a time line for implementation and review. Two planning documents did not have a definite time line but instead made the statement that the work would be done “throughout the year” or “before presentation to the students”. Some of the plans indicated specific activities and strategies that were used in the growth plan while others were vague.

#### Indicators of Success

The guide encourages indicators of success be included in growth plans and includes some sample questions that teachers could ask themselves to help generate and then demonstrate these indicators of success. In analysing the different samples of growth plans it is again evident that some have detailed accounts of observable and measurable indications of outcomes. Some plans had student test scores as indicators while others used student participation rates or reports to parents. One growth plan included a statement that stated there were “signs of success” but provided only the

following comment: “When all projects have been rewritten or reviewed”. Another growth plan did not have any indicators of success at all.

### Evidence of Analysis and Reflection

The guide provides little or no explanation for the section of the plan that is titled analysis and reflection. There are no suggestions to help guide teachers through an analysis of their results and no strategies for teachers to reflect on their own learning. It is really not surprising that, with one exception, there was no evidence of analysis of results or reflection on the outcomes of the plans. The growth plan that was submitted by two teachers and which involved a supportive team in the design and implementation did have an analysis of the strategies implemented and the indicators of success. One other plan did include a date when there was reflection planned during the review stage and with the Principal. However, in four of the six there was no indication that reflection and analysis had been a planned event or actually took place. In one of the documents I was provided, there was a section identified as analysis and reflection but the entire section was left blank. If growth plans are indeed an opportunity for self-analysis and for powerful learning then it would seem important to have indications of this in the documents. However, this was not evident in the samples provided in this case study.

Similarly, sharing the results with other educators is not an action that is clearly explained in the guide, nor evident in the individual plans in this case study. As mentioned earlier in this analysis, the guide indicates in the Design of the Plan that sharing the outcomes with the supportive team or collaborator is a stage in the development of the plan. Sharing is an action that is alluded to in the statements about the roles and responsibilities of both the teacher and collaborator, yet there is no



explanation about how this could be done and here are no suggested strategies. In only one plan was there any indication that results were shared with colleagues.

In terms of teacher growth plans having analysis, reflection and the sharing of results there is an important final observation that is important to consider for this case study. The teacher professional growth plan guide is quite clear on the role and responsibility of the Principal or administrator: "...reflects on the outcome of the plan in collaboration with the teacher" (TPGP, 2000, p. 5). One of the identified principles in the guide clearly states that the growth plan "...should be reviewed and revised annually in discussion between the teacher and the supervising administrator" (TPGP, 2000, p.4). In only two of the six individual plans was there any indication at all that the outcomes of the plan would be reviewed or shared with the Principal.

An analysis of the individual growth plan documents indicates that teachers generally did follow a plan for the development of their professional growth plans. In all cases the plan followed one of the formats presented as samples in the guide document. Each of the documents provided by participants did contain an identifiable area of focus, most had a time line for the implementation and review of the growth plan and most did have detailed accounts of observable and measurable indicators of success. However, a collaborator or supportive team was rarely involved in the design or development of the growth plan and there was little or no evidence in the documents that there was an analysis of results, a reflection on the outcomes of the plans or the sharing of results with other educators.

This document analysis provides us with some important learning about the leadership factors that promote the successful development of teacher professional

growth plans. There are some factors in evidence in the individual plans but there are also some factors that are noticeably absent or lacking. Certainly the guide itself provides a basis for successful implementation. There is a production dimension evident in the both the guide document and in the individual documents, as most of the written growth plans identified areas of focus, included indicators of success, time lines and action plans. There was a situational leadership dimension as well. In one plan the teacher indicated that the Principal provided leadership in helping to design and review the plan. In another growth plan there was leadership provided by supportive colleagues in the Science Department while a third growth plan alluded to colleagues in the Humanities Department who could have been involved in supporting the teacher. The leadership dimension involving consideration by the Principal was described in the guide but was noticeably absent in the individual growth plans. As mentioned earlier in the analysis, the support by the Principal and the review of the outcomes with the Principal were not stated nor described in the teacher growth plan documents provided in the case study. The general absence of analysis, reflection and sharing with other educators in the individual documents also indicates a lacking in consideration by the Principal and in value by both the individual teachers as well as the Principals involved. Furthermore, there is no formal record of an annual monitoring or review process of either the teacher professional growth plan guide or the process itself.

#### **4.6 Summary**

There are two themes that emerge from the perceptions contributed by educators through survey responses, interviews, and the individual teacher growth plan documents. These themes are identified and described in summary as a conclusion to this chapter on

data analysis. Survey responses were generally positive and supportive of teacher growth plans. Generally the respondents agreed with most of the statements provided in the survey. The administrator-respondents were more positive about their supportive role than teachers, where teacher-respondents were more uncertain about the consistency of administrator support throughout the process. Both groups indicated an uncertainty about the support provided by a collaborator. Interview participants were also generally positive and supportive of the process for developing teacher professional growth plans but there was some evidence of discontent with the overall results. As with the survey response data, interview respondents perceived that the administrator provides important support and consideration during the process. However, in the interviews there was a recurring theme about production and results that was not evident in the survey data.

Both teacher and administrator interview-respondents said that there was little sharing with other educators and a lack of discussion between administrator and teacher during the implementation stage of growth plans. Interview participants both stated that there should be more time for support from administrators and more time for teachers to share with one another and work together.<sup>23</sup> Also, a few of the interview participants expressed their individual dissatisfaction with the lack of support from the administrator during the implementation of their own plan and that more leadership could be provided at the district and school level.

A review of individual growth plan documents reiterated some features found in common with survey and interview data, shed more light on one aspect, and revealed a discrepancy between expressed perception and written evidence. An analysis of the

---

<sup>23</sup> This request by teachers for more time meeting with an administrator is further substantiated by the negative responses from teachers in the survey (Statements 6 and 7) with reference to support throughout the whole process. Please see Appendix B-11 and B-13.

documents indicates that participants understood the purposes and general aspects of growth plans, a similar conclusion that can be made from the survey and interview data. Some of the plans did indicate the involvement of a collaborator, or alluded to the possibility of such involvement. Although a few interview participants did identify such a person being involved, the survey results clearly indicated that this was not the case. A significant discrepancy among the results and what was noticeably absent from the documents reviewed was the consideration provided by the administrator. Unlike the survey and interview data, in the documents reviewed there were no indications of support being provided by the administrator, no indications that results were shared with an administrator, nor were there indications that there were plans for formal or informal discussions about the results with other educators. The lack of evidence that representatives from the C.T.A. and the Chilliwack School District have monitored or reviewed the process on an annual basis also raises a question about the level of support from the senior levels of both the teachers' association and district administration. There is a significant difference between the perceptions of survey respondents, the perceptions of interview participants and the written documents.

In conclusion, there is a recurring theme that certain leadership factors do promote the development of teacher growth plans. Using Hodgkinson's identification of consideration, situation, production and value as the dimensions of leadership is helpful in understanding the factors that promote the use of teacher growth plans. There are situational factors; teachers and administrators generally understand the growth plan process, the key components, the roles and responsibilities of different participants. There are consideration factors; teachers and administrators appreciate the important

involvement and support of the administrator. Also, value also plays an important role. As one interview participant stated: “If growth plans are valued then they will be promoted”. Both teachers and administrators value the importance of growth plans for teacher growth and development. However, there is a second theme, which strikes to the heart of the moral purpose of the teacher professional growth plan model. There are some elements of the process that are not clearly understood by participants, such as the role of the collaborator or supportive colleagues, as well as the importance of teachers sharing the results they have learned with colleagues. If the teacher professional growth plans are to be promoted then the importance of these aspects of the process will need deliberation. There is also a perceived dissatisfaction among some educators about growth plan outcomes and their value. For some teachers the growth plans are valued because they have inherent value, they are valued in and of themselves, for the teacher’s own professional growth, and not because the outcomes relate to school or district goals. It is not clear that all educators share in the belief that there is a moral as well as instrumental value for growth plans. A topic for further deliberation among teachers and administrators would be the relationship between teacher growth plans, improving professional practice, and school or district goals for students. There is a sense of discontent among some of the participants in this project, who feel that there is potential for growth plans to have more meaning for teaching and learning.

## **Chapter Five: Conclusions and Recommendations**

From the case study of participant perceptions in the Chilliwack School District for the period September 2002 to July 2004 there are leadership factors that promote the development of teacher professional growth plans. The perceptions of educators were stated in the 107 surveys that were completed and returned, voiced by twenty teachers and administrators in the interviews, and in evidence from the samples of individual teacher growth plans that were reviewed. The four dimensions of leadership provided by Hodgkinson provide a framework for understanding the results of the case study. It is evident that leadership consideration and support are important to fostering the development of teacher growth plans, that school situational factors matter, and that there are issues involving the leadership dimensions of both production, and value.

There is a tension in this paper that reflects a struggle for the concept of teacher professional growth plans. The tension exists in the research approach, in the use of a mixed methods approach that combines the quantitative data provided by the use of a survey and the qualitative data provided by the interviews and the review of growth plan documents. The tension is also reflected in the conception of a “soft constructivism”, the

recognition of the multiple, subjective social realities and the more objective nature of the scientific world. However, the struggle is particularly evident for the conception of growth plans and the leadership factors that promote growth plans. Supportive leaders, situational factors, as well as the factors of value and production, are perceived as important to promoting growth plans. The struggle between the intrinsic and instrumental value of growth plans is representative of the struggle that exists between the value-laden and subjectivist orientation nascent in the growth plan process and the hard world of accountability that exists in schools and the education system.

## **5.1 Conclusions**

### **Leadership Consideration Matters**

The findings of this case study indicate that teachers and administrators understand the important supportive role that administrators have in the promotion and development of teacher professional growth plans. Administrators recognize that the consideration they show to the individual teacher and to the process of developing growth plans is key to the success for teachers. Teachers indicated their appreciation of existing support and desire more support from administration at the school and district level.

The evidence that the consideration dimension of leadership is a factor in promoting growth plans confirms the work of many of the authors in leadership theory as presented in Chapter 2. In this case study teachers voiced an interest in having more support from administrators, rather than more direction. The survey results and the interview responses indicate that consideration is not only a factor in promoting growth

plans but affirm Hodgkinson's conceptualisation of consideration as one of the dimensions of leadership (Hodgkinson, 1991, p.129). Teachers who were interviewed requested more release-time from classroom duties to work on growth plans with administrators and also with other educators. Therefore it would seem that leaders, both administrators and teachers, are being called upon to facilitate teacher growth plans, to engage each other as leaders and followers in a reciprocal relationship of power and consent. This reflects Burns' conception of transformational leadership, wherein the transformational leader is interested in the potential motives of followers, seeking to satisfy higher needs and engaging the "full person of the follower" (1978, p.4). The leadership action of facilitating teacher growth plans also relates directly to the concept of facilitative leadership, with the principal seeing herself or himself as a facilitator and not the "all-dominating leader"(Watkins, 1989, p.31). In this view of leadership, the administrator is not motivated to manipulate and direct others but to facilitate collaborative, and participatory decision-making processes that arise from the school community (1989, p.31).

However, the importance of supportive administrator-leaders showing consideration for teachers developing growth plans also affirms other leadership concepts presented in the literature review. Consideration and supportive administrator-leaders is a leadership concept that speaks directly to developing shared leadership and developing teachers as leaders or building a community of leaders. While no participants in this case study identified any of these concepts there is certainly a link between each of these concepts and the intention of the teacher professional growth plan process, namely teacher growth and development through research, experimentation, collaboration and



reflection. The process and product of developing teacher professional growth plans have the potential for teachers to develop skills for further learning and for leadership. This could result in further development of the reciprocal relationship between leaders and followers (Gronn, 1999, pp.17-20), more opportunity for all members of the school and community to become leaders and to participate more in decision-making (Watkins, 1989, pp.9-32), developing a community of leaders (Barth, 2001b, p.85), or in a community finding meaning for itself (Foster, 1989, p.61).

Leadership that is supportive and that provides consideration for teacher professional growth plans corresponds not only to the concepts of distributed leadership, facilitative leadership, and a community of leaders but also to the sociological perspective presented in the literature review, in Chapter 2. Facilitating collaborative and participatory decision-making requires a relationship between principal and teachers that includes understanding and action that reflect reciprocity of power and consent: the “cognitive two-step” involving followers and leaders (Gronn, 1999, pp.17-20); and the importance of consent, the relational “power over power” concept employed by Nyberg (1981).

Educators attending to each other’s needs through the daily social interaction, the requisite human energy, cultural capital, social structures and emotional solidarity all actively promote the development of teacher professional growth. Whether we reflect further on Fullan’s concept of “interactive professionalism” (1998, p. 142), the “interdependent collegiality” described by Grimmer and Crehan (1989, p. 36), Sergiovanni’s “school as community” (1992b, pp. 41-46) or the concept of “professional learning communities” as described by Dufour and Eaker (1998, p. 45) and Hord (1997,

p. 9), the importance of the collaborative relationships among educators for learning, the generation of ideas, and the promotion of teacher professional growth plans cannot be understated. The educational leader who does not demonstrate an understanding of these social interactions charts a perilous journey through the shoals of their own career.

Also, there is a relationship between supportive leadership providing consideration for teacher growth plans and two fundamental propositions, one about philosophical perspective and the other concerning the involvement of the learner in the teaching and learning process. Knowledge is humanly constructed, by both learners and teachers. Ontologically, there is no empirical or absolute reality. There are multiple realities that lead to understanding an event, program or phenomenon (Guba, 1990a; Lincoln & Guba, 2000; Schwandt, 2000). We don't discover knowledge so much as we construct or make it (Schwandt, 2000, p. 197). It is our perceptions, appreciations, and beliefs rooted in worlds of our own making that we come to accept as reality (Schon, 1987, p. 36). Epistemologically, we can intentionally promote an understanding of the subjective meaning of human action. Therefore, the teacher's challenge is to connect the students' construction of reality with the more public constructions that are currently accepted as knowledge. Schools are student-centred places of learning, with learning being focussed on the learner, requiring the active participation of the learner, and with students developing ownership of the learning experience. Schools are also places of professional learning and professional development (Dufour & Eaker, 1998; Hord, 1997; Lambert, 1998, 2002a, 2003; Sergiovanni, 1994b). The constructivist concepts of learner and learning are fundamental for the restructuring and reconceptualising of schools from within (Grimmett, 1995, pp.214-215) but are also foundational to the concept of leaders

providing support and consideration to teachers developing teacher professional growth plans.

Leadership consideration matters from a political perspective, as well. It is clear from the work of Held (1989,1996), Manzer (1994), Nyberg (1981), and Gutmann and Thompson (1996), that governance in schools can be made more democratic and more effective for every member of the school community. Whether the concept is democratic autonomy (Held, 1989, 1996), a democratic educative and ethical society (Manzer, 1994), a democracy based upon educating citizens ethically about the nature of power and consent (Nyberg, 1981), or the development of a deliberative democracy (Gutmann & Thompson, 1996), there is a common theme in the literature fostering effective participation in a democratic form of governance for the common good, for the good of all citizens and not just for individuals or interest groups. Leadership that understands this political perspective and takes action to foster more democratic governance and deliberation in decision-making will realize the consideration and support that is important for teachers developing their professional growth plans.

### **Situational Factors Are Important**

There are situational factors that promote the development of teacher growth plans. In this project the evidence provided by participants indicated that teachers and administrators generally understand the growth plan process. Through the responses in surveys and interviews and from the samples of written growth plans it is evident that participants can identify and include the key components, the roles, and the responsibilities of different participants. Situational differences in schools were evident from the responses of interview participants who identified a positive relationship with

the school principal or a significant colleague or colleagues in a department. However, in this case study no attempt was made to delve into organizational situations, such as number of teachers on staff in schools, the configuration of school (elementary, middle or secondary), the configuration of grades of students (such as Kindergarten to Grade 6, Kindergarten to Grade 5, Grades 7 to 9, Grades 6 to 8, Grades 10 to 12, Grades 8 to 12, etc.) the demographics of respondents (age, gender, length of service), supportive conditions (common teacher planning time, interdependent roles, shared values and vision, school autonomy etc.) or the degree of mutual trust and respect among educators in school sites. These organizational context indicators are situational factors contributing to the development of professional learning communities, as identified by Boyd (1992, pp.79-80), Dufour and Eaker, (1998 pp.196-199), Griffin (1990, p.209), Hord (1997, pp. 3-6), Sergiovanni (1994b) and Tschannen-Moran, Uline, Hoy and Mackley (1999, pp.267-269). The relationship between these indicators and the development of teacher professional growth plans was not explored in this project but there are two important points to keep in mind. The situational factor, namely school culture, and the development of teacher professional growth plans is an area for further research, as will be suggested later in this chapter. Also, leadership is so very important in developing the school culture and more research on the impact leadership has for developing the school culture will bring better understanding of the relationship between school culture and the development of teacher professional growth plans.

### **Issues Concerning Outcomes and Value**

In this case study there was a perceived dissatisfaction among educators with respect to growth plan outcomes and the meaning or value ascribed to those outcomes.

These two issues are interrelated, not as vicious cycle or as virtuous circle, but as meaning and value of outcomes are dependent upon the perspective of the teacher developing the plan and the principal or colleagues who learn about those outcomes. Some educators value growth plans because the plans have inherent value, perceived as being for the teacher's own professional growth, and not because the outcomes of their work relate to school or district goals. However, it is not clear that all educators share in the belief that there is a moral value that transcends the instrumental value of growth plans. There is the view, as one principal stated during the interviews, that the purpose of teacher growth plans is to support the school and district's growth plans. According to the guiding document used in the case study this is clearly not the expectation for growth plans.

Philosophically, particularly in terms of axiology, the value that is constituent in all action is very subjective (Audi, 2001, p. 949; Greenfield, 1984, p. 21; Lincoln & Guba, 2001, p. 169) and this certainly seems to be evident with teacher professional growth plans. The value that educators ascribe to the process and to the outcomes varies among individuals, especially as reported in the interview responses and contained in the written documents. However, at the centre of the teacher professional growth plan process is a very important matter of choice. It is the teacher's choice to develop a teacher professional growth plan. They can choose the other option of a summative evaluation every five years. They can also choose the format, goal and objectives of their own growth plans and whether or not to involve a collaborator or group of supportive colleagues. They can also choose to meaningfully involve collaboration, or not. It is a

matter of making an informed choice, and choice is the manifestation of their individual value related to pedagogy, professionalism and perspective.

The individual responses of teachers and administrators presented their perspectives on the leadership factors that promote growth plans, on the value that they attribute to this process, and on the option of developing growth plans or having a summative evaluation. At the very least, this research has provided an opportunity to develop an understanding of the leader-value dimension as a factor in the promotion of teacher professional growth plans, based upon the statements, voices, and document evidence of educators who participated in the case study.

The relationship between teacher growth plans, improving professional practice, and school or district goals for students is a topic for further deliberation among teachers and administrators in the Chilliwack School District. From the perceptions of educators in this case study there is a belief that moral leadership will promote and further develop growth plans. Moral leadership has recently become a theme in educational administration literature (Bolman & Deal, 1997, p.193; Dufour & Eaker, 1998, p. 99; Sergiovanni, 1996, p. 57; Fullan, 2003, p. 30). However, it is Burns' work on leadership and Hodgkinson's work on the moral dimension of leadership that is most helpful to understanding the situation described in this case study. Burns helps all educators understand that leadership is interaction between followers and leaders around fundamental wants, needs, aspirations and values leading to social change (1978, p.4). Hodgkinson's value theory adds to the moral dimension of leadership by challenging administrators to use their moral sense, their collective responsibility, their conscience,

and their “superego” (Hodgkinson, 1978, pp.113-115). The moral value results of the study support the views of Burns and Hodgkinson.

## **5.2 Limitations**

Russo, writing about Campbell’s concept of hypothetical reality, states that all measures are fallible and theoretically complex (Campbell & Russo, 2001, p.1). The measures used in this project are no exception to this statement. Each instrument, whether survey, interview, or document analysis has weaknesses or limitations in representing the perceptions of the participants in this case study. The research approach that was used in this project was not concerned with causality or generalizability. The methodology used in this case study of teacher professional growth plans was consistent with the philosophical perspective, which has been described as “soft” constructivism. The use of a mixed methods approach, and in particular the use of the survey instrument may be viewed as a limitation or weakness from a philosophical and methodological perspective because survey research is commonly associated with quantitative analysis (Gall, Gall & Borg, 1999, p.173). However, descriptive statistics such as averages and percentages were used. The results were not tested for statistical significance with inferential statistics. This accommodation among paradigms has some substantiation in the literature on paradigms (Austin, pp. 136-138; Lincoln & Guba, 2000, p.169). Furthermore, the accommodation of using a survey in this case study was for the purpose of broadening the number of responses from educators, to inform, and add to the understanding of teacher and administrator perceptions.

Salant and Dillman's use of four "cornerstones" to evaluate surveys is particularly helpful in considering the limitations of the survey instrument used to collect data on the perceptions of educators. Their four criteria include: having a large enough sample of respondents; providing a strategy that gives all members an equal chance of being selected; writing statements and arranging them in a way that helps avoid measurement error; and obtaining a response rate high enough to lessen concern about non-response error (1994, p. 217). The survey results from teachers and administrators in the Chilliwack School District were from only a sample of the total population of teachers and administrators in the district from September 2002 through June 2004. Not all of the teachers have participated in a teacher professional growth plan. Not all of those teachers or administrators who have participated in a growth plan responded to the survey. However, there were 107 responses submitted by respondents, a sample of respondents that provided an opportunity to learn about the perceptions of 107 individuals involved in developing growth plans. This opportunity was of primary importance for the purposes of this project.

There were inherent weaknesses in using a mail survey, which raises several questions about the self-selection of participants. There may have been coverage error (Salant & Dillman, 1994, p. 36). Did the Chilliwack School District's Human Resources Department provide a complete list of teachers who had completed a professional growth plan? Were the non-responses affected by the use of a mail survey because some people are less likely to respond to mail surveys than others? Did some people not respond because they perceived the topic to be not important or a waste of time? Did some of the



respondents seek advice or an opinion from other educators? Did the correct person answer the survey?

The written statements and the arrangement of the written statements were pre-tested before being sent out to respondents. This allowed for some minor changes to be made to increase the quality of the written statements for clarity and accuracy. However, the pilot study only involved two participants. More participants, more time for reflection and review of the results by the researcher would have been helpful to decrease the confusion around some of the terminology used in the survey, for example, a definition for the term “collaborator”.

However, for this project on teacher professional growth plans the mail survey tool was prudent and any concern about these identified limitations must be tempered by several factors. There was a reliable address provided by the school district. Educators have the intellectual ability to respond accurately and completely to the survey. For some educators it was a timely survey because they were finishing their own growth plans for the school year. An immediate turn around from receiving the survey to completing and returning the survey was not necessary. In some cases surveys were returned after three weeks. There were not enough resources in terms of money, qualified staff or professional help to conduct a telephone survey or face-to-face survey. A request to administer a face-to-face survey for administrators was denied just days before the scheduled date. Moreover, the response rate was good: for teachers it was 51% and for administrators it was 48%. Finally, Salant and Dillman provide a sobering reminder about the nature of all surveys: “At their very best, sample surveys only produce close estimates of what people think or do” (1994, p.205).

In terms of the interview instrument used in this project there were limitations due to sample size and respondent selection, the design of the interview process, and interviewer effects. The educators who were interviewed were selected from an even smaller sample of the larger population of possible participants than for surveys. The sample was limited first because only those teachers and administrators who read the survey letter knew they could respond to the request for interviews by either electronic mail or phone call. The sample was further reduced by the element of choice because teachers and administrators essentially self-selected. They had to choose to participate. In this case study two people volunteered to participate, one a teacher and the other an administrator. From those two interviews convenience sampling was employed. However, people were not accidentally selected because they happened to be nearby the researcher. They were selected because the first volunteer interviewees recommended them. Those first two interviews led to three more interviews. Then an attempt was made to be more purposive in selecting participants to represent the larger group of teachers who had completed a growth plan and administrators. It is quite accurate to state that the interviewing started with some convenience sampling, became purposive sampling: teachers and administrators were selected by the researcher because of grade level taught, because of an interest in hearing the voices of teachers teaching various levels of public school education. Primary, intermediate, middle and secondary school teachers and administrators were selected. Also, it became evident during the process of interviewing some educators that there were one or two individuals who were outliers because their attitude towards teacher professional growth plans differed greatly from most other individuals.

The interview process could have been more of an in-depth study. Gall, Gall and Borg cite an example of a case study in which interviewees participated in a more iterative process, where there was meaningful dialogue constructed between the researcher and the participants. In their example, the researcher returned two preliminary drafts of the interview to the interviewee before proceeding to analyse the results (Gall, Gall & Borg, 1999, pp. 292-293). In this project there was no attempt to continue the dialogue between researcher and participant once the initial interview was concluded. Further experience with this technique is needed.

It is also important to acknowledge that there are interviewer effects that have an effect on the results and had a role in the data collection for this project. The interviewer has characteristics that may contribute to a variance from interview to interview and for a set of findings. Campbell and Russo refer to the factors of interviewer cues purposefully or inadvertently used in the interview, and there are biases related to age, gender, race, religion, tone of voice, and interview locale (2001, pp. 155-156). The researcher is known to many of the participants in the case of the Chilliwack School District, though not personally but probably by name because of the position held in the district. Did respondents give answers they thought were wanted by the interviewer? Russo and Campbell argue that differential volunteering for interviews produces a bias, especially when the nature of the task is known (2001, p.159). These population restrictions are serious limitations for the findings of this research. However, these factors are mitigated somewhat by the non-supervisory relationship between this researcher and each participant, by the interviewer attending to the possibility of bias through the avoidance of leading questions and cues, and by the use of other data collection instruments. The

use of alternative instruments such as the survey and document analysis allow researchers to “flee by circumvention” rather than “flee by assumption” (Campbell & Russo, 2001, p. 156).

There are also other interviewer errors that affect data collection and the findings. Research has shown that the measure of the interview changes over time and use (Kituse & Cicourel, 1963, pp.131-139). The enthusiasm and zeal of the early interviews of educators in Chilliwack may have waned imperceptibly during the twelfth, fifteenth or eighteenth interview (Campbell & Russo, 2001, p.157). Recording accuracy, the interviewer’s interpretation of the interviewee comments and the influence of early interview information upon subsequent interviews and analysis are also errors that have been traced back to the interviewer (Rosenthal, 1976, p.157).

Sample size was also a limitation for document analysis of individual teacher growth plans. Only individual teacher professional growth plan documents volunteered by participants who had been interviewed were made available to the researcher. This was a limitation incurred by the fact that the completed growth plans are not provided to a central source and are in effect the property of the individual teacher and provided in confidence to the corresponding school administrator. As was indicated in Chapter 4 and earlier in this chapter, the results of the individual teacher professional growth plans are generally not shared with other educators.

Finally, in evaluating any case study there are numerous criteria that are used by researchers (Cresswell, 1998, p. 213; Gall, Gall & Borg, 1999, pp.302 –307; Stake, 1995, pp.107-120). Among the common criteria are reflective analysis, a strong chain of evidence, truth, usefulness, triangulation, contextual completeness and

representativeness. The purpose of this project was to faithfully represent the perceptions of the participants involved in developing professional growth plans and better understand the leadership factors that they perceive promote growth plans. There are three ways in which the findings of this case study are intended to be useful. First, enlightening the individuals who read the findings. Second, giving voice to the individuals who participated. Third, providing some findings that participants and readers may be able to apply to make meaningful changes in how they deal with the situational factors, process and product of teacher professional growth plans. Clearly, further research is needed to develop measures that will provide further learning about educator perceptions of growth plans and the role of leadership.

### **5.3 Recommendations**

#### **For Practice**

Based on the previous chapters there are a number of recommendations for administrative practice, for learning and training, for policy development and for research. In the case of the Chilliwack School District, there is no mechanism for reviewing, evaluating or revising the teacher professional growth plan process. Further identification of educator perceptions is an element in promoting publicity, which is one of the important conditions for the development of a deliberative model (Gutmann & Thompson, 1996, p.127). Deliberation would help both the review process and the development of a revised model that reflects cooperation, collaboration and a collective will because of the core concepts of interaction, mutual agreement, reciprocity and accountability.

It is an obligation to listen to others and to help improve the current growth plan program, to make the future for teacher growth plans better than the past. It is our responsibility as educators to think from a philosophical perspective and take action to make the future for growth plans better than the present. For the Chilliwack School District it is time to reconvene a group of educators – teachers and administrators - to talk about what is working and discuss improvements that can be made.

The British Columbia Principals and Vice-Principals Association (B.C.P.V.P.A.) and the Ministry of Education have been providing workshops for principals and vice-principals to help build skills in supervision of teachers and teacher evaluation. The workshops, and the fundamental beliefs that underpin them, recognize the important points that were made in Chapter 2 of this project: supervision is a distinctly different activity compared to evaluation; clinical supervision is used to evaluate teacher competence and therefore cannot be used to mentor or effectively promote teacher growth and development; reflection on practice, collegial relationships; and collaboration can lead to teacher growth and improved instructional practice. However, the B.C.P.V.P.A. presents three “quality spheres of the scope of instruction” which it advocates principals and vice-principals engage in building quality teaching, quality learning and student achievement. The three activities include coaching and mentoring, building learning communities and correcting teacher behaviours. There is no mention of teachers sharing their goals, strategies, and the outcomes of their professional growth plans. Further, the purpose is “quality teaching”, leading to “quality learning” and increased student achievement. The Ministry is similarly encouraging more frequent supervision of teaching, more involvement in the learning and teaching that is taking

place in the classroom, all based upon the document “Towards Quality Learning”.

Perhaps the Ministry of Education and the B.C.P.V.P.A. could sponsor a review of the growth plan programs that do exist in school districts in the province, to make more public the experiences and perceptions of other educators and further an understanding of the factors that promote the development of teacher growth plans.

### **For Learning Opportunities**

The term “learning” is used here to mean education and training, and within each of these two distinct activities there are pre-service and in-service aspects of professional development. Learning opportunities and outcomes for aspiring educators could foster understanding of the nature and processes involved in developing teacher growth plans. Learning about supervision, evaluation, summative evaluation and growth plans could take place at the university level as part of pre-service education even though there are enough challenges in the preparation and supervision of pre-service teachers at the university level (Dawson, 1995, pp. 175-178). The pilot study of a meta-evaluation of a teacher evaluation program (See Appendix F) found that first-year teachers did not understand the process and format of teacher evaluation yet engaged in summative evaluation and received a written report on their teaching (See Appendix F). Not surprisingly, the interview research from this case study suggests that the growth plan process should be more explicitly presented to in-service teachers with time provided for the learning to extend beyond skill acquisition to include practice, reinforcement and skill building. Concurrently, both aspiring and in-service administrators should be trained to build competence in the key components, roles and responsibilities of teacher professional growth plans, with time provided for their learning as well. Change in

practice is necessary for teachers and administrators. The sequence of theory, demonstration, feedback, and application with coaching followed by intervals for individual practice and then more feedback and coaching is well researched and found to be helpful for new learning (Fullan & Hargreaves, 1991, p20).

### **For Policy Development**

There is not a policy in the Chilliwack School District for teacher evaluation, the supervision of instruction or teacher professional growth plans. The process for the evaluation of teaching and the evaluation criteria are contained in the Collective Agreement Provincial and Local Consolidation Working Document, which is the local collective agreement between the Board of School Trustees of School District #33 (Chilliwack) and the Chilliwack Teachers' Association/British Columbia Teachers' Federation. The Teacher Professional Growth Plan Guide provides a "set of guiding principles" but there is no policy, nor any administrative regulations that have been developed. If policy is defined as purposeful action guiding a set of actors in dealing with a problem or matter of concern (Anderson, 1979, pp.711-723), then it would seem prudent for a policy to be developed that would guide the further development of teacher professional growth plans in the Chilliwack School District. The development of such a policy could be facilitated by dialogue, discussion and deliberation, as recommended earlier in this chapter. The policy could be a brief statement, indicating the Board of School Trustees support of teachers developing professional growth plans using the process and guide that have been developed or that results from a joint review undertaken by the two principal district participants, the Chilliwack Teachers' Association and the Board of School Trustees.



There is another perspective to consider, a perspective that is pragmatic and has a basis in the literature on public policy. That is, there is a view that would argue the findings from this case study should not lead to the development of a policy to support the further development of growth plans. Policy development would require a review of the growth plan process and program evaluation, which would open up the model to reveal the inherent problems that have remained dormant since the plan was developed. Namely, the issues of teachers having professional autonomy over their own professional development, teachers having choice in deciding their growth plan goals and the negative connection between submitting a growth plan report to an administrator and evaluation of teacher effectiveness. One of the teacher-interviewees, who served on the original planning committee that developed the growth plan model in Chilliwack in 2000, stated that these issues could lead to an irresolvable conflict where one or both parties, namely the C.T.A. and the Board of School Trustees, could walk away from the agreement to have the teacher growth plan model, leaving administration with only summative evaluation.

Perhaps, as Dye has claimed (1972, p.2), the fact that there is no policy currently in place indicates that the Board of School Trustees, or senior administration, has chosen not to do anything further about the teacher professional growth plan model. Perhaps this is a “non-decision”, a decision to do nothing, simply to maintain the status quo (Howlett & Ramesh, 1995, p.5). From the perspective of the Board of School Trustees and senior administration there may be political and economic reasons not to develop policy in the area of teacher supervision or teacher professional growth plans.

While it may be pragmatic and strategic to not develop policy to support teacher professional growth plans, and while this choice not to take action is supported in policy research, it is neither generative nor transformational. Without a policy to promote teacher professional growth plans the support for deliberation, review and progress would lose strength. Without a policy there is the possibility that the Board of School Trustees and senior administration will be perceived by teachers and administrators to have attributed less value to teacher professional growth plans when, based on the findings of this case study, more support and more valuing of the model are leadership factors that will promote the development of growth plans.

The situation for policy at the provincial level is similar to the situation for the local school board. The Manual of School Law provides the statutes and regulations that govern the Kindergarten to Grade 12 education system in British Columbia. Contained within the Manual of School Law are the School Act, Regulations, Orders-in-Council, and Ministerial Orders (Ministry of Education, 2005). The section relevant to teacher evaluation, Part 3, Section 15 specifies that it is the local School Board's responsibility to manage and evaluate employees. Further, the Manual of School Law recognizes that the procedure for the supervision and evaluation of employees is contained in the collective agreement between the Board of School Trustees and the employees represented in the collective agreement (Ministry of Education, 2005, page C-23). While the Ministry of Education has encouraged district and school administration to become more skilled and involved in the supervision of teaching, as noted earlier in this chapter and in the introduction to this project, policy development for teacher professional growth plans would be the purview of the local school board, not the Ministry of Education.

## **For Research**

The main implication for future research is a need for further studies that would examine how growth plans are being used in other school districts in British Columbia. Perhaps further research could include the Burnaby School District (School District #41), which has had a teacher professional growth plan model in use since 1988. There are now other districts using a growth plan model, such as Rocky Mountain School District (School District #6) and Central Okanagan (School District # 23). Further research should begin by determining which school districts in British Columbia have such a model. Contacting the British Columbia Teachers' Federation and the British Columbia School Superintendent's Association would be a first step. This new research could be comparative, considering the leadership factors that promote the development of growth plans across several districts, or another case study of a single school district.

A second implication for future research is the need for more in-depth case studies examining more closely the relationships between the teacher developing the growth plan, the administrator and the collaborator or supportive colleague. There are additional data collection tools that could be considered for further research, such as a more iterative interview process developing dialogue between the researcher and the participant, participant observation and a focus group. As mentioned in the section on limitations, sample size and self-selection of participants were issues because in this case study only some educators returned their surveys, a smaller number of educators were interviewed and a still smaller group of educators provided their individual growth plans. The survey responses and, in most cases, the interview responses, were analysed after the interviews were conducted. Perhaps a second round of interviews with the interviewees

from the first round would have provided further confirmation, a different level of understanding or new perceptions for the researcher. An opportunity to observe teacher and administrator or teacher and colleague during meetings at different stages of the process could also have helped develop more depth of understanding. While participant observation has been used extensively in ethnography (Brewerton & Millward, 2001, p.96) it has reportedly been used in case study research Cresswell (1998, p.123), and Yin (1989, p. 84) as well. Perhaps the use of a focus group would also expand or deepen the collection of participant perceptions (Brewerton & Millward, 2001, pp.80-81).

A third implication for research would be to more fully investigate the leadership culture in schools where teachers are continually developing their professional growth plans, reflecting on their professional development and sharing with colleagues. From the interview data collected in this project some teachers seem to be developing, collaborating, reflecting, revising and continuing their learning. Some of these teachers commented very positively on their relationship with an administrator and colleagues who helped facilitate this growth. Further research is needed to understand how the school culture, and particularly the leadership culture, has affected the development of teacher professional growth plans.

## References

- Acheson, K., & Gall, M. (1980). *Techniques in the Clinical Supervision of Teaching*. New York: Longmans.
- Allison, D. (2003). The gentleman with the lamp. In Samier, E. (2003) (ed.) *Ethical Foundations for Educational Administration* (pp.38-70). London: Routledge Falmer.
- Anderson, C. (1979). The place of principles in policy analysis, *American Political Science Review*, 73, pp. 711 – 723.
- Anderson, L.W., & Pellicer, L.O. (2001). *Teacher Peer Assistance and Review*. Thousand Oaks, CA: Corwin Press, Inc.
- Audi, R. (2001). (2<sup>nd</sup> ed.). *The Cambridge Dictionary of Philosophy*. New York: Cambridge University Press.
- Austin, A. (1990). Discussion on accommodation. In E.G. Guba (Ed.), *The Paradigm Dialog* (pp. 136-138). Newbury Park, CA: Sage.
- Bai, H. (1997). What philosophy is really about and its ultimate objectives: reasons to do philosophy. Paper presented to students of Education 230 at Simon Fraser University, Burnaby, British Columbia, Canada.
- Barth, R. (1990). *Improving Schools From Within*. San Francisco: Jossey-Bass.
- Barth, R. (2001a). Teacher leader. *Phi Delta Kappan*, 82, 6, 443-450.
- Barth, R. (2001b) *Learning By Heart*. San Francisco: Jossey-Bass.
- Bass, Bernard M. (1990). *Bass and Stogdill's Handbook of Leadership*, (3rd ed.) New York: The Free Press.
- Bates, R. (2003). *Morals and markets: Adam Smith's moral philosophy as a foundation for administrative ethics*. In Samier, E. (2003) (ed.) *Ethical Foundations for Educational Administration* (pp.97-125). London: Routledge Falmer.
- Begley, P., & Leonard, P. (Eds.) (1999). *The Values of Educational Administration*. London: Falmer Press.
- Begley, P. (1999) (Ed.) *Values and Educational Leadership*. Albany: State University of New York Press.
- Bellah, R.N. (1992). Autonomy and responsibility: the social basis of ethical Individualism. In Ogilvy, J. (1992), *Revisioning Philosophy* (pp.153-163). New York: State University of New York Press.
- Bolman, L.& Deal, T. (1997). *Reframing Organizations: Artistry, Choice, and Leadership* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass, Inc.

- Booth, W.C., Colomb, G.G., & Williams, J.M. (1995). *The Craft of Research*. Chicago: The University of Chicago Press.
- Borja, R. (2002). E-Mentors Offer Online Support: Information for Novice Instructors. *Education Week, Editorial Projects in Education 21, 29, 12*. Retrieved April 5, 2002, from <http://www.edweek.com/ew/newstory>.
- Boyd, R. (1989). *Improving Teacher Evaluations*. ED315431.
- Boyd, V. (1992). *School Context. Bridge or Barrier To Change?* Austin, Texas: Southwest Educational Development Laboratory. Retrieved February 28, 2005, from <http://www.sedl.org/change/school/>.
- Brandt, R. (1991). (Ed.) *Cooperative Learning and the Collaborative School*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brandt, R. (1996). On a new direction for teacher evaluation: a conversation with Tom McGreal. *Education Leadership, 53*, 30-33.
- Brewerton, P. & Millward, L. (2001). *Organizational Research Methods*. London: Sage Publications.
- Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- Campbell, D., & Russo, M. (2001). *Social Measurement*. Thousand Oaks, CA: Sage. Carr, J., & Harris, D. (2001). *Succeeding With Standards*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Chilliwack Economic Partners (2001). Chilliwack Community Profile Retrieved August 20, 2004, from <http://www.chilliwackpartners.com>.
- Chilliwack School District (2004). Accountability Contract.
- Chilliwack School District (2000). Teacher Professional Growth Plans.
- Clarke, P. (2004). Supervision of learning: the new panopticon. *Teacher, Nov-Dec 2004*, 8.
- Clemson, D. (2000). Teacher evaluation. *Thrust for Educational Leadership, 29*, 30-33.
- Cogan, M. (1973). *Clinical Supervision*. Boston: Houghton Mifflin.
- Collective Agreement Provincial and Local Consolidation Working Document, (2001), Chilliwack School District and Chilliwack Teachers' Association.
- Collins, J. (1996). Tapping human potential to enhance performance. *Inc., 18*, 55.
- Collins, R. (1994). *Four Sociological Traditions*. New York: Oxford Press.
- Collins, R. (1998). *The Sociology of Philosophies: A Global Theory of Intellectual Change*. Cambridge, Mass.: Belknap Press.
- Copland, M.A. (2001). The Myth of the Superprincipal. *Phi Delta Kappan, 82, 7*, 528-533.
- Cramer, S.R., & Koskela, R.A. (1994). The clinical supervision cycle: A component of staff development programs in Wisconsin. *Journal of Instructional Psychology, 21*, 210-219.

- Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage.
- Danielson, C., & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Princeton, NJ: Educational Testing Service.
- Darling-Hammond, L., & Sclan, E. (1992). Policy and supervision. In C.D. Glickman (Ed.), *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*, 7-29. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. (1996a). What matters most: a competent teacher for every child. *Phi Delta Kappan*, 78, 3. Retrieved September 26, 2004, from <http://www.pdkintl.org/kappan/k9611dar.htm>.
- Darling-Hammond, L. (1996b). The quiet revolution: rethinking teacher development. *Educational Leadership*, 53, 6, 4-11.
- Dawson, S., (1995). Reframing the clinical professor role: the faculty associate at Simon Fraser University. In M. Wideen, & P. Grimmett, (Eds.), (1995) *Changing Times in Teacher Education: Restructuring or Reconceptualization?* (pp.174-188). London: Falmer Press
- Denyer, D. (2004). It's all about achievement. *Teacher*, Nov – Dec 2004, 9.
- Denzin, N. K., & Lincoln, Y. S. (2000a). Introduction: the discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), (pp. 1-28). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2000b). (Eds.) *Handbook of Qualitative Research* (2nd ed.). Thousand Oaks, CA: Sage.
- Donaldson, C. (2000). Teacher evaluation. *Teaching*, Jan/Feb 2000, 29, 30.
- Duke, D., & Stiggins, R. (1986). Teacher evaluation: five keys to growth. The National Education Association. ED275069.
- DuFour, R., & Eaker, R. (1998). *Professional Learning Communities At Work*. Bloomington, IN: National Education Service.
- Dye, T. (1972). *Understanding Public Policy*. Englewood Cliffs, NJ: Prentice-Hall.
- Egan, K. (1986). *Teaching As Story Telling*. London, ON: Althouse Press.
- Egan, K. (1997). *The Educated Mind: How Cognitive Tools Shape Our Understanding*. Chicago: The University of Chicago Press.
- Egelson, P. & McColskey, W. (1998) *Teacher Evaluation, The Road to Excellence: Sharing Success*. Greensboro, NC: South Eastern Regional Vision for Education.
- Eye, G., Neuter, L., & Krey, D. (1971). *Supervision of Instruction*. New York: Harper and Row.
- Etzioni, A. (1996). *The New Golden Rule*. New York: Basic Books.
- Evers, C. (1999). Complexity, Context and Ethical Leadership. In Begley, P. (Ed.) (1999), *Values and Educational Leadership* (pp. 70-81). Albany: State University of New York Press.

- Fink, E., & Resnick, L. (2001). Developing Principals as instructional leaders. *Phi Delta Kappan*, 82, 8, 598 – 606.
- Finlay, I. (1998). Stakeholders, consensus, participation and democracy. In Finlay, J., Niven, S., & Young, S., *Changing Vocational Education and Training (1998)*, (pp. 3-18). London: Routledge.
- Firestone, W.M. (1990). Accommodation: toward a paradigm-praxis dialectic. In E.G. Guba (Ed.), *The Paradigm Dialog* (pp. 105-124). Newbury Park, CA: Sage.
- Foster, W. (1989). Toward a critical practice of leadership. In J. Smyth, (Ed.), *Critical Perspectives On Educational Leadership*. London: Falmer Press, 1989.
- Foster, W. (2003). Vice and Virtue: The value of values in administration. In E. Samier (Ed.), *Ethical Foundations for Educational Administration* (p. 203) New York: Routledge Falmer.
- Fullan, M. (1991). *The New Meaning of Educational Change (2<sup>nd</sup> edition)*. New York: Teachers College Press.
- Fullan, M. (1998). Breaking the bonds of dependency: Leadership for the 21<sup>st</sup> Century. *Educational Leadership*, 55, 6-12.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59, 8, 16-21.
- Fullan, M. (2003), *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin Press.
- Fullan, M., & Hargreaves, A. (1991). *What's Worth Fighting For?* Toronto: Ontario Public School Teachers' Federation.
- Gall, J.P., Gall, M.D., & Borg, W.R. (1999). (Eds.) *Applying Educational Research: A Practical Guide* (4<sup>th</sup> ed.). New York: Addison-Wesley.
- Glatthorn, A. (1997). *Differentiated Supervision* (2<sup>nd</sup> Ed.) Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C. D. (Ed.). (1992). *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glickman, C., Gordon, P., & Ross-Gordon, J. (1998). *Supervision of Instruction: A Developmental Approach*, (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.
- Gliner, J., & Morgan, G. (2000). *Research Methods In Applied Settings*. Mahwah, NJ: Erlbaum Associates.
- Goldhammer, R. (1969). *Clinical Supervision: Special Methods for the Supervision of Teachers*. New York: Holt, Rinehart and Winston.
- Goldhammer, R., Anderson, R., & Krajewski, R. (1980). *Clinical Supervision: Special Methods for the Supervision of Teachers* (2<sup>nd</sup> ed.). New York: Holt, Rinehart and Winston.
- Greene, J.C. (2000). Understanding social programs through evaluation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), (pp. 981-999). Thousand Oaks, CA: Sage.



- Greenfield, T. (1984). *Theories of Educational Organization: A Critical Perspective*. Oxford: Pergamon Press Ltd.
- Greenfield, T., & Ribbins, P. (1993). *Greenfield on Educational Administration*. London: Routledge.
- Griffin, G. (1990). Leadership for curriculum improvement: the school administrator's role. In A. Lierberman (Ed.), (1990). *Schools As Collaborative Cultures: Creating the Future Now*, (pp. 195-211). New York: The Falmer Press.
- Grimmett, P., & Crehan, E. (1989). Teacher Development, Collegiality and Instructional Supervision: The Cases of Audrey and Barry. Paper presented at International Conference of Teacher Development, Policy, Practices and Research at Toronto, ON. February 23, 1989.
- Grimmett, P., Rostad, O.P., & Ford, B. (1992). The transformation of supervision. In C.D. Glickman (1992) (Ed.), *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*, (pp. 185-202). Alexandria, VA: Association for Supervision and Curriculum Development.
- Grimmett, P. (1995). *Reconceptualizing teacher education: preparing teachers for revitalized schools*. In M. Wideen, & P. Grimmett, (Eds.), (1995) *Changing Times in Teacher Education: Restructuring or Reconceptualization?* (pp.202-225). London: Falmer Press.
- Gronn, P. (1995). Greatness Re-Visited: The Current Obsession with Transformational Leadership. *Leading and Managing 1(1)*, 14-27.
- Gronn, P. (1999). *The Making of Educational Leaders*. London: Cassell.
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly, 13*, 423-451.
- Gronn, P. (2003a). Greatness and Service: Antimonies of leadership? . In E. Samier (Ed.), *Ethical Foundations for Educational Administration* (pp. 253- 275). New York: Routledge Falmer.
- Gronn, P. (2003b). *The New Work of Educational Leaders*. New Delhi: Sage Publications.
- Guba, E. (1990a). The Alternative Paradigm Dialog. In E. G. Guba (Ed.), *The Paradigm Dialog* (pp. 17-27). Newbury Park, CA: Sage.
- Guba, E. (1990b). *The Paradigm Dialog*. Newbury Park, CA: Sage.
- Gutmann, A., & Thompson, D. (1996). *Democracy and Disagreement*. Cambridge, MA: Harvard University Press.
- Hargreaves, A., & Dawe, R. (1990). Paths of Professional Development: Contrived Collegiality, Collaborative Culture, and the Case of Peer Coaching. *Teaching and Teacher Education, 6, 3*, 227 – 241.
- Hazi, H. (1994). The teacher evaluation –supervision dilemma: a case of entanglements and irreconcilable differences. *Journal of Curriculum and Supervision, 9, 2*, 195-216.
- Held, D. (1989). *Political Theory and the Modern State*. Stanford: Stanford University Press.
- Held, D. (1996). (2<sup>nd</sup> Ed). *Models of Democracy*. Stanford: Stanford University Press.

- Hertzman, C. (2002). *The Early Child Development Mapping Project*. Retrieved September 5, 2004, from <http://www.earlylearning.ubc.ca>.
- Hill, C. (1992). Foreword. In C.D.Glickman (Ed.). *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*, (pp.5-6). Alexandria, VA: Association for Supervision and Curriculum Development.
- Hodgkinson, C. (1978). *Towards A Philosophy of Administration*. Oxford: Basil Blackwell.
- Hodgkinson, C. (1991). *Educational Leadership: The Moral Art*. Albany: State University of New York Press.
- Hodgkinson, C. (1996). *Administrative Philosophy: Values and Motivations In Administrative Life*. Oxford: Pergamon.
- Hodgkinson, C. (1999a). Foreword. In Begley, P. (Ed.), *Values and Educational Leadership 1999*. Albany: State University of New York Press.
- Hodgkinson, C. (1999b). The will to power. In P. Begley (Ed.) (1999), *Values and Educational Leadership* (pp.139-150). Albany: State University of New York Press.
- Hodgkinson, C. (2001). Tomorrow, and tomorrow and tomorrow: a post-post modern purview. *International Journal of Leadership in Education*, 4, 4, 297-307.
- Hord, S. (1997) Professional learning communities: what are they and why are they important? Southwest Educational Development Laboratory. Retrieved February 5, 2005, from: [www.sedl.org/change/issues/issues61.html](http://www.sedl.org/change/issues/issues61.html).
- How Are We Doing, 2004, Ministry of Education, Province of British Columbia.
- Howlett, M. & Ramesh, M. (1995). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Don Mills, ON: Oxford University Press.
- Janesick, V. (2000). The choreography of qualitative research design: minuets, improvisations, and crystallization. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), (pp. 379-400). Thousand Oaks, CA: Sage.
- Kaufman, W. (1982). *The Portable Nietzsche*. New York: Penguin.
- Kitsuse, J. & Cicourel, A. (1963). A note on the uses of official statistics. *Social Problems*, 11, 131-139.
- Koehler, M. (1996). When collegiality doesn't work. *Clearing House*, 69, 3, 167-169.
- Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage.
- Lam, S. (2001). Educators' opinions on classroom observation as a practice of staff development and appraisal. *Teaching and Teacher Education*, 17, 2, 161- 173. Retrieved January 21, 2002, from <http://www.proxy.lib.sfu.ca/ehost>.
- Lambert, L. (1998) How to build leadership capacity. *Educational Leadership*, 55,7, pp. 17-19.
- Lambert, L. (2002a) A framework for shared leadership. *Educational Leadership*, 59,8, pp.37-41.

- Lambert, L. et al (2002b). (2<sup>nd</sup> ed.). *The Constructivist Leader*. New York: Teachers College Press.
- Lambert, L. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lee, D. (1987). *Plato: The Republic*. Toronto, ON: Penguin Books.
- Lehr, A. (1999). The administrative role in collaborative teaching. *NASSP Bulletin*, 83, 105-111.
- Leithwood, K., & Montgomery, D. (1986). *Improving Principal Effectiveness: The Principal Profile*. Toronto: The Ontario Institute for Studies in Education.
- Lieberman, A. (1988). Expanding the leadership team. In Brandt, R. (1991). (Ed.) *Readings From Educational Leadership On Cooperative Learning and the Collaborative School* (pp. 168-172). Alexandria, VA: Association for Supervision and Curriculum Development.
- Lieberman, A. (Ed.) (1990). *Schools as Collaborative Cultures: Creating the Future Now*. New York: Falmer Press.
- Lincoln, Y.S. & Guba, E.G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.) (pp. 163- 188). Thousand Oaks, CA: Sage.
- Little, J.W. (1990). Teachers as colleagues. In Lieberman, A. (ed.) (1990), *Schools as Collaborative Cultures: Creating the Future Now* (pp.165-193). New York: Falmer Press.
- McCue, P. (2004). Is this supervision or evaluation? *Teacher*, Nov – Dec 2004, 8 – 9.
- Manzer, R. (1994). *Public Schools and Political Ideas: Canadian Educational Policy in Historical Perspective*. Toronto, ON: University of Toronto Press.
- May, T. (2002). *Qualitative Research In Action*. Thousand Oaks, CA: Sage.
- Merriam, S.B. (1998). *Qualitative Research and Case Study Applications in Education*. San Francisco, CA: Jossey-Bass.
- Mertz, N.T., & McNeely, S.R. (1993). Expectations versus Realities: Supervision Under a State-Mandated Teacher Evaluation System. ED366067.
- Meyers, Norris & Penny (2004). Preliminary Report of the Chilliwack School District Strategic Plan. Retrieved June 20, 2004, from <http://www.sd33.bc.ca>.
- Ministry of Education, Province of British Columbia, (2003). *Towards Quality Learning*.
- Ministry of Education, Province of British Columbia, (2004a). Summary of Key Information.
- Ministry of Education, Province of British Columbia, (2004b). *How Are We Doing?*
- Ministry of Education, Province of British Columbia (2005). Manual of School Law, K-12. Retrieved January 22, 2005, from [www.bced.gov.bc.ca/legislation/schoollaw](http://www.bced.gov.bc.ca/legislation/schoollaw).
- Millman, J., & Darling-Hammond, L. (Eds.), (1990), *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers*. Newbury Park, CA: Sage.

- Munson, B.R. (1998). Peers observing peers: The better way to observe teachers. *Contemporary Education*, 69, 108-111.
- National Board for Professional Teaching Standards. (2004). Retrieved April 20, 2004 from: <http://www.nbpts.org>.
- Natriello, G. (1990). Intended and unintended consequences: purposes and effects of teacher evaluation. In J. Millman and L. Darling-Hammond (Eds.), (1990), *The New Handbook of Teacher Evaluation: Assessing Elementary and Secondary School Teachers* (pp.35-45). Newbury Park, CA: Sage.
- Network of Performance Based Schools. Retrieved July 20, 2004, from <http://www.npbs.ca>.
- Nolan, J., & Francis, P. (1992). Changing perspectives in curriculum and instruction. In C.D. Glickman, (Ed.); *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*, (pp.44-60). Alexandria, VA: Association for Supervision and Curriculum Development.
- Nyberg, D. (1981). *Power Over Power*. Ithaca, NY: Cornell University Press.
- Ogilvy, J. (1992). Beyond intellectualism and collectivism. In Ogilvy, J. (1992), *Revisioning Philosophy* (pp.217-233). New York: State University of New York Press.
- Ogilvy, J. (1992). *Revisioning Philosophy*. New York: State University of New York Press.
- Olebe, M. (1999). California formative assessment and support system for teachers (CFASST): investing in teachers' professional development. *Teaching and Change*, 6, 3, 258-271.
- Olson, N. (2001). *Perspectivism and Truth in Nietzsche's Philosophy: A Critical Look At the Apparent Contradiction*. Retrieved May 30, 2004, from <http://www.stolaf.edu/depts/philosophy/reed/2001/perspectivism.html>.
- Oppenheim, A. (1996). Problems of questionnaire design. *Questionnaire Design and Attitude Measurement*, pp. 24-49, 81-104, 120-159. London: Heinemann.
- Peshkin, A. (2000). The Nature of Interpretation in Qualitative Research. *Educational Researcher On-Line*, 9, 29. Retrieved August 2004 from <http://www.aera.net>.
- Peterson, K.D. (2005). Teacher evaluation: new directions and practices. Retrieved July 15, 2002, from <http://www.teacherevaluation.net>.
- Poole, W. (1994). Removing the "super" from supervision. *Journal of Curriculum and Supervision*, 9, 3, 284-309.
- Robbins, P. (1995). Peer Coaching: Quality Through Collaborative Work. In J. Block, S. Toft Everson & T. Guskey, *School Improvement Programs*, pp.20-228. New York: Scholastic Inc.
- Rosenthal, R. (1976). *Experimenter Effects In Experimental Research*. New York: Irvington.
- Robinson, S. (2000). Teacher Job satisfaction and levels of clinical supervision in elementary schools. *Dissertation Abstracts*. University of Southern Mississippi.
- Rohmann, C. (1999). *A World of Ideas*. New York: Ballantine Books.

- Ryan, G.W., & Bernard, H.R. (2000). Data management and analysis methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), (pp.769-802). Thousand Oaks, CA: Sage.
- Salant, P., & Dillman, D. (1994). *How To Conduct Your Own Survey*. Wiley and Sons: New York.
- Samier, E. (Ed.) (2003). *Ethical Foundations for Educational Administration*. London: Routledge Falmer.
- Schmoker, M. (1996). *Results: the Key to Continuous School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schon, D.A. (1983). *The Reflective Practitioner: How Professionals Think In Action*. New York: Basic Books Inc.
- Schon, D.A. (1987). *Educating the Reflective Practitioner*. San Francisco: Jossey- Bass.
- Schwandt, T.A. (2000). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), 189 -214. Thousand Oaks, CA: Sage.
- Sergiovanni, T., & Starratt, R. (1983). *Supervision: Human Perspectives*. New York: McGraw Hill.
- Sergiovanni, T. (1992a). Moral authority and the regeneration of supervision. In C.D. Glickman (Ed.), *Supervision In Transition, 1992 Yearbook of the Association for Supervision and Curriculum Development*, 203-214.
- Sergiovanni, T. (1992b). Why we should seek substitutes for leadership. *Educational Leadership*, 49, 41-46.
- Sergiovanni, T. (1994a). Organizations or communities: Changing the metaphor changes the theory. *Educational Administration Quarterly*, 30, 214-227.
- Sergiovanni, T. (1994b). *Building Community In Schools*. San Francisco: Jossey-Bass.
- Sergiovanni, T. (1996). *Leadership for the Schoolhouse: How is it Different? Why is it Important?* San Francisco: Jossey-Bass.
- Sergiovanni, T., & Starratt, R. (2002). *Supervision: A Redefinition*. New York: McGraw Hill.
- Shodor Education Foundation (2002). *Mean, median, and mode discussion*. Retrieved July 29, 2002, from: <http://www.shodor.org/interactivate/discussions/sd1.html>
- Skrtic, T.M. (1990). Social accommodation: Toward a dialogical discourse in educational inquiry. In E.G. Guba (Ed.), (pp. 125-135) *The Paradigm Dialog*. Newbury Park, CA: Sage.
- Smyth, W.J. (1987). Cinderella syndrome: a philosophical view of supervision as a field of study. *Teachers College Record*. 88, 4. Retrieved June 19, 2004, from <http://iris.ingentaselect.com.proxy.lib.sfu.ca>.
- Smyth, John, (1989). (Ed.) *Critical Perspectives On Educational Leadership*. London: Falmer Press.

- Smyth, J. (1991a). Perspectives and imperatives: instructional supervision and the redefinition of who does it in schools. *Journal of Curriculum and Supervision*, 7,1, 90-99.
- Smyth, J. (1991b). International perspectives on teacher collegiality: a labour process discussion based on the concept of teacher's work. *British Journal of Sociology of Education*, 12, 3, 323-347. Retrieved January 8, 2002, from <http://www.proxy.lib.sfu.ca/ehost>.
- Stake, R.E. (1995). *The Art Of Case Study Research*. Thousand Oaks, CA: Sage.
- Stake, R.E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed.), (pp. 435- 454). Thousand Oaks, CA: Sage.
- Starratt, R. (1999). Moral Dimensions of Leadership. In P. Begley & P. Leonard (Ed.), *The Values of Educational Administration* (pp. 22- 35). London: Falmer Press.
- Statistics Canada (2001). Community Profiles.
- Stronge, J. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Theakston, J., Robinson, K., & Bangs, J. (2001). Teachers talking: teacher involvement in education action zones. *School Leadership and Management*, 21, 2, 183-197.
- Tomlinson, C., & George, P. (2004). Teaching high ability learners in an authentic middle school. *Middle School Journal*, 35, 5, 7-11.
- Trochim, W. (2002). *Likert scaling*. Retrieved July 31, 2002 from <http://trochim.human.cornell.edu/kb/scallik.htm>.
- Tschannen-Moran, C.; Uline, C.; Woolfolk Hoy, A.; & Mackley, T. (1999). Creating smarter schools through collaboration. *Journal of Educational Administration*, 38, 3, 247-271. Retrieved February 28, 2005, from <http://www.coe.ohio-state.edu/ahoy>.
- Tucker, P.D., Stronge, J.H., Gareis, C.R., & Beers, C.S. (2003). The efficacy of portfolios for teacher evaluation and professional development: do they make a difference? *Educational Administration Quarterly*, 39, 5, 572-602. Retrieved July 19, 2004 from <http://iris.ingentaselect.com.proxy.lib.sfu.ca/>.
- Tunison, S. (1998). Instructional Supervisory Policies and Practices. *Saskatchewan School Trustees Association Research Centre Report* pp. 1 –25. Retrieved February 10, 2002, from <http://www.ssta.sk.ca>.
- Van der Linde, C.H. (1998). Clinical supervision in teacher evaluation: A pivotal factor in the quality management of education. *Education*, 119, 328-336.
- Walker, D. (2002). Constructivist leadership: standards, equity, and learning- weaving whole cloth from multiple strands. In Lambert, L., Walker, D. et al. (2002), *The Constructivist Leader* (2<sup>nd</sup> edition) (pp.134-140). New York: Teachers College Press.
- Watkins, P. (1989). Leadership, power and symbols in educational administration. In J. Smyth (Ed.), *Critical Perspectives on Educational Leadership* (pp.9-37). London: Falmer Press.
- Weiss, C.H. (1998). *Evaluation* (2<sup>nd</sup> ed.). New Jersey: Prentice-Hall.

- Whitford, B-L. & Jones, K. (Ed.) (2000). *Accountability, Assessment, and Teacher Commitment*. Albany: State University of New York Press.
- Wideen, M., & Grimmert, P. (Ed.). (1995). *Changing Times in Teacher Education: Restructuring or Reconceptualization?* London: Falmer Press.
- Wood, J.N.B. (1998). Education, curriculum and instruction; education tests and measurements. *Dissertation Abstracts*, University of Missouri, Columbia, Missouri.
- Yin, R. (1994). *Case Study Research: Design and Methods* (2nd ed.). Newbury Park, CA: Sage.

## **Appendices**



## **Appendix A: Research Project Main Question, Sub-Questions and Leadership Factors**

### Main Question

What leadership factors do educators perceive promote the development of teacher professional growth plans?

### Sub-Questions<sup>24</sup>

1. Is there discussion between the administrator and the teacher about the implementation of the growth plan?
2. Does the administrator provide support as needed?
3. Does the administrator reflect on the outcome of the plan in collaboration with the teacher?
4. Is there a “collaborator” or “supportive team” who works with the teacher to develop the growth plan?
5. Does the teacher submit the growth plan to the school administrator for consultation and support?
6. Is there evidence that self-direction, reflection and personal goals promote powerful learning for teachers?
7. Were achievable goals for student learning the main thrust of the plan?

### Leadership Dimensions<sup>25</sup>

1. What are the situational factors particular to the school?
2. What is the role of value?
3. What consideration do leaders show? (I.e. support for teachers)
3. What is the role of production?

---

<sup>24</sup> Derived from 2000, “Teacher Professional Growth Plans” Chilliwack School District.

<sup>25</sup> Derived from Hodgkinson, 1991, p.129; Burns, 1978.

## Appendix B: Survey Information

### Appendix B-1: Survey Information – Teacher Participants

To All Teacher Professional Growth Plan Participants

May 2004

I am writing a doctoral thesis on teacher professional growth plans and would very much appreciate your participation in the research by providing me with your opinion on the topic.

The research seeks to identify educator perceptions, both teacher and administrator, of the leadership factors that promote the development of teacher professional growth plans in your school district. Data will be collected from both surveys and interviews for the purposes of this study.

The attached survey provides you an opportunity to anonymously state your opinion on sixteen statements about teacher professional growth plans, using a Likert Scale with five opinion categories, from Strongly Disagree (1) to Strongly Agree (5).

✓ To complete the survey, please provide your personal data and place a check mark in the box under the opinion category that represents your opinion for each of the sixteen statements. Please be reminded that all survey information collected will be kept confidential.



Please place your completed survey in the stamped, self-addressed envelope and return it to the researcher. Knowledge of your identity is not required. All materials collected during the study will be destroyed after the study is completed.

Please note the following:

- You may withdraw your participation in this data collection at any time.
- You may obtain copies of the result of this study, upon completion, by contacting the researcher, Michael Audet.
- You may register a complaint about the study with the researcher, Michael Audet, or with the Dean of Education, Dr. Paul Shaker, at Simon Fraser University.

If you would like to participate in the interview process that is part of this research study please contact the researcher via email at the following address: [mjaudet@sfu.ca](mailto:mjaudet@sfu.ca) Please note that the Office of Research Ethics, S.F.U., has approved the research tools used by this researcher. The Superintendent of Schools has approved the application for conducting this research study in Chilliwack schools. All word processing, printing, stationery supplies and survey mailing has been provided using personal funds.

I very much appreciate your participation in this research survey. Thank you.

Michael Audet, SFU Doctoral Candidate

**Appendix B-2: Survey Information - Teacher Information**

Please provide information about your assignment, education and experience by placing a check mark (✓) in the appropriate spaces provided below.

1. Current teaching assignment

- Elementary \_\_\_ Middle School \_\_\_ Secondary \_\_\_

2. Gender: M \_\_\_ F \_\_\_

3. Years of teaching experience:

Chilliwack School District \_\_\_ Elsewhere \_\_\_

4. Educational Qualifications:

B.A. \_\_\_ B.Sc. \_\_\_ B.P.E. \_\_\_ B.G.S. \_\_\_

P.D.P. \_\_\_ B. Ed. \_\_\_ Diploma Ed. \_\_\_ (P.B.+) \_\_\_

Concentration:

Elementary Education \_\_\_ Middle School \_\_\_ Secondary \_\_\_

M.A. \_\_\_ M. Ed. \_\_\_ M. Sc. \_\_\_ Ph.D. \_\_\_ Ed. D. \_\_\_

5. Number of Growth Plans completed: 1 \_\_\_ 2 \_\_\_ 3 \_\_\_  
More than 3. \_\_\_.

**Appendix B-3: Survey Statements: Teacher Respondents**

Statements	1 Strongly Disagree	2 Disagree	3 Uncertain	4 Agree	5 Strongly Agree
1. There are supportive teachers who help colleagues develop growth plans.					
2. I believe that as a result of my growth plan I have reflected upon my own learning.					
3. I felt encouraged by my administrator to develop a growth plan.					
4. I discussed the outcomes of my plan with my administrator.					
5. The outcomes of my growth plan were shared with my administrator.					
6. I collaborated with my administrator throughout the process.					
7. My administrator provided me with support during the growth plan process.					
8. I believe growth plans help teachers develop their instructional skills.					
9. My Principal believes in the growth plan process.					
10. There was a "collaborator" who helped me develop my plan.					
11. Providing support to teachers is an important part of the administrator's role.					
12. Discussion of the implementation of the plan with my administrator is an important part of the process.					
13. My administrator and I reflected together on the outcome of the plan.					
14. Growth Plans are effective in promoting powerful learning for teachers.					
15. I had a positive relationship with my administrator throughout the process.					
16. I have observed that growth plans have enable teachers to further develop their skills for student learning.					

### Appendix B-4: Teacher Respondents - Paired Statements

Statements		Paired Statements
1. There are supportive teachers who help colleagues develop growth plans.		10
2. I believe that as a result of my growth plan I have reflected upon my own learning.		16
3. I felt encouraged by my administrator to develop a growth plan.		9
4. I discussed the implementation of my plan with my administrator.		12
5. The outcomes of my growth plan were shared with my administrator.		13
6. I collaborated with my administrator throughout the process.		15
7. My administrator provided me with support during the growth plan process.		11
8. I believe growth plans help teachers develop their instructional skills.		14
9. My Principal believes in the growth plan process.		3
10. There was a "collaborator" who helped me develop my plan.		1
11. Providing support to teachers is an important role for administrators.		7
12. Discussion of the implementation of the plan with my administrator is an important part of the process.		4
13. My administrator and I reflected together on the outcome of the plan.		5
14. Growth Plans are effective in promoting powerful learning for teachers.		8
15. I had a positive and cooperative relationship with my administrator throughout the process.		6
16. I have observed that growth plans enable teachers to further develop their skills for student learning.		2

## **Appendix B-5: Survey Information – Administrators**

To All Principals and Vice-Principals

May 2004

I am writing a doctoral thesis on teacher professional growth plans and would very much appreciate your participation in the research by providing me with your opinion on the topic.

The research seeks to identify educator perceptions, both administrator and teacher, of the leadership factors that promote the development of teacher professional growth plans in your school district. Data will be collected from both surveys and interviews for the purposes of this study.

The attached survey provides you an opportunity to anonymously state your opinion on sixteen statements about teacher professional growth plans, using a Likert Scale with five opinion categories, from Strongly Disagree (1) to Strongly Agree (5).

✓ To complete the survey, please provide your personal data and place a check mark in the box under the opinion category that represents your opinion for each of the sixteen statements. Please be reminded that all survey information collected will be kept confidential.



Please place your completed survey in the stamped, self-addressed envelope and return it to the researcher. Knowledge of your identity is not required. All materials collected during the study will be destroyed after the study is completed.

Please note the following:

- You may withdraw your participation in this data collection at any time.
- You may obtain copies of this study, upon completion, by contacting the researcher, Michael Audet.
- You may register a complaint about the study with the researcher, Michael Audet, or with the Dean of Education, Dr. Paul Shaker, at Simon Fraser University.

**If you would like to participate in the interview process that is part of this research study please contact the researcher via email at the following address:**

[mjaudet@sfu.ca](mailto:mjaudet@sfu.ca)

Please note that the Office of Research Ethics, S.F.U., has approved the research tools used by this researcher. The Superintendent of Schools has approved the application for conducting this research study in Chilliwack schools. All word processing, printing, stationery supplies and survey mailing has been provided using personal funds.

I very much appreciate your participation on this research survey. Thank you.

Michael Audet - SFU Doctoral Candidate

**Appendix B-6: Survey Information – Assignment Information**

Teacher Professional Growth Plan Research - Administrator Information

**Please provide information about your assignment, education and experience by placing a check mark (✓) in the appropriate spaces provided below.**

1. Current administrative assignment:

- Elementary \_\_\_ Middle School \_\_\_ Secondary \_\_\_

2. Gender: M \_\_\_\_\_ F \_\_\_\_\_

3. Years of administrative experience:

Chilliwack School District \_\_\_\_\_ Elsewhere \_\_\_\_\_

4. Educational Qualifications:

B.A. \_\_\_\_\_ B.Sc. \_\_\_\_\_ B.P.E. \_\_\_\_\_ B.G.S. \_\_\_\_\_

P.D.P. \_\_\_\_\_ B. Ed. \_\_\_\_\_ Diploma Ed. \_\_\_\_\_ (P.B.+) \_\_\_\_\_

Concentration:

Elementary Education \_\_\_\_\_ Middle School \_\_\_\_\_ Secondary \_\_\_\_\_

M.A. \_\_\_\_\_ M. Ed. \_\_\_\_\_ M. Sc. \_\_\_\_\_ Ph.D. \_\_\_\_\_ Ed. D. \_\_\_\_\_

5. Please indicate the number of Teacher Professional Growth Plans you have reviewed with teachers from September 2002 through May 2004:

\_\_\_\_\_

**Appendix B-7: Survey Statements: Administrators**

Statements	1 Strongly Disagree	2 Disagree	3 Uncertain	4 Agree	5 Strongly Agree
1. There are supportive teachers who help colleagues develop growth plans.					
2. Growth Plans have resulted in teachers reflecting upon their own learning.					
3. I encourage teachers to develop their own growth plan.					
4. The implementation of the growth plan is always shared with me.					
5. Discussing the outcomes of growth plans with teachers is an important part of my role in the process.					
6. I collaborate with the teacher.					
7. I provide support to teachers during the growth plan process.					
8. I believe growth plans help teachers develop their instructional skills.					
9. I believe in the growth plan process.					
10. There is a "collaborator" who helps develop the teacher growth plan.					
11. Providing support to teachers is an important part of my role.					
12. Discussion of the implementation of the plan is an important part of the process.					
13. I reflect on the outcome of the plan with the teacher.					
14. Growth Plans are effective in promoting powerful learning for teachers.					
15. I have a positive relationship with the teacher throughout the process.					
16. I have observed that growth plans have enabled teachers to further develop their skills for student learning.					



### Appendix B-8: Administrator Respondents Paired Statements

Statements		Paired Statement
1. There are supportive teachers who help colleagues develop growth plans.		10
2. Growth Plans have resulted in teachers reflecting upon their own learning.		14
3. I encourage teachers to develop their own growth plan.		9
4. Discussing the outcomes of growth plans with teachers is an important part of my role in the process.		12
5. The implementation of the growth plan is always shared with me.		13
6. I collaborate with the teacher.		15
7. I provide support to teachers during the growth plan process.		11
8. I believe growth plans help teachers develop their instructional skills.		16
9. I believe in the growth plan process.		3
10. There is a "collaborator" who helps develop the teacher growth plan.		1
11. Providing support to teachers is an important part of my role.		7
12. Discussion of the implementation of the plan is an important part of the process.		4
13. I reflect on the outcome of the plan with the teacher.		5
14. Growth Plans are effective in promoting powerful learning for teachers.		2
15. I have a positive, cooperative relationship with the teacher throughout the process.		6
16. I have observed that growth plans have enabled teachers to further develop their skills for student learning.		8

### Appendix B-9: Teacher Respondents - Paired Response Data

Statements	1 Strongly Disagree	2 Disagree	3 Not Certain	4 Agree	5 Strongly Agree	6 N/A
1. There are supportive teachers who help colleagues develop growth plans.	1	10	12	48	13	0
10. There was a "collaborator" who helped me develop my plan.	9	34	5	26	6	4
2. I believe that as a result of my growth plan I have reflected upon my own learning.	1	4	4	46	29	0
16. I have observed that growth plans enable teachers to further develop their skills for student learning.	0	10	22	35	16	1
3. I felt encouraged by my administrator to develop a growth plan.	0	3	5	41	35	0
9. My Principal believes in the growth plan process.	0	2	10	32	36	4
4. I discussed the outcomes of my plan with my administrator.	3	13	2	34	32	0
12. Discussion of the implementation of the plan with my administrator is an important part of the process.	1	6	8	43	26	0
5. The outcomes of my growth plan were shared with my administrator.	6	7	3	34	31	3
13. My administrator and I reflected together on the outcome of the plan.	1	7	13	33	30	0
6. I collaborated with my administrator throughout the process.	10	25	7	32	10	0
15. I had a positive and cooperative relationship with my administrator throughout the process.	1	7	13	33	30	0
7. My administrator provided me with support during the growth plan process.	8	22	8	31	13	2
11. Providing support to teachers is an important role for administrators.	1	3	2	24	54	0
8. I believe growth plans help teachers develop their instructional skills.	0	5	14	40	23	2
14. Growth Plans are effective in promoting powerful learning for teachers.	1	6	18	35	24	0

**Appendix B-10: Administrator Respondents – Paired Response Data**

Statements	1 Strongly Disagree	2 Disagree	3 Not Certain	4 Agree	5 Strongly Agree	6 N/A
1. There are supportive teachers who help colleagues develop growth plans.	0	2	4	12	5	0
10. There is a “collaborator” who helps develop the teacher growth plan.	0	3	10	7	1	2
2. Growth Plans have resulted in teachers reflecting upon their own learning.	0	1	1	16	5	0
14. Growth Plans are effective in promoting powerful learning for teachers.	0	0	4	10	9	0
3. I encourage teachers to develop their own growth plan.	0	0	0	12	11	0
9. I believe in the growth plan process.	0	0	2	9	11	1
4. The implementation of the growth plan is always shared with me.	0	3	3	10	7	0
12. Discussion of the implementation of the plan is an important part of the process.	0	0	1	7	14	1
5. Discussing the outcomes of growth plans with teachers is an important part of my role in the process.	0	0	0	8	15	0
13. I reflect on the outcome of the plan with the teacher.	0	1	1	12	8	1
6. I collaborate with the teacher.	0	0	0	14	9	0
15. I have a positive relationship with the teacher throughout the process.	0	0	1	10	12	0
7. I provide support to teachers during the growth plan process.	0	0	1	14	8	22
11. Providing support to teachers is an important part of my role.	0	0	1	5	17	22
8. I believe growth plans help teachers develop their instructional skills.	0	1	1	9	12	21
16. I have observed that growth plans have enabled teachers to further develop their skills for student learning.	1	1	2	11	8	19

**Appendix B-11: Teacher Respondents-Paired Response Data-Mean Scores**

Statements	1 Strongly Disagree	2 Disagree	3 Not Certain	4 Agree	5 Strongly Agree	6 N/A
1. There are supportive teachers who help colleagues develop growth plans.				3.7		
10. There was a “collaborator” who helped me develop my plan.			2.7			
2. I believe that as a result of my growth plan I have reflected upon my own learning.				4.2.		
16. I have observed that growth plans enable teachers to further develop their skills for student learning.				3.6		
3. I felt encouraged by my administrator to develop a growth plan.				4.3		
9. My Principal believes in the growth plan process.				4.1		
4. I discussed the outcomes of my plan with my administrator.				3.9		
12. Discussion of the implementation of the plan with my administrator is an important part of the process.				4.0		
5. The outcomes of my growth plan were shared with my administrator.				3.8		
13. My administrator and I reflected together on the outcome of the plan.				4.0		
6. I collaborated with my administrator throughout the process.			3.1			
15. I had a positive and cooperative relationship with my administrator throughout the process.				4.0		
7. My administrator provided me with support during the growth plan process.			3.2			
11. Providing support to teachers is an important role for administrators.					4.5	
8. I believe growth plans help teachers develop their instructional skills.				3.9		
14. Growth Plans are effective in promoting powerful learning for teachers.				3.9		

**Appendix B-12: Administrator Respondent Data – Paired Response Data – Mean Scores**

Statements	1 Strongly Disagree	2 Disagree	3 Not Certain	4 Agree	5 Strongly Agree	6 N/A
1. There are supportive teachers who help colleagues develop growth plans.				3.9		
10. There is a “collaborator” who helps develop the teacher growth plan.			3.0			
2. Growth Plans have resulted in teachers reflecting upon their own learning.				4.1		
14. Growth Plans are effective in promoting powerful learning for teachers.				4.2		
3. I encourage teachers to develop their own growth plan.					4.5	
9. I believe in the growth plan process.				4.2		
4. The implementation of the growth plan is always shared with me.				3.9		
12. Discussion of the implementation of the plan is an important part of the process.				4.4		
5. Discussing the outcomes of growth plans with teachers is an important part of my role in the process.					4.7	
13. I reflect on the outcome of the plan with the teacher.				4.0		
6. I collaborate with the teacher.				4.4		
15. I have a positive relationship with the teacher throughout the process.					4.5	
7. I provide support to teachers during the growth plan process.				4.3		
11. Providing support to teachers is an important part of my role.					4.7	
8. I believe growth plans help teachers develop their instructional skills.				4.4		
16. I have observed that growth plans have enabled teachers to further develop their skills for student learning.				4.0		

**Appendix B-13: Teacher Survey Response Data - Expressed as percentage on four-point scale.**

Statements	Negative	Not Certain	Positive	No Answer
1. There are supportive teachers who help colleagues develop growth plans.	13%	14%	73%	0
10. There was a “collaborator” who helped me develop my plan.	51%	6%	38%	5%
2. I believe that as a result of my growth plan I have reflected upon my own learning.	6%	5%	89%	0
16. I have observed that growth plans enable teachers to further develop their skills for student learning.	12%	26%	60%	2%
3. I felt encouraged by my administrator to develop a growth plan.	4%	6%	90%	0
9. My Principal believes in the growth plan process.	2%	12%	81%	5%
4. I discussed the outcomes of my plan with my administrator.	19%	2%	79%	0
12. Discussion of the implementation of the plan with my administrator is an important part of the process.	8.4%	9.5%	82.1%	0
5. The outcomes of my growth plan were shared with my administrator.	15%	4%	77%	4%
13. My administrator and I reflected together on the outcome of the plan.	10%	15%	75%	0
6. I collaborated with my administrator throughout the process.	42%	8%	50%	0
15. I had a positive and cooperative relationship with my administrator throughout the process.	10%	15%	75%	0
7. My administrator provided me with support during the growth plan process.	36%	10%	52%	2%
11. Providing support to teachers is an important role for administrators.	5%	2%	93%	0
8. I believe growth plans help teachers develop their instructional skills.	6%	17%	75%	2%
14. Growth Plans are effective in promoting powerful learning for teachers.	8.4%	21.4%	70.2%	0

**Appendix B-14: Administrator Survey Response Data - Expressed as percentage on four-point scale**

Statements	Negative	Not Certain	Positive	No Answer
1. There are supportive teachers who help colleagues develop growth plans.	9%	17%	74%	0
10. There is a “collaborator” who helps develop the teacher growth plan.	13%	43%	35%	9%
2. Growth Plans have resulted in teachers reflecting upon their own learning.	4.35%	4.35%	91.3%	0
14. Growth Plans are effective in promoting powerful learning for teachers.		17%	83%	0
3. I encourage teachers to develop their own growth plan.	0	0	100%	0
9. I believe in the growth plan process.	0	9%	87%	4%
4. The implementation of the growth plan is always shared with me.	13%	13%	74%	0
12. Discussion of the implementation of the plan is an important part of the process.	0	4.35%	91.3%	4.35%
5. Discussing the outcomes of growth plans with teachers is an important part of my role in the process.	0	0	100%	0
13. I reflect on the outcome of the plan with the teacher.	4.35%	4.35%	87%	4.35%
6. I collaborate with the teacher.	0	0	100%	0
15. I have a positive relationship with the teacher throughout the process.	0	4.35%	95.6%	0
7. I provide support to teachers during the growth plan process.	0	4.35%	95.6%	0
11. Providing support to teachers is an important part of my role.	0	4.35%	95.6%	0
8. I believe growth plans help teachers develop their instructional skills.	4.35%	4.35%	91.3%	0
16. I have observed that growth plans have enabled teachers to further develop their skills for student learning.	8.7%	8.7%	82.6%	0

**Appendix B-15: Teacher Survey Data - Mean Percentage Score**

Survey Statements	Teacher Survey Responses			
	Negative	Uncertain	Positive	No Answer
1.	13%	14%	73%	0
10.	51%	6%	38%	5%
Mean Score	32	10	55	2.5
2.	6%	5%	89%	0
16.	12	26	60	2
Mean Score	9	15.5	74.5	1
3.	4	6	90	0
9.	2	12	81	5
Mean Score	3	9	85.5	2.5
4.	19	2	79	0
12.	8.4	9.5	82.1	0
Mean Score	13.7	5.7	80.6	0
5.	15	4	77	4
13.	10	15	75	0
Mean Score	12.5	9.5	76	2
6.	42	8	50	0
15.	10	15	75	0
Mean Score	26	11.5	62.5	0
7.	36	10	52	2
11.	5	2	93	0
Mean Score	20.5	6	72.5	1
8.	6	17	75	2
14.	8.4	21.4	70.2	0
Mean Score	7	20	72	1



**Appendix B-16: Administrator Survey Data - Mean Percentage Score**

Survey Statements	Administrator Survey Responses			
	Negative	Uncertain	Positive	No Answer
1.	9	17	74	0
10.	13	43	35	9
Mean Score	11	30	54.5	4.5
2.	4.35	4.35	91.3	0
14.	0	17	83	0
Mean Score	2	11	87	0
3.	0	0	100	0
9.	0	9	87	4
Mean Score	0	4.5	93.5	2
4.	13	13	74	0
12.	0	4.35	91.3	4.35
Mean Score	6.5	8.7	82.65	2
5.	0	0	100	0
13.	4.35	4.35	87	4.35
Mean Score	2	2	94	2
6.	0	0	100	0
15.	0	4.35	95.6	0
Mean Score	0	2	98	0
7.	0	4.35	95.6	0
11.	0	4.35	95.6	0
Mean Score	0	4.35	95.6	0
8.	4.35	4.35	91.3	0
16.	8.7	8.7	82.6	0
Mean Score	6.25	6.25	87	0

## **Appendix B-17: Teacher Survey Response - Modal Values**

### **Modal Values**

This analysis indicates the response category teacher respondents chose most often for each statement.

#### **1. Modal Value of teacher responses for each statement, by category**

1. Statement category chosen most often - “agree” – Category 4 – 84 respondents out of 84 total respondents chose this category.
2. Most “agree” – Category 4 - 46/ 84
3. Most “agree” – Category 4 - 41/ 84
4. Most “agree” – Category 4 - 34/ 84
5. Most “agree” – Category 4 – 34/84
6. Most “agree” – Category 4 – 32/ 84
7. Most “agree” – Category 4 - 31/ 84
8. Most “agree” – Category 4 – 40/84
9. Most “strongly agree” – Category 4 – 36/84
10. Most “disagree” – Category 2 – 34/84
11. Most “strongly agree” – Category 5 – 54/84
12. Most “agree” – Category 4 – 43/84
13. Most “agree” – Category 4 - 32/ 84
14. Most “agree” – Category 4 - 35/ 84
15. Most “agree” – Category 4 – 33/84
16. Most “agree” – Category 4 - 34/ 84

#### **2. Modal Value of teacher responses by paired statements.**

Total possible responses per paired statement is 168, 84 respondents for each of the two categories. The modal value for the paired statements, when the paired statement responses are taken as a total response, indicates, “agree”.

1. Statement #1 and Statement #10 – “agree”, 74 responses out of 168 total responses.
2. Statement #2 and Statement #16 – “agree”, 80 responses/168.
3. Statement #3 and Statement #9 - “agree”, 73/168.
4. Statement #4 and Statement #12 – “agree”, 77/168.
5. Statement #5 and Statement #13 – “agree”, 66/168.
6. Statement #6 and Statement #15 – “agree”, 65/168.
7. Statement #7 and Statement #11 – “strongly agree”, 67/168.
8. Statement #8 and Statement #14 – “agree”, 75/168.

### **3. Particularities**

3.1. The strongest response given to any statement – 54/84 - was given for Statement #11: “Providing support to teachers is an important role for administrators”.

3.2. The strongest negative response given to any statement – 34/84 – was given for the category “disagree” and given to Statement #10: “ There was a ‘collaborator’ who helped me develop my plan.”

3.3. The strongest response given to any paired statements – 80/168 – was given for the category “agree” and was given to Statements # 2 and #16: “I believe that as a result of my growth plan I have reflected upon my own learning” and “ I have observed that growth plans enable teachers to further develop their skills for student learning”.

3.4. The strongest negative response given to any paired statements – 44/168 – was given for the category “disagree” for Statements #1 and #10: “There are supportive teachers who help colleagues develop growth plans” and “There was a ‘collaborator’ who helped me develop my plan”.

## **Appendix B-18: Administrator Survey Response - Modal Values**

This analysis indicates the category chosen most often for each statement, by administrators.

### **1. Modal Value of administrator responses for each statement, by category**

1. Statement category chosen most often - “agree” – Category 4 – 12 respondents chose this category out of 23 total respondents.
2. Most “agree” – Category 4 - 16/ 23
3. Most “agree” – Category 4 - 11/ 23
4. Most “agree” – Category 4 - 10/ 23
5. Most “strongly agree” – Category 5 – 15/23
6. Most “agree” – Category 4 – 14/ 23
7. Most “agree” – Category 4 - 12/ 23
8. Most “strongly agree” – Category 5 – 12/23
9. Most “strongly agree” – Category 5 – 11/23
10. Most are “uncertain” – Category 3 – 10/23
11. Most “strongly agree” – Category 5 – 17/23
12. Most “strongly agree” – Category 5 – 14/23
13. Most “agree” – Category 4 - 12/ 23
14. Most “agree” – Category 4 - 10/ 23
15. Most “strongly agree” – Category 5 – 12/23
16. Most “agree” – Category 4 - 11/ 23

The mode for the administrator responses for each statement indicates that administrators either agree or strongly agree for each of the statements. As a summarize modal value the responses were Category 4 – “agree” (9/23)  
Therefore, as a modal analysis these results indicate that administrators agree with all of the statements.

### **2. Modal Value of administrator responses by paired statements.**

The modal value for the paired statements, when the paired statement responses are taken as a total response, indicates, “agree” and “strongly agree” as the modal value – tie. Total possible responses per paired statement is 46, 23 respondents for each of the two categories.

1. Statement #1 and Statement #10 – “Agree” - 19/46.
2. Statement #2 and Statement #14 – “Agree” - 26/46
3. Statement #3 and Statement #9 - “Strongly Agree” – 22/46
4. Statement #4 and Statement #12 – “Strongly Agree” – 21/46
5. Statement #5 and Statement #13 – “Strongly Agree” – 23/46
6. Statement #6 and Statement #15 – “Agree” – 24/46

7. Statement #7 and Statement #11 – “Strongly Agree” 25/46
8. Statement #8 and Statement #16 – “Agree” and “Strongly Agree” - 20/46 (tie)

### **3. Particularities**

3.1. The “uncertain” category received the most responses – 10 respondents out of 23 – for Statement #10: “ There is a ‘collaborator’ who helps develop the teacher growth plan”.

Also, two respondents did not give any score for this statement and three respondents chose “disagree” as their response to the statement.

3.2. The strongest response of all responses was made for Statement #11 (“ Providing support to teachers is an important part of my role.”). This statement received the response “strongly agree” from 17 of a possible 23 respondents.

3.3. The strongest response for the paired statements - 26 respondents of a possible 46 responses responded “agree”- was made for Statements 2 and 14: “Growth Plans have resulted in teachers reflecting upon their own learning” and “Growth Plans are effective in promoting powerful learning for teachers.”

## **Appendix C: Interviews**

### **Appendix C-1: Interview Introduction Letter**

#### **To All Participants**

Thank you very much for agreeing to participate in this interview.

The purpose of this interview is to provide research data on educator perceptions of the leadership factors that promote the development of teacher professional growth plans in your school district.

Data will be collected from questionnaires and interviews of teachers and administrators that will be helpful in the study.

Please be reminded that all information collected during the interview and from the questionnaire will be kept confidential.

Knowledge of your identity is not required. All materials collected during the study will be destroyed after the study is completed.

Please note the following.

- You may withdraw your participation in this data collection at any time.
- Upon completion you may obtain copies of the result of this study by contacting Michael Audet.
- You may register a complaint about the study with the researcher, Michael Audet, or with the Dean of Education, Dr. Paul Shaker, at Simon Fraser University.

**Appendix C-2: Interview Data – Teacher Participant Information**

**Interview Data (Teacher Respondents)**

Interview Date: \_\_\_\_\_ 2004

Time Interview Started \_\_\_\_\_ Time Interview Ended: \_\_\_\_\_

1. Teaching Level - Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ Secondary \_\_\_\_\_

2. Gender: M \_\_\_\_\_ F \_\_\_\_\_

3. Years Experience: \_\_\_\_\_ In current SD \_\_\_\_\_ Other \_\_\_\_\_

4. Educational Qualifications:

B.A. \_\_\_\_\_ B.Sc. \_\_\_\_\_ B.P.E. \_\_\_\_\_ B.G.S. \_\_\_\_\_

P.D.P. \_\_\_\_\_ B. Ed. \_\_\_\_\_ Diploma Ed. \_\_\_\_\_ (P.B.+) \_\_\_\_\_

Concentration:

Elementary Education \_\_\_\_\_ Middle School \_\_\_\_\_ Secondary \_\_\_\_\_

M.A. \_\_\_\_\_ M.Ed. \_\_\_\_\_ M. Sc. \_\_\_\_\_ Ph.D. \_\_\_\_\_ Ed. D. \_\_\_\_\_

5. Number of Growth Plans completed:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ more than 3 \_\_\_\_\_

### **Appendix C-3 Interview Questions (Teacher Participants)**

#### **Interview Questions (Teacher Participants)**

1. Please tell me about your experience with growth plans.
2. What is the purpose of the teacher professional growth plan?
3. How can a teacher in your school learn about developing a growth plan?
4. Is there a supportive individual or team of individuals involved?
5. Which person or persons were important to the success of your plan?
6. Which part of the process is most important to the success of the plan?
7. Who provides leadership in helping to develop the plan?
8. Do you discuss your growth plan with an administrator in your school?
9. With whom are the outcomes of the plan discussed?
10. Do you discuss the implementation of your plan with your administrator?
11. Are achievable goals for student learning shared with other educators?  
How?
12. What actions can administrators take to support teachers developing their professional growth plans?
13. What motivated you to develop a growth plan?
14. Are you planning to further develop your growth plan next year?
15. What changes would you recommend to improve the process?
16. Would you recommend growth plans to teachers? Why? Why not?
17. Do you have any further comments you would like to make about the current teacher growth plan model used in this school district?



**Appendix C-4: Interview Response Guide (Teachers)**

Interviewer Response Guide (Teacher Participants)

Step 1 – Read the ethics guidelines to the participant, as provided by University Research Ethics. Provide a copy to the respondent.

Step 2 - Introduce the activity by telling the respondent of the purpose of the study, that it forms part of the research on educator perceptions of the leadership factors that promote the development of teacher professional growth plans.

Step 3 – Remind the respondents that they can decide not to participate at any time during the interview.

Step 4 – Remember to ask if there are any further questions and thank the respondents for their participation.

1. Please tell me about your experiences with growth plans.

- Highlights
- Challenges

2. What is the purpose of the teacher professional growth plan?

---

---

---

3. How can a teacher in your school learn about developing a growth plan?

- Colleague \_\_\_\_\_
- Administrator \_\_\_\_\_
- Other \_\_\_\_\_

4. Is there a supportive individual or team of individuals involved in the process?

- Teacher - partner - \_\_\_\_\_
- Teacher-mentor - \_\_\_\_\_

- “Collaborator” - \_\_\_\_\_
- “Inter-disciplinary team” \_\_\_\_\_
- Administrator \_\_\_\_\_

5. Which person or persons were important to the success of your plan?

- Teacher-partner - \_\_\_\_\_
- Teacher-mentor - \_\_\_\_\_
- “Collaborator” - \_\_\_\_\_
- “Inter-disciplinary team” \_\_\_\_\_
- Administrator \_\_\_\_\_

6. Which part of the process is most important to the success of the plan?

---



---



---

7. Who provides leadership in helping to develop the plan?

---



---



---

8. Do you discuss your growth plan with an administrator in your school?

---



---



---

9. With whom are the outcomes of the plan discussed?

- Teacher-partner \_\_\_\_\_
- Teacher-mentor \_\_\_\_\_

- "Collaborator" \_\_\_\_\_

- "Inter-disciplinary team" \_\_\_\_\_

- Administrator \_\_\_\_\_

10. Do you discuss the implementation of your plan with your administrator?

---

---

---

11. Are achievable goals for student learning shared with other educators?  
How?

---

---

---

12. What actions can administrators take to support teachers developing their professional growth plans?

---

---

---

---

13. What motivated you to choose to develop a teacher professional growth plan?

- Recommendation from colleague \_\_\_\_\_

- Recommendation from administrator \_\_\_\_\_

- A desire to learn and grow \_\_\_\_\_

- To become a better teacher \_\_\_\_\_

- Other \_\_\_\_\_

---

---

14. Are you planning to further develop your growth plan next year?

---

---

15. What changes would you recommend to improve the process?

---

---

16. Would you recommend the teacher growth plan process to teachers?  
Why? Why not?

---

---

---

17. Do you have any further comments you would like to make about the  
current teacher growth plan model used in this school district?

---

---

**Appendix C-5: Interview Data – Administrator Participant Information**

~~Interview Data (Administrator Respondents)~~  
~~Interview Data (Administrator Respondents)~~

Interview Date: \_\_\_\_\_ 2004

Time Interview Started \_\_\_\_\_ Time Interview Ended: \_\_\_\_\_

1. School Configuration - Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ Secondary \_\_\_\_\_

2. Gender: M \_\_\_\_\_ F \_\_\_\_\_

3. Years of experience teaching: \_\_\_\_\_ In current SD \_\_\_\_\_ Other \_\_\_\_\_

4. Years of experience in administration: \_\_\_\_\_ In current SD \_\_\_\_\_ Other \_\_\_\_\_

5. Educational Qualifications:

B.A. \_\_\_\_\_ B.Sc. \_\_\_\_\_ B.P.E. \_\_\_\_\_ B.G.S. \_\_\_\_\_

P.D.P. \_\_\_\_\_ B. Ed. \_\_\_\_\_ Diploma Ed. \_\_\_\_\_ (P.B.+) \_\_\_\_\_

Concentration:

Elementary Education \_\_\_\_\_ Middle School \_\_\_\_\_ Secondary \_\_\_\_\_

M.A. \_\_\_\_\_ M.Ed. \_\_\_\_\_ M. Sc. \_\_\_\_\_ Ph.D. \_\_\_\_\_ Ed. D. \_\_\_\_\_

6. Years service in administration at current school: \_\_\_\_\_

7. Number of teachers in current school: \_\_\_\_\_

## **Appendix C-6: Interview Questions (Administrator Participants)**

### Interview Questions (Administrator Participants)

1. Since September 2002, how many teachers in your school have developed a professional growth plan?
2. How many of those teachers have reflected on their plan's outcomes with you?
3. How many teachers in your school are currently working on a growth plan?
4. How are you involved?
5. What is the purpose of the teacher professional growth plan?
6. Why do teachers choose to develop a professional growth plan?
7. How does a teacher in your school learn about developing a growth plan?
8. Is there a supportive individual or team of individuals involved in the process?
9. Which person or persons are important to the success of plans?
10. Which part of the process is most important to the success of the plan?
11. Who provides leadership in helping to develop the plan?
12. Do teachers discuss their growth plan with you?
13. With whom are the outcomes of the plan discussed?
14. Do teachers discuss the implementation of their plan with you?
15. Are achievable goals for student learning shared with other educators? How?
16. How can administrators support teachers to develop growth plans?
17. Do you recommend teachers develop growth plans? Why? Why not?
18. What changes would you recommend to improve the growth plan process?
19. Do you have any further comments you would like to make about the current teacher growth plan model used in this school district?

## Appendix C-7: Interviewer Response Guide (Administrators)

### Interviewer Response Guide (Administrator Participants)

Step 1 – Read the ethics guidelines to the participant, as provided by University Research Ethics. Provide a copy to the respondent.

Step 2 - Introduce the activity by telling the respondent of the purpose of the study, that it forms part of the research on educator perceptions of the leadership factors that promote the development of teacher professional growth plans.

Step 3 – Remind the respondents that they can decide not to participate at any time during the interview.

Step 4 – Remember to ask if there are any further questions and thank the respondents for their participation.

1. Since September 2002, how many teachers in your school have developed a professional growth plan? \_\_\_\_\_

2. How many of those teachers have reflected on the outcome of their plan with you? \_\_\_\_\_

3. How many of the teachers in your school are currently working on a professional growth plan? \_\_\_\_\_

4. How are you involved?

- In the discussing implementation of the plan \_\_\_\_\_

- Providing support as needed \_\_\_\_\_

- Collaborating with the teacher in reflecting on the outcome of the plan \_\_\_\_\_

- Other \_\_\_\_\_

\_\_\_\_\_

5. What is the purpose of the teacher professional growth plan?

\_\_\_\_\_  
\_\_\_\_\_

6. Why do teachers choose to develop a teacher professional growth plan?

- Recommendation from colleague \_\_\_\_\_
- Recommendation from administrator \_\_\_\_\_
- A desire to learn and grow \_\_\_\_\_
- To become a better teacher \_\_\_\_\_
- Other \_\_\_\_\_

7. How does a teacher in your school learn about developing a growth plan?

- Colleague \_\_\_\_\_
- Administrator \_\_\_\_\_
- Other \_\_\_\_\_

8. Is there a supportive individual or team of individuals involved in the process?

- Teacher-partner - \_\_\_\_\_
- Teacher-mentor - \_\_\_\_\_
- "Collaborator" \_\_\_\_\_
- "Inter-disciplinary team" \_\_\_\_\_
- Administrator \_\_\_\_\_

9. Which person or persons are important to the success of plans?

- Teacher-partner - \_\_\_\_\_
- Teacher-mentor - \_\_\_\_\_
- "Collaborator" - \_\_\_\_\_
- "Inter-disciplinary team" \_\_\_\_\_



- Administrator \_\_\_\_\_

10. Which part of the process is most important to the success of the plan?

---

---

---

11. Who provides leadership in helping to develop the plan?

---

---

---

12. Do teachers discuss their growth plan with you?

---

13. With whom are the outcomes of the plan discussed?

- Teacher-partner \_\_\_\_\_

- Teacher-mentor \_\_\_\_\_

- Collaborator” \_\_\_\_\_

- “Inter-disciplinary team” \_\_\_\_\_

- Administrator \_\_\_\_\_

14. Do teachers discuss the implementation of their plan with you?

---

---

---

15. Are achievable goals for student learning shared with other educators?  
How?

---

---

---

16. How can administrators support teachers to develop growth plans?

---

---

---

17. Do you recommend teacher develop growth plans? Why? Why not?

---

---

---

18. What changes would you recommend to improve the growth plan process?

---

---

---

19. Do you have any further comments you would like to make about the current teacher growth plan model used in this school district?

---

### Appendix C-8: Interview Questions Comparison

Questions posed to Teachers and Administrators	Teacher Question	Admin. Question
What is the purpose of the teacher professional growth plan?	2	5
How can a teacher in your school learn about developing a growth plan?	3	7
Is there a supportive individual or team of individuals involved?	4	8
Which person or persons were important to the success of your plan?	5	9
Which part of the process is most important to the success of the plan?	6	10
Who provides leadership in helping to develop the plan?	7	11
Do you discuss your growth plan with an administrator in your school?	8	12
With whom are the outcomes of the plan discussed?	9	13
Do you discuss the implementation of your plan with your administrator?	10	14
Are achievable goals for student learning shared with other educators? How?	11	15
What actions can administrators take to support teachers developing their professional growth plans?	12	16
What motivated you to develop a growth plan?	13	6
Are you planning to further develop your growth plan next year?	14	N/A
What changes would you recommend to improve the process?	15	18
Would you recommend growth plans to teachers? Why? Why not?	16	17
Do you have any further comments you would like to make about the current teacher growth plan model used in this school district?	17	19
Since September 2002, how many teachers in your school have developed a Professional growth plan?	N/A	1
How many of those teachers have reflected on their plan's outcomes with you?	N/A	2
How many teachers in your school are currently working on a growth plan?	N/A	3
How are you involved?	N/A	4
Please tell me about your experience with growth plans. (Highlights, Challenges)	1	N/A

**Appendix C-9: Interviews - Leadership Dimensions and Questions (Teachers)**

Teacher Interview Questions	Leadership Dimensions			
	Consideration	Situation	Production	Value
2.			■	
3.		■		
4.	■			
5.		■		
6.		■		
7.		■		
8.		■		
9.		■		
10.		■		
11.	■			
12.			■	
13.		■		
14.			■	
15.			■	
16.	■			
17.				■
18.				■

**Appendix C-10: Interviews - Leadership Dimensions and Questions  
(Administrators)**

Administrator Interview Questions	Leadership Dimensions			
	Consideration	Situation	Production	Value
2.			■	
3.		■		
4.	■			
5.		■		
6.		■		
7.		■		
8.		■		
9.		■		
10.		■		
11.	■			
12.			■	
13.		■		
14.			■	
15.			■	
16.	■			
17.				■
18.				■

## **Appendix C-11: Member Check**

### Member Check – Letters to Interviewees

October 3, 2004

Greetings!

Thank you very much for allowing me to interview you for my research on teacher professional growth plans.

I have concluded my research and am now in the process of writing the final two chapters of my dissertation.

As part of the process for completing my dissertation I am doing a review of my interview data. This technique is called “member checking”. The purpose is to give you the opportunity to review the material for accuracy and palatability.

Please review the attached written transcript of your interview with me. Please add, delete or edit any of the information included in the attachment. You will note that your name does not appear in the transcript. Nor do the names of any other educators appear therein. (I don't think!)

I would appreciate an email to confirm you have received the transcript. You have several options open to you:

- You could return the changes using the attachment and the envelope provided.
- You could email any changes to me.
- You could email a short note to say “No changes”.
- You could phone and leave a message on the answering machine.

I really appreciate your participation and your prompt attention to this. I hope to have all responses by October 10, 2004.

I am available by phone, if you would like.  
Best wishes to you and your family!

Michael Audet  
[mjaudet@sfu.ca](mailto:mjaudet@sfu.ca)  
604-858-5728 (unlisted, home phone number)

## **Appendix D: Document Analysis**

### **Appendix D-1: Document Analysis – Individual Teacher Professional Growth Plans**

#### Individual Growth Plan Document Checklist

According to the growth plan programme guide the following elements are part of the “generic components of a professional growth plan” that are derived from the guiding principles and process.<sup>26</sup>

1. Identification of the area of focus – specific, measurable, observable
2. Collaborator(s)/Supportive Team
3. Action plans with timelines
4. Indicators of Success
5. Analysis and Reflection

A check in the space provided indicates that the individual growth plan document has been reviewed and includes information on each of the following statements.

1. The plan identifies a specific area of focus. \_\_\_\_\_
2. The area of focus is observable and measurable. \_\_\_\_\_
3. There was a collaborator or supportive team member involved. \_\_\_\_\_
4. Timelines were provided. \_\_\_\_\_
5. Indicators of success were provided. \_\_\_\_\_
6. There is evidence of analysis. \_\_\_\_\_
7. There is evidence of reflection \_\_\_\_\_

---

<sup>26</sup> Chilliwack School District, 2000, pp. 4-5.

## Appendix D-2: Joint CTA and School District #33 Letter Announcing Program

file CTA



00-10-30

Dear Teachers and Administrators:

In May, 1999 an ad hoc committee with representation from CTA and the Administrators' Association was established to develop a professional growth plan model for Chilliwack School District. The result, which was completed in September of this year, is a document which provides a set of guiding principles to ensure that the growth plan process is implemented in a consistent manner throughout the district.

Teachers are eligible to volunteer to participate in the Growth Plan Model if they have had one formal evaluation completed while employed by the Chilliwack School District. All teachers in their first year of employment with our district are required to have a formal evaluation. Formal evaluations will also be conducted if:

- requested by a teacher
- concerns arise regarding the teachers performance apart from the growth plan
- a teacher chooses to continue with the current reporting cycle of 5 years.

A handbook outlining the Teacher Growth Plan process is being distributed to the Administrator and Staff Rep at each school. If you feel this is an option you want to explore further, please take some time to examine the model. You are encouraged to call the CTA office or your zone Assistant Superintendent.

We wish to thank the committee members for their thoughtful work on this project. We believe teacher growth plans promote self-analysis, encourages a collaborative approach to professional development and recognizes the responsibility on individuals for their own growth. Representatives from the CTA and the District will be monitoring and reviewing the process on an annual basis.

Chilliwack School District is an unique place. We believe the Teacher Growth Plan model will work well for our teachers and administrators and will enhance learning for our students.

Jacquie Taylor  
Superintendent

John VanLaerhoven  
CTA President



## **Appendix E: Pilot Study**

### **Pilot Study: A Meta-Evaluation of A Teacher Evaluation Program**

#### **Data Analysis**

##### **1.Data Collection**

The Pilot Study data was collected over a short period of time – July 18 through July 30, 2002. The data that was collected included taped transcripts of three interviews, responses from six interviews, a document analysis of three completed and anonymous teacher reports, and completed questionnaires from six participants. Only five questionnaires were analysed because the sample from the evaluator-administrator group was too small, only one completed questionnaire.<sup>27</sup>

##### **2.Data Analysis**

After reviewing the interviews I was able to highlight some common themes and issues. Some of these issues then became statements that were used in the questionnaire, for further consideration in this meta-evaluation. For the document review of the completed teacher reports I was able to identify several of the performance indicators that were included in the criteria for teacher competency and quality education.

The data for the questionnaire results was analysed using a spreadsheet programme rather than more detailed statistical analysis software. This was primarily as a matter of convenience for this study and because of the small sample was used. With respect to the analysis of results for the questionnaire a statistical analysis included percentage, mean and median scores. Standard Deviation was used minimally because of the size of the

---

<sup>27</sup> Please see Appendix 6 for a list of participants in the study.

sample and due to the lack of both ability and experience on the part of the evaluator. There were 24 items on the questionnaire. Scores were reversed for the reversal statements that were constructed as negative statements about an attitude or opinion. Statements were constructed from the sub-questions already identified. Some statements were chosen because they had appeared in an analysis of the comments provided by interviewers.<sup>28</sup> The statements were then ordered in pairs and distributed to different halves of the questionnaire.<sup>29</sup> In analysing the results the questionnaire statements were re-ordered in clusters and paired. The responses were tabulated as summative scores. Frequency distribution, percentage, mean and median scores of summative scores were provided. The scores were further analysed for percentage, mean and median scores by cluster. Numerical and graphical presentations are provided in the Appendix.<sup>30</sup>

### 3. Findings

3.1. An analysis of the statements from the teacher-participants and the evaluator-administrators indicates that there are some common themes but also some discrepancies. First, both groups reported in the interviews that there is a tendency to perceive the evaluation as “contrived and superficial” and can cause anxiety for the teacher. This concern was recognized by at least one of the administrators, who went on to say that concerted efforts are undertaken to minimize teacher anxiety. Both groups also agreed that the criteria used for the evaluation must be explained and provided in writing to the participant before the process begins. However, there were some discrepancies between

---

<sup>28</sup> For example, “ The criteria for evaluating quality education were explained to me”, and “The pre-observation meetings provided me with time to talk with the evaluator about issues involving teaching and learning.”

<sup>29</sup> Please see Appendix 22 for a reference listing statement by cluster category and paired statements.

<sup>30</sup> Please refer to Appendices 7 through 13.

the two groups. Some teacher-participants expressed serious concerns about there not being a systematic and persistent effort at reinforcing quality education through the pre-observation and post-observation meetings. Too often, said these teachers, the meetings were cancelled or given short shrift and teachers were not given the opportunity for discussions in depth about their own issues and concerns. Evaluator-administrators, on the one hand complained about the lack of time provided to them to complete the programme and on the other hand maintained that the programme was successful as a summative evaluation.

3.2. An analysis of the completed, anonymous, teacher reports did show that the evaluator did include the performance indicators identified as criteria in the teacher evaluation programme. There were sentences about the effective use of classroom management skills and communication skills, about evidence of planning and providing for assessment. However, there was a variation among the reports as to the number of such performance indicators reported on. One report included less than six indicators, one had ten and one had sixteen! The Assistant Superintendent randomly provided these reports. The reports were written on first-year teachers and were written by different evaluator-administrators.

3.3. The questionnaire provided some numerical results, which measured central tendency. Two of the three measures of central tendency were used: mean and median. Frequency distribution was plotted using bar chart. Respondent results ranged from an overall approval rating of 65% to 97%. The overall mean score was 3.8 on the 5-point Likert scale, while the median score was 3.58. This computed to an overall percentage of

76%. Analysing the results for each cluster is worth considering because the results show a disparity in responses by cluster. The mean and median scores were highest for Cluster 2 statements, followed closely by Cluster 1 statements. Mean raw and percentage scores for Cluster 3 statements were noticeably lower than comparable scores for Clusters 1 and 2. Do the lower scores for Cluster 3 reflect teacher-participant opinion about statements associated with the reinforcement of quality education? Further analysis of the statements used in Cluster 3 is warranted. There is an indication of high variability in the frequency distribution of raw scores for the paired questions. This is reflected in the variation among mean and median scores for Cluster 3 responses in general and for certain paired statements in particular. Perhaps a measure of variability, such as standard deviation would help better analyse the statement response for Cluster 3. Were certain statements in Cluster 3 worded poorly? Would qualifiers like “enough time” have incurred a different result, a result that would have resulted in paired questions having less variability in scores? Or, do these respondent statements indicate a genuine lack of understanding and lack of satisfaction?

#### 4. Concluding Comments On the Pilot Study

This Pilot Study has brought to light information that is relevant for further study of teacher evaluation in general, for continued evaluation of this particular teacher evaluation programme and for this evaluator’s own personal involvement in future evaluation. In my findings I have posed some questions for further investigation. I believe that further development of the questionnaire coupled with further interviews of participants and stakeholders would be helpful in guiding a decision to continue a meta-evaluation of the current teacher evaluation programme in the target school district.