THE BEADY EYE OF THE PROFESSIONAL DEVELOPMENT APPRAISAL

SYSTEM:

A FOUCAULDIAN CROSS-CASE ANALYSIS OF

THE TEACHER EVALUATION PROCESS

A Dissertation

by

DALIA TORRES

Submitted in Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF EDUCATION

in

EDUCATIONAL LEADERSHIP

Texas A&M University - Corpus Christi

December, 2012

THE BEADY EYE OF THE PROFESSIONAL DEVELOPMENT

APPRAISAL SYSTEM:

A FOUCAULDIAN CROSS-CASE ANALYSIS OF

THE TEACHER EVALUATION PROCESS

A Dissertation

By

DALIA TORRES

This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

Dr. Kakali Bhattacharya, Chair   Dr. Bryant Griffith, Committee Member

Dr. Lynn Hemmer, Committee Member   Dr. Yolanda Keys, Graduate Faculty
                                                          Representative

JoAnn Canales, Ph.D.
Interim Dean of Graduate Studies

December 2012

ABSTRACT

The purpose of this deconstructive case study was to conduct a Foucauldian power/knowledge analysis constructed from the perceptions of three teachers at an intermediate school in South Texas regarding the role of the teacher evaluation process and its influence on instructional practices. Using Foucault's (1977a) work on power/knowledge, of special interest were issues of surveillance, binary relationships, discipline and punishment, and accommodations and resistance. Grounded in the history and politics of evaluation in public education, this study situates the role of Professional Development Appraisal System (PDAS), which is the teacher evaluation system in Texas on instructional practices.

The findings indicate that PDAS has served to generate a strong oppressive network of power relations wherein the participants continually struggle between resisting and realigning themselves to the grand narrative of what it means to get the desired label assigned to them through the evaluation checklist system. The strength of the network has impacted the participants to the extent that they have become institutionalized in their instructional practices, disciplined themselves even when not needed, and surrendered their agency repeatedly. Consequently, the teachers became similar to each other in appearance, much like widgets.   The implications for this study reflect the role various stakeholders and power relations can play in the teacher evaluation process, including teachers, administrators, teacher educators, and educational leaders.

DEDICATION

My grace is sufficient for thee: for my strength is made perfect in weakness.
- 2 Corinthians 12:9

To my Heavenly Father and my Lord Jesus Christ who have provided for all my needs.

This study is dedicated to my late father, Felix A. Torres. I remember as the first of my siblings was about to graduate from high school having a naïve childish thought that my father would be too old and possibly not be there for my first graduation. I was blessed to have him there but not here at my last. To my father, who was the silent strength of the family and instilled in me the values of family, loyalty, commitment, and a strong work ethic. To my mother, Irma S. Torres, who stood beside him for over fifty years and continues to embrace him in her heart until they reunite once more.

Thank you to my brother, Felix Jr., and sister, Araselia, who have supported my educational dreams since childhood always looking out for their little sister. Thank you for the countless hours of 'babysitting' and the barrage of encouraging words especially when this particular journey was culminating. I hope I have made you both as proud as I am of being your sister. I would be remiss if I did not thank my friend whom I am blessed to have as my sister-in-law as well, Melissa, who spent many evenings accompanying my parents while I was at my evening classes.

Lastly, to my dearest friends and colleagues whose prompting, support, strength, and professional encouragement have sustained me in my journey: Hilda A. Melkus, Juan F. Saavedra, Rachel Carrizales, Paula H. Garcia, and especially Greer S. Parker, an exemplar educational leader whom I am blessed to call friend.

ACKNOWLEDGEMENTS

friend, Dr. Smith whom through example, encouragement, reflection, and editing showed me that there was a light at the end of the tunnel.

Finally, to my CISD family who have supported and urged me on when I grew weary on this journey, thank you for listening and understanding. To my church family, Primera Iglesia Bautista de Calallen, thank you for your constant spiritual support. To my nieces, nephews, great nieces, and great nephews, I hope that this encourages you to pursue your educational dreams knowing that with perseverance and faith, the possibilities are endless.

It is finished; at least for now!

TABLE OF CONTENTS

Contents   Page

Contents   Page

Contents   Page

TABLES

Contents   Page

FIGURES

Contents   Page

Contents   Page

CHAPTER 1: INTRODUCTION

In the United States, there were approximately 49.3 million students enrolled in public schools in grades prekindergarten to twelve during the 2006 – 2007 school year (Sable & Noel, 2008). Of the 49 million, Texas had an enrollment of approximately 4.6 million students, which was only exceeded by one state, California, with a student enrollment of 6.4 million (Sable & Noel, 2008). Additionally, the state of Texas is the largest employer of public school teachers. During the 2006- 2007 school year there were approximately 3.1 million teachers employed nation-wide. Approximately 311 thousand of those teachers were employed in Texas (Sable & Noel, 2008). As the largest employer of teachers and second largest student in enrollment, Texas has an interest in cultivating and maintaining the professional development of teachers to meet the numerous diverse academic demands of students.

In 1983, the National Commission on Excellence in Education (NCEE) released a report entitled *A Nation at Risk*: *The Imperative for Educational Reform* (NCEE, 1983). Since the release of the *A Nation at Risk* (NAR) report the United States educational system has been, and continues to be, under public scrutiny for its perceived inability to meet the academic needs of all students. The opening line of the report, "Our nation is at risk" (NCEE, 1983, para. 1), announced a sense of urgency all across the country. The report further stated, "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war" (NCEE, 1983, para. 2). The call to the people of the United States not to tolerate such mediocrity was heard loud and clear. The public would continue to hear about the failings of the public educational system. Nearly 20 years

later, the enactment of the federal legislation known as the No Child Left Behind Act (NCLB) of 2001(U.S. Department of Education, 2002) would bring accountability to the forefront (Kennedy, 2008). Since the NCLB, all educational professionals, both administrators and teachers, have been under increasing public scrutiny for ensuring that the educational needs of all students including at-risk populations such as minority and special education students would be addressed.

NCLB (U.S. Department of Education, 2002) placed an emphasis on federally mandated high quality teacher professional development. The term "highly qualified" is described as a teacher who holds a bachelor's degree and has met state certification requirements. Also, middle and high school teachers are required to pass a rigorous subject area test for each of the content areas in which they teach. The premise of passing the state certification examinations is that it is expected to demonstrate the teacher's content area knowledge and teaching skills. Flexibility was built into the law in three areas. For example, the High, Objective, Uniform State Standard of Evaluation (referred to as HOUSSE) provides flexible criteria to certify teachers as highly qualified who were in the public school system when the law was enacted. HOUSSE allowed states to develop an alternate method to demonstrate subject-matter competency. A combination of teaching experience, professional development, and knowledge in the subject matter area accumulated over time in the profession could constitute evidence of being highly qualified under the HOUSSE alternative method. The other two areas of flexibility addressed middle school requirements and testing flexibility. States also have the flexibility to determine which grades constitute Intermediate and middle school. Additionally, each state has the flexibility to develop assessments for teachers to

demonstrate subject-matter competency to the level of knowledge needed for effective instruction. Finally, all states are required to maintain and report on the progress of fulfilling the goal of hiring only "highly qualified teachers."

With the flexibility built into the law (U.S. Department of Education, 2002), there are numerous definitions of what being a *highly qualified* teacher entailed (Darling-Hammond & Berry, 2006). In other words, the law allows for teachers to be labeled *highly qualified* regardless of teaching experience, training program, or educational background. For example, a four-year veteran, a novice, and a teacher in an alternative certification program with only a few weeks of training could all be considered *highly qualified*. In addition, the definition of *highly qualified* is approached differently by education scholars (Darling-Hammond & Berry, 2006; Houston, 2005; Kysilka, 2003; Zepeda, 2006). Johnson (2001) reported that the likelihood of a 40-year-old former lawyer or scientist with a five-week certification course working in the public school system is as common as a twenty-something year old graduate fresh from a teacher education program. Hence, the public school system is comprised of teachers from all types of qualities, backgrounds, training, and certification programs (Darling-Hammond & Berry, 2006; Zepeda, 2006). Due to the requirements of NCLB (U.S. Department of Education, 2002), teachers across the state of Texas have earned their teacher certifications via various avenues of training programs, experiences and educational levels to demonstrate proficiency.

Even though teachers gain proficiency in varied ways, such proficiency cannot be regulated. Thus, support structures such as teacher evaluations can be used to ensure high quality instruction is occurring in the classroom (Feeney, 2007). However, it is not

guaranteed that a high rating in teacher evaluation system necessarily indicates quality

teaching. Indeed, if a teacher meets the state's definition of highly qualified, "highly

qualified doesn't mean good" (Houston, 2005, p. 469). Even with the most rigorous

requirements, "we cannot regulate the teaching force to proficiency; this path only takes

us so far" (Zepeda, 2006, p. 68). As such, Zepeda (2006) maintains that teaching

proficiency cannot be ordered or met by completing a set of prescribed requirements. In

isolation, the label *highly qualified* does not necessarily equate with the effective use of

appropriate pedagogical strategies by that teacher (Houston, 2005). Therefore, school

administrators need to monitor the effectiveness of support systems for teachers, which

include professional development, training, and teacher evaluation (Zepeda, 2006).

Accordingly, time invested in training and professional staff development can lead to

continual improvement of teaching effectiveness (Olivia, Mathers, & Laine, 2009;

Painter, 2001). Subsequently, teacher evaluations should support the goal of maintaining

high quality instruction consistently in the classroom (Feeney, 2007). As such, school

administrators conducting teacher evaluations are to be keenly aware of the daily

instructional practices in the classroom through supervision and evaluation.

Supervision and evaluation of teachers can be done in different ways. Clinical

supervision, which was first suggested in the mid-1960s, is one of the most prominent

models for instructional supervision (Williamson & Blackburn, 2009). The model

consists of three stages: a planning or pre-observation conference, an observation, and a

post-observation conference (Williamson & Blackburn, 2009). Other types of evaluation

are collegial observation and coaching, lesson plans, portfolio assessments, self-

assessments, and student achievement data (Olivia, Mathers, & Laine, 2009; Painter,

2001). The three-stage model closely resembles the structure and process of the Texas

teacher appraisal system currently in place.

In Texas, effective August 1, 1997, as outlined in *Chapter 150 – Commissioner's*

Rules Concerning Educator Appraisal, the commissioner of education recommended the

Professional Development and Appraisal System (PDAS) as the teacher appraisal system

developed in accordance with the Texas Education Code (TEC) §21.351 (Texas

Administrative Code 150 § 1009, 1997). Although Texas school districts may choose to

use a locally developed teacher appraisal system, most districts use the PDAS. The goal

of the PDAS is to "improve student performance through the professional development of

teachers" (Texas Education Agency, 2005, p. 6).   In other words, the expectation is that

there will be an impact on the teachers' instructional practices through professional

development as a direct result of the PDAS evaluation system. The instructional impact

is expected to result in increased student scores on standardized tests. The PDAS is

structured as a cycle of continuous improvement (Texas Education Agency, 2005). This

cycle of continuous improvement integrates several evaluative components into the

process of evaluation intending to elicit teacher reflection, discussion of professional

growth, and analysis of student performance data. The components in the appraisal

process include teacher orientation, Teacher Self-Report (TSR), formal classroom

observation, student performance as seen in the campus performance rating and Adequate

Yearly Progress, and a summative annual report/conference. Each of the components are

described in the PDAS teacher training manual reviewed at the mandated orientation

session for new teachers (Texas Administrative Code § 150, 1997). These components

are intended to provide an opportunity for collaboration and meaningful feedback for the

teacher leading to professional growth and productive changes in their daily instructional practices.

Theoretical Framework

The theoretical framework for the study is influenced by poststructuralism. Twentieth century French philosophers such as Jacques Derrida (1974) and Michel Foucault (1970) engaged in a critique of structuralism hence, the term "post" in poststructuralist theory as opposed to denoting a chronological era. In other words, poststructuralism does not correspond to a specific time period in Derrida's (1974) and Foucault's (1970) work. The act of critiquing structuralist practices and assumptions drive the discourse of poststructuralism.

Structuralism is grounded in the dualities of binary oppositions (Berman, 1988; Leitch, 1983). Binary opposition refers to a set of terms that are opposite in meaning and/or function. According to structuralism, these oppositional categories in any system are embedded in language constituting a science of signs or sign systems known as semiotics (Denzin & Lincoln, 2008). Derrida (1974) explains how meaning is contingent upon signs or sign systems. Examples of these oppositions are mind/body, language/writing, theory/practice, nature/culture, reality/appearance, thought/language, teacher/student, and administrator/teacher (Berman, 1988; Derrida, 1974; Leitch, 1983; MacNaughton, 2005). In structuralism, these pairs have a hierarchical relationship in which one is privileged over the other. For example, language is privileged over writing. In other words, writing is said to 'substitute' for or 'represent' language. Herein lies the question for those critiquing structuralism: Can writing effectively 'represent' language?

Derrida (1974) argued against such a simplistic view of language and speech where there is a linear relationship between writing and representation. Language covers up, hides, or escapes that which is beyond the printed word (Tymoczko & Gentzler, 2002). Take the example language/writing and the question previously posed. Imagine reading a transcript. Can that writing provide all the information, insight, or represent exactly what happened in the conversation? What is missing? What story does the tone of voice or body language provide? Was there anyone there that did not speak, at least not using words? "Writing never gets it exactly right; it never imitates or copies what would be said or thought exactly, but instead goes off under its own steam, does its own thing" (Crowley, 1989, p. 14). In other words, the reader of the transcript becomes the *author* per se of the interpretation of the text. The reader gives the text its meaning.

Is language simply text? In an interview with Richard Kearney (1984), Derrida states "the critique of logocentrism is above all else the search for the *other* and the *other of language"* (p. 123). Language is more than just the text or words in a book and it functions variedly with everyone and to everything around us. There can be no singular meaning of a word or text (Young, 1996) because meaning can constantly be remade. In other words, in our efforts to assign meaning, one refers to an object, which can be further explained or renamed. As such, this process of renaming can continue indefinitely, thereby permanently deferring meaning. There is no "transcendental signified" (Derrida, 1974), no stable reference point, or essential meaning.

One of the most common tools of critiquing structuralist assumptions is deconstruction (Foucalt, 1977a, 1980). For the purpose of this discussion, I will focus on deconstruction as discussed by Derrida (1974) and framed by Spivak (1974). Derrida

(1974) coined the term *deconstruction* as a method of critiquing hierarchical structures. Derrida (1974) used deconstruction to take apart texts and rebuild new ways for random connections and to make visible unlimited production of meanings. It is not intended to reject or destroy the structures. Thus, Spivak's (1974) explanation of deconstruction is framed in affirmative production, useful for analyzing and measuring silences and to intervene (Tymoczko & Gentzler, 2002). In other words, deconstruction does not lead to some ultimate reality but can be used as a tool to make the unseen seen, to look at the structures that hold together an assumption and identify limits and possibilities.

For example, issues of the subject, the multiplicities of meaning, text, language, discourse, disciplinary power, and knowledge are explored through deconstruction (Leitch, 1983). The analysis used in this study is informed by Foucault's (1977a, 1980) work on disciplinary power. Foucault does not provide a step-by-step method for this type of analysis. To do so would be contrary to poststructuralism (Foucault, 2000) as any prescriptive grand narrative is vulnerable to its own deconstruction. Poststructuralist critique breaks apart strongly held assumptions, frameworks, and belief systems to demonstrate the constituent parts that hold these concepts together as an illusory, stable whole structure. Therefore, it is unlikely that any work of a poststructuralist theorist would offer a stable step-by-step process of data analysis, or other methodological approaches. Rather, it is the responsibility of the researcher to work theory through, against, and with data to make data work in ways that highlight tenets of poststructuralist theories. Consequently, in this study Foucault's (1977a, 1980) theoretical references of surveillance, disciplinary discourses, and discursive formation of networks were utilized

in analyzing and representing data. These terms will be described later in appropriate contexts.

As another poststructuralist seeking multiplicities and differences in meanings, Foucault (1970) explores discourse and how the world is viewed by examining the issues of power and knowledge, especially within institutional practices. Examining the discourse of psychiatry, medicine, penology, and sexology, Leitch (1983) states, Foucault "collects and analyzes the rules of formation and transformation of such elements within specific discursive fields" (p. 145). So then, the study of discourse is not to find a particular meaning or limited to a particular author or reader. Rather, it seeks to uncover the system of rules within that field. For example, the following questions may be addressed:

- What is acceptable to say? Not say?

- How are terms taken up in discourses?

Foucault (1977a) extends the discussion of discourse to include the relations of power. In particular, he emphasizes the issue of disciplinary power. In his discussion addressing penology, Foucault (1977a) references the Panopticon, an architectual prison design by Jeremy Bentham, to address how disciplinary power is used to "operate to transform individuals… to provide a hold on their conduct, to carry the effects of power right to them, to make it possible to know them…." (p. 172). This disciplinary power worked invisibly due to the construct of the Panopticon where the central tower was built to allow prison guards to see all the prisoners, perched from their high tower (Appendix D), without being seen themselves. It was as if the guards were conducting surveillance without having to observe. The act of surveillance served to illicit the jailer's desirable

conduct from the prisoners; thus, normalizing their behavior. In general, the construct

and rules of the system, through surveillance, work to produce compliant knowable

subjects who discipline themselves without needing the guards to do so. "Power is not

possessed" (Foucault, 1977a, p. 26) by a particular individual as in a guard over its

prisoners or ruler over his subjects. Extending this concept to the public school

environment, power is not possessed by an administrator over his/her teachers. Instead,

the power relations serve to define what is permissible, not permissible, acceptable, and

not acceptable.

Bradbury-Jones (2007) identifies three processes that operate within Foucault's

(1977a) disciplinary power: (1) hierarchical observation, (2) normalizing judgment, and

(3) the examination. Under hierarchical observation, an individual is being watched or

under a constant "gaze" (Gilbert, 1995). Just as power is not possessed or functions as a

top-down structure only, neither are these observations through "gazes" unidirectional.

However brief the observation may be, it is occurring at all times from all different

directions by people engaged in various power relations. As such, the observed is also

the observer. The observation will probably involve more than just two people. In

addition, the observation or gaze can be overt or covert because "it functions permanently

and largely in silence" (Foucault, 1984, p. 192). During these observations, individuals

may or may not be aware that they are being observed.

Under normalizing judgment, comparison to particular norms (Gilbert, 1995) is

implemented for disciplinary purposes. Normalizing judgment serves to transform the

individual subject by engaging in self-monitoring, self-reflection, and self-analysis (Allen

&Hardin, 2001). According to Foucault (1977a), these discursive practices produce

knowledge (beliefs) to designate choice, exclusions, and containment. It serves to self-monitor because we compare and adjust ourselves accordingly. Similar to hierarchical observations, normalizing judgments are not unidirectional. Both the observer and observed are involved in making judgments.

Finally, according to Bradbury-Jones (2007), examination combines hierarchical observation and normalizing judgment in order to produce surveillance (normalizing gaze) "that makes it possible to qualify, to classify and to punish" (Foucault, 1977a, p. 184). If the individual deviates from the norm, upon judgment a penalty must be paid. Judgment is not based on right and wrong but rather what is acceptable according to the rules of the system. Punishment results from "failing to measure up to the rule" (Bradbury-Jones, 2007, p. 84).

Using the three processes, (1) hierarchical observation, (2) normalizing judgment, and (3) the examination, identified by Bradbury-Jones (2007) provide an approach for exploring the realm of teacher evaluations and how teachers negotiate their meaning, roles, and understanding of power relations within a structuralist system of public education. Teachers and administrators continually engage in discourse within their daily social activities and produce knowledge within this socio-cultural field. Within this discursive field, this system of meanings and knowledge is "intertwine[d] with power [to] create speaking-acting subjects" (Foucault, 1977a, p. 47), which is central to this inquiry. Grounded in Foucault's (1977a, 1980, 1984, 2000) idea of discourse and disciplinary power, this study is an inquiry into the discourse of teacher evaluations to investigate both the possibilities and constraints of the evaluative process.

Methodology

In recent years, the National Research Council (NRC) has created a hostile political environment for qualitative research (Denzin & Lincoln, 2008). This scientifically based research movement reveals a desire for a more simplistic view of science, which is ordered and unchanging (Popkewitz, 2004). This is particularly true in the realm of educational research (Lather, 2004). Michael Castle, U.S. Representative, stated "education research is broken in our country. . . and Congress must work to make it more useful. . . Research needs to be conducted on a more scientific basis. Educators and policy makers need objective, reliable research" (as cited in Lather, 2004, pg. 16). But in doing so, NCR ignores such things as the complexities of human interaction in society "where individual belief and action intersect with culture" (Denzin & Lincoln, 2008, p. 11). Ignoring discourse, NCR advocates for a science that allows for only the privileged to have a voice and allows biases to enter, which sets aside the work of the last few decades in cultural studies, feminist methodology, radical environmentalism, ethnic studies and social studies of science (Lather, 2004). These studies explore the multiplicity of meaning in the social world, which the NCR discounts in favor of a prescribed order. How can one regulate, control, or quantify lived experiences when they are constantly changing? How can we regulate meaning or beliefs? Although, Lather's (2004) work seems radically leftist by some standards, it is not intended to provide the reader with a position or direction. Rather, Lather's (2004) work provides a viewpoint that can be used to promote important discussion in regards to teacher evaluations. In particular, this study provides teachers a voice to express their shifting, unstable, tension-

filled beliefs about the teacher evaluation system and process, which attempts to regulate their instructional practices, through a qualitative approach.

In qualitative inquiry, constructionism is the understanding that people make or "construct" their own meaning of the world around them based on their interactions and interpretations. According to Crotty (1998), it is the view that all human knowledge and therefore their meaningful reality is based on their human practices. Such knowledge is constructed in and out of interaction between human beings and their world, and it is developed and transmitted with an essentially social context. Hence, meaning is constructed rather than discovered. This epistemology informs qualitative research as to how people make meaning, how we know what we know, and what assumptions are made about beliefs, reality and meaning. Therefore, constructionism is the broad epistemology that informs most qualitative research. Specifically, this study examined the interactions of teachers as they construct meaning of their experiences in teacher evaluations. Exploring their experiences within the complexities of historical, contextual, and political structures allows for a deeper richer inquiry.

In order to conduct this research, I used ethnographic case study methods. Even though there are multiple case study definitions, I based my strategies on the case study work of Yin (2009), Stake (1995), and Merriam (1998). The case study research design has been used in various disciplines: anthropology, medicine, law, psychology, sociology, management, social work, political science, and education (Burns & Grove, 1993; Campbell & Stanley, 1966; Denzin & Lincoln, 2000; Feagin, Orum & Sjoberg, 1991; Merriam, 2009; Sorin-Peters, 2004; Stake, 1995; Yin, 2009). Due to the complexities and highly contextualized field of study in this research, case study methods

were most appropriate (Stake, 1995; Yin, 2009). Case study allowed for the "study of the particular" (Stake, 1995, p. xi) since I was interested in how teachers construct meaning of their experiences with the teacher evaluations.

In this study, I reflected on the experiences of teachers in the evaluation process and avoid preconceived opinions and notions while seeking to explore the functions of the un/seen and un/acknowledged structures. In that endeavor, I conducted a power/knowledge reading to de-construct the participants' experiences of the evaluation process. Through troubling narratives, I presented the shuttling beliefs of participants' attitudes in relation to the un/spoken and un/seen structure of Professional Development Appraisal System (PDAS) and its administration, staff development, and changes in pedagogy in a public Intermediate school. The culmination of the re-presentation presents multiple entry points for the reader. Data collection methods included interviews, journal reflections, peer debriefings, document analysis of PDAS evaluations, and the Texas Assessment of Knowledge and Skills (TAKS) where applicable, as well as the student and teacher demographic information.

Rationale for the Study

Evaluation is not seen as a tool for improving teacher effectiveness (Oliva, Mathers, & Laine, 2009). Instead, "supervision in the schools tends to be a ritualized sterile process that bears little relationship to the learning of youngsters" (Schonberger, 2001, p. 129). Currently, in one intermediate school, hereafter referred to as Southern Intermediate, in South Texas, PDAS is used to evaluate both veteran and novice teachers. At Southern Intermediate, there are no data that link the evaluation process to changes in long-term instructional practices. Neither are there data connecting the evaluation

process to professional development. Southern Intermediate was rated *academically acceptable* for the 2008–09 school year based on the criteria of the Academic Excellence Indicator System (AEIS) in Texas. The rating was based on the grade levels and content areas that are subject to TAKS testing. Regardless, whether the student was subject to TAKS testing or not, each teacher was responsible for the academic progress of his/her individual students. In 2007-08 when Southern Intermediate was rated *academically unacceptable*, there was not one teacher who had been identified as a *teacher in need of assistance* (Southern Intermediate PDAS evaluations, 2008). As indicated by the teacher evaluations, all teachers at Southern Intermediate were performing their duties proficiently at least. Yet, the campus failed to meet the minimum passing standards on TAKS. In this respect, support structures like teacher evaluation (Zepeda, 2006) and supervision seemed to be utilized ineffectively.

According to Sergiovanni and Starratt (2002), current practices of classroom supervision and evaluation fail to take into account the realities of human nature and teaching. Instead, they are based on the simplistic patterning to the physical sciences ignoring the complexity and comprehensive nature of the issue. Consider the instrument used in the teacher evaluation process, PDAS. The process is designed to give the appearance of ideological neutrality. Both teacher/evaluate and administrator/appraiser are decentered because meaning is supposedly determined by relationships among objectives, learning experiences, organization, and evaluation. There are eight domains in the PDAS instrument:

1. active, successful student participation in the learning process;

2. learner-centered instruction;

3. evaluation and feedback on student progress;

4. management of student discipline, instructional strategies, time, and materials;

5. professional communication;

6. professional development;

7. compliance with policies, operation procedures, and requirements, and

8. improvement of academic performance of all students on the campus.

 These eight domains in the instrument define and regulate instruction for which the teacher is evaluated, thus constituting the reality. The process is infiltrated with several binary distinctions some of which are exceeds expectations/below expectations, appropriate student behaviors/inappropriate student behaviors, professional communication/unprofessional communication and organized/disorganized. This provides the evidence of the structuralist processes occurring in education and teacher evaluations.

Cherryholmes (1998) argues that proposals for educational improvement and reform have consistently been employing structural assumptions, many in silence. According to Cherryholmes, "structuralism in education promises accountability, efficiency, and control as well as order, organization, and certainty. Structualism is consistent with teaching for objectives, standardized educational assessment, quantitative empirical research, systematic instruction rationalized bureaucracies, and scientific management" (1998, p. 30). One example that is illustrative of the application of structural assumptions is the legislation known as the No Child Left Behind (NCLB) Act of 2001 (U.S. Department of Education, 2002) with its emphasis on highly qualified teachers. Couched within its regulations and definitions, NCLB promises highly

qualified teachers who will deliver high quality instruction to all students eliminating the achievement gaps. Basic to this study is the question – How are these embedded structuralist assumptions functioning in relations to their embedded promises and possibilities? Moreover, this study pursued to create open dialogues as there are no easy answers, only more questions to consider as additional discourse occurs.

Research Purpose

The purpose of this study was to conduct a Foucauldian power/knowledge analysis constructed from the perceptions of three teachers at an intermediate school in South Texas regarding the role of the teacher evaluation process and its influence on instructional practices.

Research Questions

The following research questions guided the study:

1. What are the cultural, political, and strategic conditions encompassing the teacher evaluation process?

2. What relations and practices are enabled by the cultural, political, and strategic conditions of the teacher evaluation process?

3. What are possibilities in the participants' behavioral changes in terms of the relationship between the evaluation process and pedagogy?

Operational Definitions and Glossary of Terms

Since this is a deconstructive study, any attempt to fix definitions and meanings, or to operationalize terms needs to be troubled. Bové (1990) discusses the challenges one faces when working with discourses informed by poststructuralism. He states:

> In light of the new tenor given to "discourse," we can no longer easily ask such questions as, What is discourse? or, What does discourse mean? In other words, an essay like the present one not only does not but *cannot* provide definitions, nor can it answer what comes down to essentializing questions about the "meaning" or "identity" of some "concept" named "discourse." To attempt to do so would be to contradict the logic of the structure of thought in which the term "discourse" now has a newly powerful critical function. (Bové, 1990, p. 53)

Therefore any question about meaning is always vulnerable to poststructuralist critique, because such concepts cannot be fixed. Meaning exists in relations, in context, and is not always the same across time and space, thus making meaning permanently deferred (Derrida, 1974). Bové (1990) suggests that instead of asking questions about meaning in discourses, poststructuralists could focus on questions such as: "How does discourse function? Where is it to be found? How does it get produced and regulated? What are its social effects? How does it exist?" (Bové, 1990, p. 54). Using these questions to situate terms within their discursive effects, one can then analyze discursive structures to determine "linkages between power, knowledge, institutions, intellectuals, the control of populations, and the modern state as these intersect in the functions and systems of thought" (Bové, 1990, pp. 54-55).

Thus, for the purpose of demonstrating how certain terms are used in discourses that normalize the understanding of those terms, the following operational definitions are provided. These definitions do not automatically imply fixed meanings or essence. Instead, they reflect the ways in which these terms are situated in discourses of teacher evaluation and in general in the public education system.

Appraiser – person conducting the appraisal and has the required training and

qualifications as (Texas Administrative Code §150.1006, 1997).

Continuous Improvement Instructional Planning Process – "A tool for teachers to link

and align

student needs with instruction, staff development, assessment and PDAS" (Texas

Education Agency, 2005, p. 130).

Evaluation process – teacher appraisal system approved by Texas, which is the

Professional Development and Appraisal System.

Exemplary school – a school receiving an Exemplary rating according to Texas

accountability standards, meaning all student groups on the campus or in the district had 90

percent or more of their students pass each subject of the Texas Academic Knowledge and

Skills (TAKS).

Formal classroom observation –The appraiser will rate the teacher's instructional

performance during a span of 45 minutes based on the district's chosen evaluation

instrument.

Formative assessment or evaluation – "Assessment procedures and activities that

continually assess the progress of student performance throughout a learning period.

Assessment for learning" (Texas Education Agency, 2005, p. 128).

Instructional effectiveness – evidence of improved student performance as evidenced by

the Texas Reading Proficiency Test in English (RPTE) or Texas Assessment of

Knowledge and Skills (TAKS).

Pedagogy – the act of teaching, teacher activities, instructional practices used in the

classroom

Post-conference – a conference held after the formal classroom observation at the discretion of the teacher and/or appraiser.

Pre-conference - a conference held before the formal classroom observation at the discretion of the teacher and/or appraiser.

Professional Development Appraisal System (PDAS) – the teacher appraisal system recommended by the Texas commissioner of education (Texas Administrative Code §150, 1997).

South Texas intermediate school - a school in the Education Service Center Region 1 or 2 areas of Texas with grade levels encompassing at least two from the range of PK – 6th grade.

Staff development – professional training for teachers in order to improve on selected instructional practices

Summative annual report/conference –*This is a meeting between the appraiser and teacher at which the discussion is focused on* the written summative report and related data sources (Texas Administrative Code §150.1003, 1997).

Summative assessment or evaluation – "Assessment procedures, techniques, and activities that determine the extent to which each of the student learning objectives was met. Assessment of learning" (Professional Development and Appraisal System - Teacher Manual, p. 128).

Teacher orientation – the required training on the information, goals and implementation of PDAS to be provided by the school district in accordance with the requirements of Chapter 19 of the Texas Administrative Code §150.1007.

Teacher self-report (TSR) - provides the teacher an opportunity to have input into the appraisal process and serves as a platform to align instruction. It is also intended to serve as a reflective tool.

Walkthroughs – the appraiser, campus administrator, visits the classroom informally, unannounced, and unplanned at any time during the year and may be any length the appraiser feels is necessary.

Limits and Possibilities of the Study

Qualitative research has its roots in sociology and anthropology because colonizing nations wanted descriptive information about the people of newly discovered worlds (Denzin & Lincoln, 2008). Denzin and Lincoln (2008) state in qualitative research "the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question" (p. 7). I attempted to provide a rich description of the experiences as perceived by the participants of the study. The focus of this study was to provide a shifting re-presentation of the participants' experiences and interaction with the evaluation process. Through the process of collecting and interpreting the data, my subjectivities became a part of the re-presentation. To remain of the role of my assumptions, I documented my thoughts and interpretations continuously and used experts' opinions to inform this study. Documenting my subjectivities allows the reader to make his/her own decisions about the study. Accordingly, my choices of methods to produce and extract the information in the study were crucial. The scope of the study was also limited to teachers and made no attempt to include the perspectives of administrators and/or appraisers. Lastly, since I am a certified appraiser in PDAS, the participants may have had a preconceived notion of the *right* responses and not

responded openly about their perceptions. To counter this anxiety, I conducted multiple interviews and included multiple data sources in this study. I also used pseudonyms in lieu of actual names when referencing the participants or anyone else besides myself in this study. In chapter three, I discuss the various ways I negotiated the ethical implications of being the researcher in this study.

In regards to the references of the various works by Foucault (1970, 1977a, 1977b, 1980, 1984, 1994, 2000), I acknowledge reading English translations of the original works by Foucault. As such, I have relied on the translator's expertise in providing an accurate re-presentation of Foucault's work. I further recognize that statements made referencing Foucault's work are my interpretation of his intended meanings.

Finally, the information gained from the study can be used to understand one perspective of how teachers view the evaluation process. Although this one perspective may seem particularly limiting, concepts such as *disciplinary power, docile bodies, and power/knowledge* can help us rethink the spaces called professional growth and evaluations for teachers. This study provides the possibility to have critical conversations about how instructional leaders can use the evaluation process to promote professional growth. In other words, criticism offers the opportunity to expose the productive and destructive operations of power. Studies such as this can both encourage and create an arena for critical conversations among those who work together to create meaning to explore new possibilities and expectations in the field of teacher evaluations.

Summary

Federal legislation, No Child Left Behind Act of 2001, impacted all public schools in the United States with its emphasis on accountability. The accountability movement

continues to have significant implications for both teaching and learning. Since teachers play a key role in students' success, it is imperative to have highly qualified teachers in all classrooms. Administrators and school leaders should focus on the support structures such as teacher evaluations to maintain highly qualified teachers. The evaluation process should inform professional development leading to instructional effectiveness in the classroom. Essentially, research studies such as this one seek to explore the teachers' perceptions of the evaluation process and its influence on instructional practices. By openly discussing the teachers' perceptions, the intent of my research study is to create additional critical dialogues to imagine the possibilities for improvement in the evaluation process.

In this chapter, I introduced the context of the study as well as presented the purpose of the study and the research questions. In addition, I proposed the methodological and theoretical frameworks of the study as well as discussed its limits and possibilities. In chapters two through five, I will present a review of literature, methodology, findings and discussion, and conclusion and implications respectively.

CHAPTER 2: LITERATURE REVIEW

The purpose of this study is to conduct a Foucauldian power/knowledge analysis constructed from the perceptions of three teachers at an intermediate school in South Texas regarding the role of the teacher evaluation process, and its influence on instructional practices. The purpose of a power/knowledge reading is to explore the discursive power relations produced in the cultural, political, and strategic conditions of the public school environment in the context of the teacher evaluation process. The emphasis on accountability and student achievement legislated by No Child Left Behind Act of 2001(U.S. Department of Education, 2002) directly affects the evaluation of teachers. In Texas, the evaluation of teachers is specifically mandated by the Texas Administrative Code. The rules and regulations mandated by the political environment as well as the social and cultural influences on teacher evaluations experienced by teachers will be explored in this study. Poststructruralist deconstructive theory will be used to facilitate this exploration into teacher evaluations.

In the following literature review, I will briefly discuss poststructuralism, deconstruction, Michel Foucault's (1977, 1980, & 2000) work on power/knowledge, and conclude with a brief overview of teacher evaluations in the context of social, professional, political, and cultural histories.

Poststructuralism

Poststructuralism originated from the intellectual developments of twentieth-century French philosophy. The "post" refers to the fact that many contributors such as Jacques Derrida, Michel Foucault, Gilles Deleuze, Jean-François Lyotard, and Julia Kristeva were critical of structuralism. In general, the French philosophers were critical

of the dualistic binary relations about the mind, language, and characterization by Western philosophy since Plato (Crowley, 1989). Crowley further explains that "the metaphysics of presence is full of hierarchical oppositions: mind/body, presence/absence, theory/practice, nature/culture, reality/appearance, thought/language, content/form, meaning/expression, literal/figurative" (p. 12). These theoretical and conceptual opposites known as binary opposition are major sites of the poststructuralist criticism of structuralism. Poststructuralism rejects the hierarchical relationships that privilege one function or construct over another function or construct such as speech over writing (Derrida, 1974).

Poststructuralist French philosophers engaged in philosophical reflection and analysis while taking into account institutional forces (Schrift, 2006). Institutional forces refers to the influence of organizational systems whether social, psychic, economic, or literary. Poststructuralism can be divided into four themes: "(1) the return to thinking historically, (2) the return of thinking about the subject; (3) the emphasis of difference; (4) the return to thinking philosophically about ethics and religion" (Schrift, 2006, p. 56). The French poststructuralists (i.e. Derrida and Foucault) asserted the importance of history, the event, and time in the construction of meaning. In particular, Foucault (1977a & 1980) states our experiences are constructed from a historical perspective according to the rules that govern our experiences and social practices at a particular point in history. Poststructuralists also began rethinking the subject. Schrift (2006) explains, for example, neither Derrida nor Foucault made the subject central in their thinking. In other words, there is no one person or thing in a central position of authority. Instead, that position or subject is decentered: no central or fixed position.   Derrida

(1974) states that the subject is not destroyed but rather situated; it is important to know where the subject comes from and how it functions. In addition, to understand one of many meanings of a text, poststructuralists argue the necessity of studying both the object (text) itself and the system of knowledge that produced the object (Schrift, 2006).

In contrast to the ordered view of science characteristic of fixed stable meanings favored by the modernists, poststructuralism holds that language is an unstable system of referents (Denzin & Lincoln, 2008). In other words, meaning is not singular in nature and cannot be easily categorized into a causal relationship that can be verified through hypothesis testing. Rather, human experiences are multifaceted, and contingent upon the texts of that particular field, the social and cultural practices, and language. As the person's knowledge changes resulting from what is said, not said, words chosen, not chosen, attitudes, beliefs, etc., so also the references and meanings are shifted. Poststructuralist discourse analysis has permeated constructionism with cultural, institutional, and historical concerns in which, "A growing attention to both the how's and the what's of the social construction process echoes Karl Marx's (1956) adage that people actively construct their worlds but not completely on, or in, their own terms" (Holstein & Gubrium, 2008, p. 174). Meaning is constructed through the lenses of language, gender, social class, race, and ethnicity. Foucault viewed the subject as historically created, leading him to engage "in analyzing the various ways that human beings are transformed into subjects, whether subjects of knowledge, of power, of sexuality, or of ethics" (Schrift, 2006, p. 63). In a later section, I will provide a further description of Foucault's ideas on subjects of knowledge, power, and ethics.

Deconstruction

One of the most prominent poststructuralist approaches is deconstruction (Stormhoj, 2006). Deconstruction has had a significant influence especially in the human sciences as well as in the social sciences (Korsgard, 2007). "Deconstruction" is a term coined by Derrida (1974) in addressing his response to Saussure regarding the privileging of speech over writing. Saussure's (1916) work, which is generally regarded as the starting point of structuralism, considers language as a system of signs that express ideas. According to Saussure, the sign has a double entity made up of the signifier and signified. Also, language works through relations of difference. This difference places signs in opposition to one another referred to as binary opposition. One such example of binary opposition is the privileging of language over speech. In his work, Derrida (1982) creates the word "differance [*sic*]" and explains that it is "literally neither a word nor a concept..., neither existence nor essence, (and) derives from no category of being" (pp. 3-4). The term "differance" is what is not (Berman, 1988). In other words, we know something due to the difference in comparison with something else. To give a very simplistic example, we know that a dog is a dog because it is not a cat. The differences of one thing, word, or idea from another help us understand each to a greater extent, compared to the meaning only one term has in isolation. Therefore, Derrida contends that speech relies on writing.

In deconstruction, "there is nothing that is not caught in a network of differences and references that give a textual structure to what we can know of the world" (Lather, 2003, p. 258). For instance, there can be no foundational or fixed meaning since one can always refer to something else. In his argument against fixed meanings, Derrida (1974)

uses the following two terms, grammatology and logocentrism. He proposes

grammatology as a theory for writing and logocentrism as the desire for a center or

guarantee for all meanings, and argues against a Western metaphysics that is bounded by

a tradition of finding a fixed meaning or center. Derrida (1974) states that the

"fundamental condition" of grammatology "is certainly the undoing of logocentrism" (p.

74). Using Saussure's terminology, Berman explains "what any signifier signifies,

however, cannot be divulged except by using more words, more signifiers" (1988, p.173).

In other words, there is no static or transcendental meaning. In order to define, one is

forced to use additional words, which again require additional definition and reference.

Thus, meaning is permanently deferred (Derrida, 1974) never being fully revealed.

 The meaning of words derives from within language itself (Derrida, 1974). Texts

are everywhere, and make meaning possible. Our knowledge of the world is textually

structured (Derrida, 1974; Lather 2003), meaning that "in and through language, we

construct worlds" (Korsgard, 2007, p. 10). The social world only becomes visible to us as

textually structured. Hence, the textual structure of our knowledge is not the result of

some independent structure of the world impressing itself more or less successfully on

language, but a result of the productive force of language (Burr, 2003).

 Knowledge is socially and culturally produced (Kecht, 1992). Kecht asserts that

teachers and scholars engage in social activities since language is situated in the world

and knowledge is socially produced. The social activities teachers take part in include

the discourses with their students and other educational counterparts. Knowledge is

produced through these discourses. Also, knowledge is produced through specific

practices and processes. That is, the various practices and processes provide teachers the

information with which they construct meaning. Some examples of practices and

processes in which teachers can participate at an intermediate public school are

conferences with administrators, faculty meetings, daily schedules, and the teacher

evaluation process.

In addition to language being socially situated, language is also politically situated

(Kecht, 1992). Hence, the school policies, procedures, and language that govern the

teacher evaluation, and the manner in which teachers interact with the process, provide

insights into how teachers construct their meaning of the evaluation process. Considering

that we have an understanding of how to decode structures of signification, "we should

be intellectually equipped to read our own practices, our institutions, and the world as a

text" (Kecht, 1992, p. 5). Thus, through deconstruction or decoding structures, I will

attempt to depict the school culture, and how teachers experience the teacher evaluation

process. The goal is to gain an in-depth understanding of the assumptions and social

structures that govern the teacher evaluation process from the teacher's perspective. I

will attempt to break apart the structures by breaking down the assumptions. The reader

then has an opportunity to create new structures in any way he/she chooses. My purpose

is not to provide a solution to the problem but rather to provide the reader an avenue by

which to determine his/her own possibilities for structure.

Constant Flux

Michel Foucault (1970, 1977a, & 2000) discusses history and cultural practices

within the concept of discourse functioning as a form of power/knowledge. This study

applies Foucault's work on the concepts of power relationships within disciplinary

institutions. Disciplinary institutions, such as hospitals, and schools, function according

to a set of standards and regulations. Understanding and functioning within these parameters constitute a working knowledge for the members of the system. In his work, Foucault investigates the discourses of psychiatry (1961), medicine (1973), penology (1977a), and sexology (1978). In the nineteenth-century, institutions in Europe such as prisons, asylums, workhouses, and schools began to emerge. The term *disciplinary* was applied due to the nature of expected conformity that took place as the bodies and minds of the occupants, which were shaped according to procedures and *quiet coercions*. Foucault's (1977a) focus when examining the discourse of these disciplinary institutions is the rules that render possible certain terms, behaviors, actions, etc., and what is excluded or unacceptable. For example, a teacher must be *highly qualified* to teach in a public school. In Texas, meeting *acceptable* standards on the Professional Development Appraisal System (PDAS) indicators, such as *on-task* student behavior, *appropriate* use of assessments, and *good* classroom management are signs of *appropriate* instruction occurring. These discursive practices make knowledge possible. The cultural practices experienced by a person create meanings, which are inscribed in our bodies (Foucault, 1977a). In the struggle to make meaning though not always our own, meaning is formed from the knowledge we gain by the text of our experiences, cultural practices, language, and the spaces we live. As such, meaning is never fixed but rather has limited malleability.

Foucauldian positivity refers to "the codes of language, perception, and practice" that are taken up for the moment (Foucault, 1970, p. xxi). In that moment or context, Foucauldian positivity provides for the possibility of a particular understanding of "the order of things" (Foucault, 1970, p. xxi). Foucault suggests a social science that takes

value and power seriously rather than the "physics envy" that characterizes the parade of behaviorism, cognitivism, structuralism, and neopositivism (Lather, 2004). In other words, Foucault (1970) encourages us to move beyond cause and effect relationships that limit meaning to one central, fixed idea. Rather, beliefs are produced in the struggle to decide the meanings of our actions, thoughts, and feelings. The use of social and power relations (Foucault, 1980) is a way to uncover how teachers conduct their daily practices and understand the school culture and structures as they negotiate their experiences with teacher evaluations.

In the context of Foucault's work, understanding the terms subjectivity, genealogy, power/knowledge, and discursive formation provides an opportunity to explore how teachers construct their meaning of the teacher evaluation position. Genealogy is "a process of analyzing and uncovering the historical relationship between truth, knowledge and power" (Danaher, Schirato, & Webb, 2000, p. xi). Foucault maintains three domains of genealogy are possible:

> First, a historical ontology of ourselves in relation to truth through which
> we constitute ourselves as subjects of knowledge; second, a historical
> ontology of ourselves in relation to a field of power through which we
> constitute ourselves as subjects acting on others; third, a historical
> ontology in relation to ethics through which we constitute ourselves as
> moral agents. (Foucault, 1984, p. 351)

Knowledge, power, and knowledge/power are additionally important to an understanding of the present day ontology of teacher evaluations.

Knowledge

The first domain of the genealogy referred to above is the transformation of the human being into subjects of knowledge (Foucault 1984). Knowledge consists of the perspectives, ideas, narratives, and rules valued by disciplines, fields, and institutions (Danaher, Schirato, & Webb, 2000). A field can be thought of as a piece of territory or space within society that gets used in particular ways. Each field has a set of rules and procedures as well as assigns roles and positions, regulates behaviors and what can be said, and produces hierarchies. For instance, in the field of education, rules and regulations are issued by the federal government such as NCLB (U.S. Department of Education, 2002) and enforced further by the state, i.e. the teacher appraisal process. These institutional practices can provide an insight into an individual's identity. Foucault examines the subject as an individual identity produced from the context of his/her discourses, ideologies, and institutional practices. Thus, Foucault seeks to answer the question: How does the individual behave according to the certain set of rules, prohibitions and codes of his/her particular society?

According to Foucault (1977b), knowledge does not make us free but rather enslaves. He states:

The historical analysis of this rancorous will to knowledge reveal that all knowledge rests upon injustice (that there is no right, not even in the act of knowing, to truth or a foundation for truth) and that the instinct for knowledge, to truth or a foundation for truth and that the instinct for knowledge is malicious (something murderous, opposed to the happiness of mankind). Even in the greatly expanded form it assumes today, the will to knowledge does not achieve a

universal truth; man is not given an exact and serene mastery of nature. On the

contrary, it ceaselessly multiplies the risks, creates dangers in every area; … its

development is not tied to the constitution and affirmation of a free subject; rather,

it creates a progressive enslavement to its instinctive violence. (p. 163)

Herein, Foucault says knowledge is a fallacy or fantasy in that it gives us greater control.

On the contrary, will-to-knowledge (or truth) is insidious and malicious, in that it extends

greater control. According to Foucault, knowledge is that which is specifically produced

and valued by the particular field, discipline, or institution (Danaher, Schirato, & Webb,

2000). For instance, it is the ideas, perspectives, laws, rules, explanations, and definitions

that are deemed worthy of value.

Further legislation and policy development for *acceptable* practices are mandated

to the local public school via state laws, (i.e. the Texas Administrative Code), and

agencies, (i.e. the Texas Education Agency). In education, the formal rules and

regulations can be traced to legislation such as NCLB (U.S. Department of Education,

2002). The rules and regulations for *acceptable* instruction and teacher evaluations are

found in the PDAS Teachers Manual. As such, this manual defines what is valued in this

particular field, informing the members what needs to be done and how by providing the

criteria for judging *good* teaching. Thus, the PDAS Teachers Manual describes the

regime of truth (Foucault, 1980) for this field. That is, the rules and regulations set forth

in the manual dictate the set of standards that define value and beliefs for the teachers.

Power

The second domain of genealogy referred to by Foucault (1984) addresses the

transformation of the human being into subjects of power. According to Foucault (1980),

neither is power a thing that can be possessed and transferred like a commodity, nor is it solely repressive in nature to be wielded over another in order to repress or control. Rather, power is a repetitious and self-reproducing effect of mobile, strategic practices and relations within a particular society (Foucault, 1980). Namely, power is changing and contingent upon circumstances and time. For instance, when an administrator takes a position at a school for the first time, both the teachers and administrator relate to each other in terms of their prior power relationships of similar circumstances but change as their relationship develops over time.

Power can only exist in unequal, unstable, local relations. Foucault (1994) explained the term "relations" as

> a relationship in which one person tried to control the conduct of the
> other.… These power relations are thus mobile, reversible, and unstable. It
> should also be noted that power relations are possible only insofar as the
> subjects are free. If one were completely at the other's disposal and became
> his thing, an object on which he could wreak boundless and limitless
> violence, there wouldn't be any relations of power. Thus, in order for
> power relations to come into play, there must be at least a certain degree of
> freedom on both sides. (p. 292)

As such, Foucault views power in terms of *relations of power* functioning within the discourse and practices of the actors involved, in which they struggle to dominate the meanings given to their lives.

Discursive practices will be sites of struggle over power, as the struggle over meaning and membership continues (Clegg, 1989). For Foucault (1980), our individual

identity becomes a product of discourses, ideologies, and institutional practices. Hence, our subjectivity is situated in the context of discursive practices. Power is accomplished when knowledge is used to structure and fix representations of normality and abnormality. Foucault (1994) addresses power in terms of relations of power; "when I speak of relations of power, I mean that in human relationships … power is always present: I mean a relationship in which one person tries to control the conduct of the other" (p. 292).

Power/knowledge

The last domain of Foucault's (1984) genealogy addresses the transformation of the human being into subjects of ethics. The moral norms refer to the sets of rules, prohibitions, and codes of a society (Danaher, Schirato, & Webb, 2000). Ethics refers to the values these rules ascribe to different behaviors, and how people behave in relation to these rules. This provides a mechanism in which social relations and the relationship of self can be regulated. In other words, it indicates how societies dominate and regulate subjects, and how individuals are allowed to shape their own bodies and thoughts.

Foucault's (1977a) work addresses cultural and institutional practices functioning as a form of power/knowledge, which inform this study. In *Discipline and Punishment,* Foucault (1977a) focuses on language and discourse. Discourses can be found in a variety of places – government records, books, a person's private correspondence, or oral memory. The field *speaks* of itself to itself through discourse that plays a role in the operations of the field. The field may reference a particular area such as education or a specific process such as the teacher evaluation system. The field may "take shape in technical ensembles, in institutions, in behavioural schemes, in types of transmission and

dissemination, in pedagogical forms that both impose and maintain them" (Foucault, 1997, p. 12). When mapping out a discursive field, Danaher, Schirato, & Webb (2000) interpret Foucault's intent as tracing where that discourse occurred, making connections between instances, and bringing them together to identify a particular discursive formation. Within these discursive fields, Foucault concentrates his efforts on the collection and analysis of the rules of formation and transformation of the culture (Leitch, 1983).

<center>**Surveillance**</center>

For the purposes of this study, it is important to understand the concept of disciplinary power in Foucault's work. Drawing parallels to the Panopticon, Foucault (1977a) describes the "disciplinary society" that has emerged since the Enlightenment, and mechanisms such as surveillance, normalization, and regulation used by the state to maintain control over its subjects. Foucault emphasizes the difference of the mechanisms used by the sovereign states shifting from inflicting bodily harm on offenders to more efficient and somewhat subvert usages or methods in modern society. Foucault (1977a) states "stones can make people docile and knowable" (p. 53). Namely, the structures or disciplinary mechanisms of institutions operate to transform individuals into conformity and predictable regularity.

Foucault's discussion of power and discipline focused on the Panopticon, a prison design of the late eighteenth century. The Panopticon was a tower placed the center of a prison from which guards could observe prisoners without the prisoners knowing whether or not they were being observed. Foucault (1977a) wrote:

The Panopticon ... must be understood as a generalizable model of functioning; a way of defining power relations in terms of the everyday life of men…. The fact that it should have given rise, even in our time, to so many variations, projected or realized, is evidence of the imaginary intensity that it has possessed for almost two hundred years. But the Panopticon must not be understood as a dream building: it is the diagram of a ***mechanism of power*** reduced to its ideal form; its functioning, abstracted from any obstacle, resistance or friction, must be represented as a pure architectural and optical system: it is in fact a figure of political technology that may and must be detached from any specific use. (p. 207-208) (emphasis mine)

Foucault took the concept of the Panopticon beyond the simple constructs of architectural design and applied it to other institutions such as psychiatry, education, and the military in regards to the surveillance of people and regulating their behavior. Foucault elaborates on the power relations of the Panopticon, stating that it

is polyvalent in its applications; it serves to reform prisoners, but also to treat patients, to *instruct school children*, to confine the insane, to supervise workers, to put beggars and idlers to work. It is a type of location of bodies in space, of distribution of individuals in relation to one another, of hierarchical organization, of disposition of centers and channels of power, of definition of the instruments and modes of power, which can be implemented in hospitals, workshops, schools and prison. Whenever one is dealing with a multiplicity of individuals on whom a task or a particular form of behavior must be imposed, the panoptic schema may be used…. Panopticism is a general principle of a new 'political autonomy' whose

object and end are not the relations of sovereignty but the *relations of*

discipline. (1977a, pp. 207-208) (emphasis mine)

In other words, Foucault seeks to expose the 'panopticisms' of the everyday in

institutions such as schools, which seek to organize and normalize the behaviors of their

subjects. St. Pierre (2000) explains that discipline blocks relations of power by not

allowing individuals to function in unpredictable ways. For instance, subjects of the

Panopticon, believing that they cannot escape the *guard's gaze,* simply internalize the

expected regular routine acts of behavior.

Surveillance is the central issue, no matter whether it is personal, technical,

bureaucratic, or legal. Foucault sees the logic of the Panopticon as an illustration of the

disciplinary forces at work, which have moved throughout various institutional spaces in

society. One example is in the way authorities watch over us and monitor our behaviors.

Teachers use an authoritative gaze as they move around the classroom. Additionally,

surveillance techniques have become a fundamental part of life in modern western

societies (Danaher, Schirato, & Webb, 2000; Grant, 2005; Pongratz, 2007; St. Pierre,

2000). The types of surveillance "may range through forms of, for instance, supervision,

routinization, formalization, mechanization and legislation, which seek to effect

increasing control of employees' behavior, dispositions and embodiment, precisely

because they are organization members" (Clegg, 1989, p. 191). As such, the objective of

disciplinary techniques such as surveillance is the normalization of the organization's

subjects. Disciplinary power has increased greatly in modern society infiltrating every

aspect of human life (Clegg, 1989; St. Pierre, 2000). Foucault's work has been used to

create critical discussion in various types of works in relation to educational research

such as issues of governance (Doherty, 2007; Kessl, 2007; Peters, 1996; Wain, 2007),

cultural studies (Besley, 2007; Dimitriadis & McCarthy, 2003), and social work (Maurer,

2007; Walkerdine, 1984).

In his work on disciplinary power, Foucault (1977a) draws parallels between the

Panopticon prison design, and institutional and discursive practices used to *normalize*

behavior such that the individual is behaving according to some set of acceptable

standards of conduct. Such practices include surveillance, normalization, and regulation.

Acts of surveillance regarding teacher evaluations could include not only the formal

classroom observation and walkthroughs, which are clearly evident to the teacher, but

also surveillance at faculty meetings, informal conversations, parent conferences, or other

school-related events where the teacher is not aware of the *surveillance* taking place.

Therefore, classroom surveillance is disciplinary in nature due to the constant gaze of the

administrator on the teacher's instructional practices.

Even though the data for this study is seemingly characterized by partiality tied to a

particular site, it does not make this investigation less rigorous or important. Concerning

the study of the particular, Foucault (2000) states,

It's true that the problems I pose are always concerned with particular and

limited questions... If we want to pose problems in a rigorous, exact way

that's likely to allow serious investigations, shouldn't we look for these

problems precisely in their most singular and concrete forms? ...Further, if

we truly want to construct something new or, in any case, if we want the

great systems to be opened up, finally, to the challenge of a certain number

of real problems, we have to go and look for the data and questions where

these are located.... There are essential theoretical and political reasons why

it is necessary to localize problems. But this doesn't mean these are not

general problems. (p. 285)

In particular, Foucault stresses the importance of focusing on specific issues where they

are situated. In doing so, he states the issue is of no lesser consequence but can have

implications to a larger general problem. Thus, it is important to study the issue of

teacher subjectivity in relation to teacher evaluation system, which is localized to a

particular place with a purposefully chosen group of teachers at a particular school.

Using focused research questions allows for a more in-depth investigation, with a greater

opportunity to open up the system, the teacher evaluation process in the public school

system. Doing the investigation in this manner allows for the critical examination of

discursive formations, cultural, political and strategic conditions, and relationships of

power and knowledge through a focused lens.

Surveillance of Teachers

In accordance with Foucault's (1977a) work, the following section explores a

conventional history of teacher evaluations. It serves to situate the field in education and

teacher evaluations, note breakthroughs, and acknowledge shortcomings. A brief

overview of the social, political, professional, and cultural histories of teacher evaluation

is provided. This history also serves to explore the structures that have and continue to

influence teacher evaluations.

Social History

Although evaluation research has roots that extend to the 17th century, it is a

relatively modern 20th century development (Rossi, Lipsey, & Freeman, 2004). During

the 20th century, the systematic evaluation of social programs became commonplace in

education and public health. After World War II particularly, many major federal and

privately funded programs were initiated to provide urban development and housing, as

well as technical and cultural education (Rossi, Lipsey, & Freeman, 2004). Since

expenditures were very large, they were often accompanied by demands for proven

results. Hence, evaluation results are often matters of intense concern to informed

citizens, program sponsors, decision makers, and those whose lives are affected directly

or indirectly by the program at issue.

According to Rossi, Lipsey, and Freeman (2004), "an evaluation must provide

information that addresses the issues that matter, develop that information in a way that is

timely and meaningful for the decisionmakers [*sic*], and communicate it in a form that is

usable for their purpose" (p. 18). Therefore, an evaluation has a specific purpose or goal

for an intended audience. When it is done at an appropriate time, an evaluation should

provide meaningful information that will guide the direction of the stakeholders.

There are three types of evaluations that have been applied to the teacher

evaluation process, and are being considered in this study: (1) formative evaluation, (2)

summative evaluation, and (3) needs assessment. Formative evaluation is an evaluation

process intended to furnish information for guiding improvement (Scriven, 1991). It

usually emphasizes findings that are timely, concrete, and immediately useful.

Summative evaluation is an evaluation conducted to determine whether expectations are

being met. The purpose of summative evaluation is to render a summary judgment on the

program's performance. Needs assessments are "diagnostic activities which assess the

nature, magnitude, and distribution of a social problem" (Rossi, Lipsey, & Freeman,

2004, p. 54). Needs assessments are also used to determine whether established programs are "responsive to the current needs of the target participants and provide guidance for improvement" (p. 54).

Finally, evaluations should also be considered in the context of their political climate. Carol H. Weiss (1973) states, "Evaluation is a rational enterprise that takes place in a political context. Political considerations intrude in three major ways, and the appraiser who fails to recognize their presence is in for a series of shocks and frustrations" (p. 37). She further explains the political context of evaluation, asserting that: (1) programs are a result of political decisions; (2) evaluation feeds into decision-making; and (3) evaluation by nature has a political stance. Finally, Weiss (1973) cautions us about the importance of all the actors involved in evaluations. She notes that the interests and motivations of other actors, as well as the appraiser's insight into his/her perspective role, can directly influence the results of evaluation. Awareness of these political issues is relevant to the work of evaluation, and consequently, to this study. I will elaborate on the political context by exploring federal, state, and local policies of teacher evaluations, and will also seek to uncover, if possible, the motivations and interest of the actors involved.

History and Politics of Evaluation

Stronge & Stucker (2003) provide a history of evaluation in education. Early versions of teacher evaluations consisted of informal unwritten activities. Teacher evaluations used prior to the 1970's were primarily summative. By the 1970s many schools had formal written procedures. A prevalent shift occurred in the 1990s in teacher evaluations. Elements of formative evaluation were included in the process.

Nonetheless, Stronge and Tucker (2003) report "the current educational context for teacher evaluation is one which the public's demand for greater accountability and the teaching profession's interest in improving its professional standing" (p. 13). Efforts to improve instruction in schools range from national level organizations, such as the National Board for Professional Teaching Standards, to teacher evaluations at the state and local levels.

Clinical supervision is a common model for assisting teachers (Glickman, Gordon, & Ross-Gordon, 1998). Glickman (2002) identifies clinical supervision as "structures for classroom assistance that are most useful in schools" (p. 9). The other types of classroom assistance identified by Glickman (2002) are peer coaching, critical friends, classroom action research teams or study groups. Clinical supervision resulted from the work of Morris Cogan in the early seventies with supervisors of intern teachers at Harvard University (Glickman, Gordon, & Ross-Gordon, 1998). Since Cogan's work, clinical supervision, which is both a concept and structure, has been refined and altered in various ways. The concept of clinical supervision as defined by Goldhammer, Anderson, and Krajewski (1993) include nine characteristics:

- It is a technology for improving instruction.
- It is a deliberate intervention into the instructional process.
- It is goal-oriented, combining the school needs with the personal growth needs of those who work within the school.
- It assumes a professional working relationship between teacher(s) and supervisor(s).

- It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.

- It is systematic, although it requires a flexible and continuously changing methodology.

- It creates a productive (i.e. healthy) tension for bridging the gap between the real and the ideal.

- It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.

- It requires both pre-service training (for supervisors), especially in observation techniques, and continuous in-service reflection on effective approaches. (pp. 52-53)

Additionally, the structural component of clinical supervision includes five sequential steps:

1. Pre-conference with teacher

2. Observation of classroom

3. Analyzing and interpreting observation and determining conference approach

4. Post-conference with teacher, [and]

5. Critique of previous four steps (Glickman, Gordon, & Ross-Gordon, 1998, p. 298)

At the conclusion of the five-step process, the teacher will have a tangible plan of action. The supervisor will review the plan at the next pre-conference and reestablish focus and

method of observation. Thus, the process is never really complete, because there will always be a plan of action for professional improvement.

Glickman, Gordon, and Ross-Gordon (1998) caution that direct assistance, such as clinical supervision, peer coaching, modeling, and co-teaching, should not be equated with formal evaluation. Direct assistance, such as clinical supervision, involves "helping the teacher in continuous reassessment and change" (p. 310). It focuses on improving classroom instruction. On the other hand, formal evaluation is used "to determine whether or not a teacher measures up to a standard of acceptable work – that is, to sum up the value of the teacher" (p. 310). Instructional improvement is a continuous process, whereas teacher evaluation is periodic. It is very difficult, but possible, for a single individual to perform the dual responsibilities of formal evaluation and direct assistance. An individual in these dual roles would have to be well-respected and trusted by the teacher. Regardless, "supervision of instruction can play a strong role in reshaping the work environment to promote norms of collegiality and collective action, or supervision can remain another control apparatus *to keep teachers in their place*" (p. 310). These act to normalize teacher behavior.

There has been extensive research done on the topic of teacher evaluation practices (Brandt, Oliva, Brown-Sims, & Hess, 2007; Colby, Bradshaw & Joyner, 2002; Danielson, 2001; Ellett & Garland, 1987; Loup, Garland, Ellett, & Rugutt, 1996). These studies provide a context for examining the trends and changes (or lack thereof) in teacher evaluation processes over the last forty years. Even though the educational climate has changed, much about teacher evaluations, purpose, and procedures has remained the same (Brandt, et. al., 2007).

Ellett and Garland (1987) published a study on the state of teacher evaluation policies and procedures. The study analyzed documents and surveys provided by the superintendents of 80 of the largest school systems in the US. Ellett and Garland explored the purposes, policies and practices of the systems, and the opinions of the superintendents. Characteristics of the evaluation procedures included direct systematic and informal observations using a standardized observation form with a pre- and post-conference.

In their findings, Ellett and Garland (1987) found three primary purposes of the evaluation procedures: professional development, accountability, and personnel decisions. Teachers were assessed on the following items: appearance, punctuality, collegial relationships, professionalism, classroom management, time usage, clarity, and individualization. Ninety percent of the systems used the documentation generated from assessments for teacher dismissal. In other cases, professional development was prescribed when teachers were documented as being weak. Additionally, less than one-third of the superintendents surveyed believed that the evaluation process led to significant improvement of instruction. Moreover, the teacher behaviors documented in the study did not reflect the best practices described in the literature at the time (Ellett and Garland, 1987).

The 1987 study by Ellet and Garland was replicated a decade later (Loup, Garland, Ellett, & Rugutt, 1996). The purpose of the latter study was to determine if school systems were maintaining the teaching standards developed by the National Board for Professional Teaching Standards. These standards were being endorsed at the state and federal levels. A modified version of the survey used in the original research was again

given to the superintendents of the 100 largest school systems in the US. The researchers concluded that very little had changed in policy or practice in the preceding ten years. Evaluations tended to be summative in nature, such as documentation of poor performance, development of teacher remediation plans, and teacher dismissal. Often principals and assistant principals were responsible for conducting the evaluations, placing them in dual roles. Most superintendents reported that their policies and procedures were adequate. In addition, they believed that evaluations provided some improvement in instruction with the emphasis still on the summative uses of supervision.

A comparison of the studies by Ellett and Garland (1987), and Loup et al. (1996) reveals some similarities and differences in teacher evaluation procedures. Both studies show the evaluation process used a standardized form, and pre- and post-conferences to make direct, systematic, and informal observations. Both studies show that teacher evaluations were used for summative purposes, with little impact on instructional improvement. On the other hand, Loup et al. (1996) reported some of the school systems used different types of documents and data, such as portfolios and self-evaluation pieces in teacher evaluations.

Another study was conducted regarding teacher evaluation policies of 140 districts in the Midwest (Brandt, Oliva, Brown-Sims, & Hess, 2007). Again, the researchers reported the purpose of teacher evaluations to be summative evaluation rather than professional development. Evaluations were used primarily to decide whether or not to keep or release new teachers. On the other hand, portfolios were required in some districts and individual professional development plans were mandated in more than half of the districts surveyed. The researchers concluded that the evaluation systems had

remained much the same over the years, even though the context of the educational

climate had changed with the federal requirement for teachers to be highly qualified.

The teacher evaluation process should be effective in aiding in accountability,

fostering professional development and increasing student learning (Colby, Bradshaw, &

Joyner, 2002). While some researchers find teacher evaluation systems seem to be well

intentioned but burdensome (Danielson & McGreal, 2000; Stronge & Tucker, 2003),

others believe the evaluation systems contain many deficiencies (Danielson & McGreal,

2000). Danielson & McGreal (2000) identified six deficiencies in teacher evaluation

systems:

- Reliance on documentation of a small number of observable behaviors based on one theory of teaching,

- Reliance on low level, norm referenced assessments for students,

- Lack of precision,

- Hierarchical power structures with teachers taking a passive role, and communication flowing top-down,

- Lack of differentiation between the novice and experienced teacher, and

- Limited administrator experience with teachers being more expert than principals about their work or their disciplines.

Evaluation usually entails a principal doing a classroom observation, and providing

feedback to the teacher, which he/she may or may not value. Depending on the

relationship between the appraiser and teacher, "the climate surrounding evaluation may

be essentially negative, with a prevailing perception on the part of teachers that the real

purpose of the exercise is one of *gotcha*" (Danielson & McGreal, 2000, p. 5).

The traditional approach to evaluating teacher performance consists of one or two observations, and written feedback. According to Danielson & McGreal (2000), this system is no longer effective, and has not kept up with the major advances in research and practice of the last twenty-five years. They found that many evaluation systems were grounded in research of the 1970s, such as the work of Madeline Hunter (Danielson & McGreal, 2000). The educational climate has changed drastically, with expectations for student achievement focusing on more complex learning, such as problem-solving applications, as well as advances in areas, such as neurological research (Danielson & McGreal, 2000).

Both summative and formative components are necessary functions of teacher evaluation in any school system (Glickman et. al., 2007). Though the evaluation system is supposed to fulfill both functions, the summative component is usually given priority. However, the focus on a single summative ranking of satisfactory, excellent, or unsatisfactory with recommendations to renew or terminate employment tends to deter professional growth. The two functions often become combined in an annual event to judge whether teachers are meeting state or district demands (Sutton, 2008). Traditional clinical supervision has become a method of "inspection and instructional surveillance" (Zepeda, 2002, p. 87).

According to some researchers (Danielson and McGreal 2000; Glickman, Gordon, & Ross-Gordon, 1998), summative and formative roles are incompatible. Furthermore, the current practice of teacher evaluation supports neither goal. There is a blatant conflict between the function of coach and appraiser. But, if the two processes are separated, it

could enable appraisers to focus more attention on coaching, and less on documenting (Milanowski, 2005).

Current research points to the idea that teachers should be active participants in the evaluation process (Ebmeire, 2003; Feeney, 2007; Fenwick, 2004; Zepeda, 2006). As such feedback is meaningful when it is interpreted, questioned, discussed, and reflected upon by the teacher and leads to different decisions regarding instructional strategies. According to Marzano, Waters, and McNulty (2005), the core purpose of monitoring and evaluation is to provide feedback that improves student achievement. Within this context, teachers prefer a partnership relationship (Zimmerman & Deckert-Pelton, 2003), and believe the role of supervision should be to empower teachers (Sergiovanni & Starratt, 2002).

Professional relationships are a key factor in the effectiveness of the school leadership (Marzano, Waters, & McNulty, 2005; Sergiovanni & Starratt, 2002). Face-to-face interactions can be the most powerful incentive in any organization (Marzano, Waters, & McNulty, 2005). The importance of collegiality and professionalism is equally important in the professional relationship between teachers and administrators. Teachers value the opportunity to contribute to the professional conversations with their administrators. The collaboration is indicative of a relationship where the teachers work with the administrator not for the administrator.

Unfortunately, current evaluation processes are generally tainted with difficulties and deficiencies. Most teachers believe anything less than the highest rating signifies a serious deficiency for an experienced teacher, and place little trust in the system (Danielson & McGreal, 2000). The result is a culture of passivity and protectionism

(Danielson & McGreal, 2000). Principals using the current evaluation process do not affect commitment to teaching (Ebmeier, 2003). In addition, teachers fear losing control and autonomy over their work, dealing with the rigid inflexibility of the school organization, and losing their jobs (Conley & Glasman, 2008). Ultimately, "time and effort committed to personnel evaluation should support and advance school improvement and accountability efforts; otherwise, it becomes a wasted opportunity" (Stronge & Tucker, 2003, p.19). It is critical to examine the teacher evaluation system in light of the incongruity of its intentions, and the actual outcomes produced.

Politics of Evaluation. The educational system has been and continues to be under public scrutiny for its perceived inability to meet the academic needs of all students. The public school system came into the political spotlight beginning with *A Nation at Risk*: *The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983). Wise (1988) notes that the legislation of the 1970s and 80s was based on the premise that teachers were the problem, and they needed to be carefully controlled and monitored. In regards to teacher evaluations, Wise (1988) commented, "Earlier innovations mandated content, leaving method largely to the teacher's discretion; teacher evaluation criteria mandate the method for teaching. The combination of the two is potent. Teacher-proof teaching is just about guaranteed" (p. 330). *A Nation at Risk* was the first attempt "to bring the best and brightest into teaching" (Grady, Hebling & Lubeck, 2008, p. 607). Yet, there were repercussions to such mandates that no one could have foreseen such as the different certification backgrounds.

Public Law 107-110 (The No Child Left Behind Act of 2001, 20 U.S.C. § 6319, 2008) was passed as part of the reauthorization of the Elementary and Secondary

Education Act of 1964. The NCLB Act of 2001 affected nearly every aspect of elementary and secondary education, but few more profoundly than curriculum and assessment. In particular, NCLB also brought federal government attention to the professional development of teachers leading to increased qualifications.

In the 1997-98 school year, Texas adopted the Professional Development and Appraisal System (PDAS). This new instrument is designed to evaluate student achievement, as well as teacher pedagogy. It gave a greater focus on student performance than the previous instrument, the Texas Teacher Appraisal System (TTAS). PDAS contains eight domains with 52 criteria. The domains are:

1. Active, successful student participation in the learning process

2. Learner-centered instruction

3. Evaluation and feedback on student progress

4. Management of student discipline, instructional strategies, time and materials

5. Professional communication

6. Professional development

7. Compliance with policies, operating procedures, and requirements

8. Improvement of academic excellence for all students on the campus

PDAS is designed in accordance with State law specifying several general characteristics of the appraisal system (Texas Education Code, §21.351). The legal mandate forces districts to address the issue of student performance within the context of the teacher appraisal (evaluation). Additionally, PDAS allows teachers to provide input into their own appraisal ratings through the inclusion of a Teacher Self-Report Form. This allows

teachers an opportunity to briefly describe specific examples of their work to the appraiser for consideration in the evaluation process.

Cultural History

According to Glickman, Gordon, and Ross-Gordon (1998), "the concept of culture helps us re-examine schools as places of human community with particular histories and stories" (p. 15). Schein (2004) applies the concept of cultures to organizations. He theorizes, "if an occupation involves an intense period of education and apprenticeship, there will certainly be a shared learning of attitudes, norms, and values that eventually will become taken-for-granted assumptions for the members of those occupations" (p. 20). In other words, members of an organization tend to internalize the shared beliefs of the group, and act accordingly. Glickman, Gordon, & Ross-Gordon (1998) outline some of the norms of the school setting with the inception of the one-room schoolhouse coupled with the political tension from legislative demands.

The legacy of the one-room school house has perpetuated the following norms in the current schools: isolation, psychological dilemma, routine, inadequate teacher induction, inverted beginner responsibilities, lack of career stages, and absence of shared technical culture (Glickman, Gordon, & Ross-Gordon, 1998). Norms such as routine and isolation create a separation between teachers and administrators leaving the teacher to figure out what instructional practices to use and how to behave in the classroom. Thus, efforts to seek clarity and specifics, only serve to engender the members of the organization to the culture and institutional norms of the organization.

The terms isolation, standardization of methods, shared norms, and beliefs resonate with scientific management theory (Taylor, 1947), which was an effort to apply scientific

principles to the workforce. Increased productivity and reducing resistance through a

degree of managerial control over employee work practices were essential pieces of the

theory. In scientific management, Taylor (1947) emphasized the detailed instruction, best

practices in implementation, and the supervision of each worker for the sake of

efficiency. A similar application is evident in current school practices as "administrators

prize conformity, privacy, dependency, quietness, and routine in their teachers and

consider unconventionality, public attention, creativity, assertiveness, spontaneity, and

collective action among teachers to be threatening and *unschool-like"* (Glickman,

Gordon, and Ross-Gordon, 1998, p. 28). Perhaps Sizer (1984) captures best the culture

of the school in his description of Horace, a high school teacher:

> Horace is a gentle man. He reads the frequent criticisms of his profession
>
> in the press with compassion. Johnny can't read. Teachers have low
>
> Graduate Record Examination scores. We must vary our teaching to the
>
> learning styles of our pupils. We must relate to the community. We must
>
> be scholarly, keeping up with our fields. English teachers should be
>
> practicing, published writers. If they aren't all these things, it is obvious
>
> that they don't care. Horace is a trouper; he hides his bitterness.
>
> Nothing can be gained by showing it. The critics do not really
>
> want to hear him or to face facts. He will go with the flow. What
>
> alternative is there? (p. 19)

Teachers are held to a specific set of practices in a cultural that does not allow them to

express any type of dissent but rather expects silence and conformity. Cultural and

institutional norms such as silence and conformity are further reinforced "at professional

meetings and continuing education sessions, and by virtue of the fact that the practice of the occupation often calls for teamwork among several members of the occupation who reinforce each other" (Schein, 2004, pp. 20 -21). In education, public schools can function much like teams. Schein suggests that this is the reason why so many occupations rely heavily on peer-group evaluation; to preserve and protect the culture of the occupation. Therefore, teacher evaluation systems, according to Schein's theory, serve to protect the culture of the teaching profession, and those invested in it. However, the purpose of PDAS in Texas is to improve the instructional practices of teachers in order to positively impact the academic performance of their students. The conflicts, contradictions, and tensions between improving instruction and protecting the professional culture are the focus of my research.

Summary

Deconstructive poststructuralist theory with an emphasis on Foucault's (1977a, 1980, 2000) work on power/knowledge is the theoretical foundation for this study, the exploration of teacher negotiations in context of the teacher evaluation system and processes. Foucault's (1977, 1980, 2000) power/knowledge analysis of how teachers negotiate their experiences with the teacher evaluation system provides an avenue to explore the discursive power relations produced in the cultural, political, strategic conditions of the public school environment. An overview regarding the social, professional, political, and cultural history of the teacher evaluation system shows a historical trend of problematic issues. Next, in chapter three, I will present the methodology of the study.

CHAPTER 3: METHODOLOGY

Exploring the issues of power relations in the public school system can be a complex process. Qualitative research can be utilized to provide a detailed understanding of such complex issues (Creswell, 2007). The following research questions guided this study:

1. What are the cultural, political, and strategic conditions encompassing the teacher evaluation process?

2. What power relations and practices are enabled by the cultural, political, and strategic conditions of the teacher evaluation process?

3. What are the possibilities of the participants' behavioral changes in terms of the relationship between the evaluation process and pedagogy?

Characteristics of a quality study using qualitative research techniques include, but are not limited to, the following: rigorous data collection procedures, application of assumptions and characteristics of qualitative approach to research (i.e., subjectivity, multiple realities), and clearly delineated methodological and theoretical frameworks (Creswell, 2007; deMarrais & Lapan, 2004). Each of these will be discussed later in detail in relevant sections of this chapter.

The goal of this study is to explore the power/knowledge relationships in context of the teacher evaluations in the public school system. The intent of the study is not to generalize or predict, but rather to explore the ways in which teachers experience the teacher evaluation process by using a case study approach informed by poststructural theories. Using Foucauldian theories (1977a, 1980, 2000), I conducted a power/knowledge analysis of the perceptions of three teachers at an elementary school in

South Texas regarding the role of the teacher evaluation process and its influence on instructional practices.

The qualitative methodologies used in this study are delineated in the following discussion. The discussion includes an explanation of theoretical influence – poststructuralism, methodology – ethnographic case study, and power/knowledge data analysis used in the study. The discussion also includes subjectivity, participant and site selection, data collection procedures, reciprocity and ethics, data management, representation, trustworthiness, and rigor. Implementing these qualitative techniques created an in-depth exploration of the power/knowledge relationships and structures experienced by teachers in context of the teacher evaluation system.

Role of Qualitative Research

Denzin and Lincoln (2008) outline the complex historical field in North America wherein qualitative research operates, and crosscuts at least eight historical moments. These moments overlap, and simultaneously operate in the present. They are defined as:

the traditional (1900-1950); the modernist, or golden age (1950-1970); blurred genres (1970-1986); the crisis of representation (1986-1990); the postmodern, a period of experimental and new ethnographies (1990-1995); postexperimental inquiry (1995-2000); the methodologically contested present (2000-2004); and the fractured future, which is now (2005-). (Denzin & Lincoln, 2008, p. 3)

According to Denzin and Lincoln (2008), the eighth moment, the future, is concerned with moral discourse while confronting the methodological backlash associated with the evidence-based social moment. The eighth moment dictates that the social sciences and

the humanities become sites for critical conversations about democracy, race, gender, class, nation-states, globalizations, freedom, and community.

Furthermore, the eighth moment is facing an adversarial position with the National Research Council. In recent years, the National Research Council has initiated the scientifically based research movement, which has created a hostile political environment for qualitative research (Denzin & Lincoln, 2008). Maxwell (2004) asserts the scientifically based research movement is connected to the federal legislation known as the No Child Left Behind Act of 2001, 20 U.S.C. § 6319 (U.S. Department of Education, 2002) and embodies a re-emergent scientism calling for a positivist, evidence-based epistemology.

Critics of the scientifically based research movement share several common viewpoints. First, "Bush science" (Lather, 2004, p. 19), with its experimental, evidence-based methodologies, represents a backlash to the proliferation of qualitative inquiry methods over the past two decades. Secondly, the movement elevates a singular view of science (Maxwell, 2004), while celebrating a "neoclassical experimentalism that is a throwback to the Campbell-Stanley era and its dogmatic adherence to an exclusive reliance on quantitative methods" (Howe, 2004, p. 42). Thirdly, the movement represents "nostalgia for a simple and ordered universe of science that never was" (Popkewitz, 2004, p. 62). The National Research Council, due to its emphasis on one form of scientific rigor, ignores the value of using historical, contextual, and political criteria to evaluate inquiry (Bloch, 2004). In essence, the critics of the scientifically based research movement advocate one form of truth, one reality; thus, marginalizing the

critical conversations in the social sciences and the humanities advocated by the eighth moment.

Deconstruction

This study is based on the work of Jacques Derrida (1974) and Michel Foucault (1970, 1977a, 1977b, 1980, 1994, 2000) both of whose work focuses on language and discourse. Specifically, Derrida (1974) introduces a deconstructive approach to reading texts and challenges the Western cultural assumption that speech is a clear and direct way to communicate. For example, it is impossible to understand what a person means simply on the basis of the words chosen. Since human beings are shaped by their experiences differently, therefore, any meaning making would reflect the rich tapestry of human experiences. Thus, no meaning making can be fixed to one central authority, if the assumption of the multiplicity of experiences is legitimate.

Also, Derrida (1974) argues that one must interrogate the authority of text and philosophy, by questioning its construction in the historical, political, cultural, and linguistic context. This is not to say that the context provides an ultimate reference point for understanding, since referents are unstable and constantly changing. For example, what is meaningful and acceptable at one elementary school in regards to teacher evaluations may be completely different at another campus. Rather, the historical, political, cultural, and linguistic context provides information useful in understanding the *differance* at play that informs the construction of meaning of a particular object or subject. Meaning is dependent upon the particular context in which it is being employed. The explanation or definition of *differance* is only an attempt to explain an idea. To

provide a static definition would be in direct contradiction of Derrida's insistence that there is no such thing.

For example, seeking to understand teachers' experience of the evaluation process at an elementary school would entail exploring the historical and cultural background of the process. These questions might include:

- What is it?

- Why is it done?

- Who is involved in the process?

- What is expected of whom?

- How is it conducted?

- Why is it done in this particular manner?

- Has the process been changed, and if so, why?

- Who is responsible for ensuring the process is followed?

- What deviations are allowed/not allowed?

Derrida's (1983) critique of authority "has an obvious relevance to pedagogy as a critique of authority of educational institutions and those that assume positions of authority in its name" (cited in Peters, 2003, p. 328). In the traditional classroom, the teacher is the central authority departing the knowledge to the students. But the teacher's authority is decentered when the information level is greater outside the classroom from which the students have easy access than inside. Derrida (1983) challenges the traditional structures of the western school when he states that deconstruction

was not primarily a matter of philosophical contents, themes or theses, philosophemes, poems, theologemes or ideologemes, but especially and

inseparably meaningful frames, institutional structures, pedagogical or

rhetorical norms, the possibilities of law, of authority, of evaluation, and

of representation in terms of its very market. (pp. 44–45)

In other words, deconstruction is beyond constructing meaning in terms of the

construction of language, its rules, or semantics. Deconstruction involves understanding

the meaning in language in connection with, in the context of, originating from, and

inseparable from such things as institutional structures and authority. Hence, to explore

the teacher evaluation process, one must consider the context of authority and cultural

school norms in which it exists.

Moreover, Foucault (1970) warns against a simplistic positivist view of Western

culture. Foucault (1970) states,

In attempting to uncover the deepest strata of Western culture, I am

restoring to our silent and apparently immobile soil, its rifts, its instability,

its flaws; and it is the same ground that is once more stirring under our feet.

(p. xxiv)

Thus, whatever is foundational in Western philosophy can also be vulnerable to

interrogation, to being broken apart, to being unstable, thus calling into question the

assumptions behind any kind of fixed cultural ideals. Foucault (1970) suggests a social

science that takes value and power seriously, rather than parade behaviorism,

cognitivism, and structuralism which Flyvbjerg (2001) characterizes as "physics envy"

(pp. 26 – 27). Such "physics envy" can only promote limited forms of inquiry because it

is myopic in its epistemology. Lather (2004) recommends that social sciences should

move beyond the parameters of stability, order, and predictable outcomes. Lather's

(2004) recommendations are especially valuable when human perceptions are studied where their interaction with language informs how people negotiate resistance and accommodation to social structures. Indeed, Foucault (1970) contends that we need to pay attention to "the codes of language, perception, and practice" that arise for a while, and make possible a particular understanding of "the order of things" (p. xxi). The challenge lies in exploring what appears to be orderly in cultural and institutionally practices in order to investigate the issues of value and power within that culture or institution.

The messy spaces of overlapping and contradictory fields, such as power, cannot be subject to limiting finite spaces for a positivist examination (Lather, 2004). Namely, the paradigm of causal relationships easily controlled and manipulated variables in the natural sciences cannot be applied to all complex issues such as power. Power is not an object or variable that can be constrained. It functions differently in the context of every aspect of social issues and relationships, as part of the discourses in which we exchange daily. The use of social and power relations (Foucault, 1980) is an avenue to uncover how teachers conduct their daily practices especially as a result of the teacher evaluation and to understand the school culture and structures in which it abides.

Subjectivity

Subjectivity is the quality of an investigator that affects the results of observational investigation. According to Peshkin (1988), subjectivity cannot be removed like a garment, and is ever present throughout the research. It is the responsibility of the researcher to constantly and introspectively examine his/her own subjectivity, and be aware of the ways it filters, skews, shapes, or transforms the study. Researchers must

attempt to minimize the influence of the researcher's subjectivity. They must also disclose their subjectivities in their research, so that readers are provided with the context in which the research took place. Subsequently, in the next few paragraphs I share a portion of my story about my personal experiences of the teacher evaluation system and process.

In August of 1986, I began my first year of teaching with mixed emotions. The assignment was 7th grade math in the Rio Grande Valley of South Texas. I was placed on a team of four teachers; all veterans in the teaching field with no less than fifteen years of experience each. The learning curve was unbelievably high, even though my university teacher preparation was excellent. At that particular time, the state of Texas was using the Texas Teacher Appraisal System to evaluate teacher performances. Each teacher was subject to a minimum of two appraisals per year - one each semester. Although I was extremely anxious about being evaluated, I viewed the evaluation process as a mechanism by which I could improve as a teacher. I had no doubt in my mind that I needed to continue to learn how to become an excellent teacher.

During the first semester, the appraiser conducted walkthroughs, and shared notes with me on my progress. Though the notes were a bit overwhelming, I recognized that I was a novice teacher with still much to learn about teaching practices. Due to the previous walkthroughs, I was not surprised by the results of the first formal evaluation of the year. I received sixteen "0s," or denials of credit, due to lack of evidence that the criteria had been observed during the appraisal period. When I shared these results with my other team members, they were supportive. They generally commented that I should not be worried about it. They would take care of it. I was unsure what they meant by

'taking care of it,' but I progressed on through the year, keeping in mind the notes made on my appraisal.

There were no more walkthroughs after the first formal evaluation. A second evaluation was conducted during the second semester. Much to my amazement, after reviewing the second evaluation results, there were no denials. In fact, there were several marks given for exceptional performance in some of the areas. I was left with many questions. What made the difference? Could it be that I had learned so much and corrected so many flawed practices in the span of four months? Did the appraiser feel pressured by the veteran teachers to give a 'better' evaluation? Whatever the reason, the experience led me to believe that the evaluation process was a hoax. It was a subjective process that had no impact on my long-term consistent teacher behavior. In August of 2003, seventeen years later, I became an appraiser of teachers. Knowing all too well the feelings of being appraised, it was my intent to make the evaluation process meaningful to teachers. I was especially focused on helping first year teachers in a way that would influence their long-term teaching performance, and lead to student success.

Ethnographic Case Study

As previously mentioned, this research uses an ethnographic case study approach. The use of ethnographic case studies in education has been well established. Fine (1991) used an ethnographic case study design to explore the issue of dropouts at a comprehensive high school in New York City. Another example is Mead's (1961) study of adolescents in Samoa. Each of these studies provided a rich description of a particular issue to their readers. By using an ethnographic case study approach, I was able to

explore in-depth the experiences of three elementary teachers in context of the teacher evaluation system. I will describe ethnography in more detail below.

Ethnography

According to Creswell (2007), ethnography is a research design used to study a cultural group. Typically, a cultural group is defined as a large number of people who interact over time, though it can also be limited to a few individuals as well. A cultural group is not simply defined in traditional terms of gender, age, sex, race, or ethnicity, but in terms of "shared patterns of behavior, beliefs, and language" (Creswell, 2007, p. 68). The ethnographer is interested in describing and interpreting those shared patterns of behavior, beliefs, and language. This is most often accomplished through participant observations.

Participant observation is an activity in which the researcher is situated in the field or natural setting of the study, observing the participants as they interact with others (Lincoln & Guba, 1985). While in the field, the researcher may find him/herself interacting with members of the group, thus being a participant as well. There are several forms of ethnography, such as confessional ethnography, life history, autoethnography, feminist ethnography, ethnographic novels, and the visual ethnography found in photography, video, and electronic media (Creswell, 2007). This study used ethnographic methods, which allowed for the exploration of the public school cultural setting over a shorter period of time.

Case Study

In the tradition of qualitative research of multiple realities, there are multiple definitions of case study. Arguably, some of the more prominent scholars with differing

views of case study are Yin (2009), Stake (1995), and Merriam (1998). Before any further discussion of different views or definitions is presented, it is important to understand that case study research is not the same as casework, case method, case history, or case record (Merriam, 2009). Case study is a methodologically flexible approach to research design that focuses on a particular case whether an individual, or a phenomenon of interest known as the "study of the particular" (Stake, 1995, p. xi). Case study is most commonly used where the interest is complex and highly contextualized, with multiple variables unsuitable for control (Stake, 1995; Yin, 2009). The case study research design has been used in various disciplines: anthropology, medicine, law, psychology, sociology, management, social work, political science, and education (Burns & Grove, 1993; Campbell & Stanley, 1966; Denzin & Lincoln, 2000; Feagin, Orum & Sjoberg, 1991; Merriam, 2009; Sorin-Peters, 2004; Stake, 1995; Yin, 2009). As such, this case study research design allows for the study of the complex power relations within the structure of the teacher evaluation system, the particular interest of this research study.

Flyvbjerg Unpacking Misunderstandings. There are several types of misunderstanding surrounding case studies. In this section, I will highlight specifically the work of Flyvbjerg (2006), who outlines these misunderstandings and offers a counter narrative. Flyvbjerg (2006) contests the positivist view of case study as limited and lacking in scientific value. Such positivist view can be evident in Campbell & Stanley (1966) assertion about case studies as detailed below.

> Such studies have such a total absence of control as to be of almost no scientific
>
> value…. Any appearance of absolute knowledge, or intrinsic knowledge about

singular isolated objects, is found to be illusory upon analysis…. It seems well-nigh unethical at the present time to allow, as theses or dissertations in education, case studies of this nature (i.e. involving a single group observed at one time only). (pp. 6 – 7)

Although such views can undermine the value of case-study methodology, these views oversimplify the nature of case study research. Flyvbjerg (2006) summarizes the discourse around misunderstandings of case study:

Misunderstanding 1: General, theoretical (context-independent) knowledge is more valuable than concrete, practical (context-dependent) knowledge.

Misunderstanding 2: One cannot generalize on the basis of an individual case; therefore, the case study cannot contribute to scientific development.

Misunderstanding 3: The case study is most useful for generating hypothesis; that is, in the first stage of a total research process, whereas other methods are more suitable for hypotheses testing and theory building.

Misunderstanding 4: The case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions.

Misunderstanding 5: It is often difficult to summarize and develop general propositions and theories on the basis of specific case studies. (p. 221, emphasis in the original)

By dismantling each of the misunderstandings about case study and substituting a more accurate statement about the underlying issue, Flyvbjerg (2006) focuses on the characteristics of case study. Thus, he presents evidence of case study as a scientific method by addressing issues such as rigor and trustworthiness.

Multiple Definitions. Stake (1995) views case study not as a methodology but a choice of what is to be studied. The focus is not on the methods used but on the case, the interest, whether an individual, group, classroom, or event. The unit of analysis, the case, not the topic of investigation, characterizes a case study. Stake (2004) identifies three different types of case study research: (1) *Intrinsic*: where the case is studied to gain a better understanding of this particular case, (2) *Instrumental*: where the case is studied to understand related issues or phenomena of interest, and (3) *Multiple or Collective*: where the single case (either intrinsic or instrumental) is extended to include many cases.

On the other hand, Yin (2009) defines case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 18). As such, Yin defines case study in terms of the research process especially where variables are not controlled or impossible to separate from their context. Yin (2009) advocates for both quantitative and qualitative approaches by categorizing case studies as explanatory, exploratory, or descriptive. In these approaches to case study, the researcher seeks to explain the presumed causal links in real-life interventions, explore situations in which the intervention being evaluated has no clear outcomes, or describe an intervention/phenomenon and the real-life context in which it occurred.

Two additional views of case study come from Wolcott (1992) and Merriam (1998). Wolcott (1992) views case study as an end product of research and "does not implicate a particular approach" (p. 36). On the other hand, Merriam (1998) advocates that the researcher's main "interest is in process rather than outcomes, in context rather than a specific factor, in discovery rather than confirmation" (p. 19). Also, Merriam

(1998) describes case study design as effective in producing a rich and holistic account of complicated social phenomena because it is "anchored in real life situations" (p. 41) possibly leading to the discovery of "new relationships, concepts, and understandings" (p.13). Bhattacharya (2009) contests with Merriam's view of case study as being "holistic" stating that "the participants' lives are fluid and continuously evolving, so 'holistic' may be a permanently deferred concept" (p. 116). This study has not attempted to provide a holistic understanding of the participants' experiences. Instead, this study takes into account the perspective offered by Bhattacharya (2009) that any re-presentation of the participants' lives would always already be fragmented in contradictions and tensions.

A Bounded System. Merriam (2009) views case study as "an in-depth description and analysis of a bounded system" (p. 40). According to Creswell (2007), a case study is the "study of an issue explored through one or more cases within a bounded system (i.e., a setting, a context)" with the research leading to the development of a *case description* and *case-based themes*" (p. 73, emphasis in original). In other words, the research is bounded through the research questions. The "case" is also bounded by a specific time frame and location of the study. Additionally, Merriam (1998) states, "the single most defining characteristic of case study research lies in delimiting the object of study, the case" (p. 27). This study was not only defined by the timeframe and location but by the specific issue, the experiences of teachers in the context of the teacher evaluation system.

Data Collection. Stake (2004) advocates that the methods used in case work are implemented "to learn enough about the case to encapsulate complex meanings into a finite report" and "to describe the case in sufficient descriptive narrative so that readers

can experience these happenings vicariously and draw their own conclusions" (p. 450).

Since case study research is a highly personal, in-depth study that can span a relatively

short period of time (Hays, 2004; Stake, 1995; Merriam, 2009), it is important to choose

appropriate methods for data collection. Even though there is no set number of cases to

include in the study, no more than five are recommended (Creswell, 2007). This allows

the researcher more time to concentrate on each individual case (Creswell, 2007) to

conduct a trustworthy and rigorous in-depth analysis. Therefore, the study was limited to

three participants in order to delve deeper into each individual's experiences, to represent

one "case."

The use of multiple data sources in case study research allows for triangulation of

the data, which add to the comprehensiveness and rigor of the study (Hays, 2004; Yin,

2009). In addition to multiple and complex data sources for use in triangulation, Yin

(2009) also emphasizes the use of a theoretical framework to guide data collection and

analysis. Examples of data sources are documents, records, interviews, and participant

observation. The types of documents and records that can be used are letters,

memoranda, meeting minutes, proposals, progress reports, grant applications, action

plans, curriculum plans, lesson plans, and articles (Hays, 2004). The use of interviews in

case study can provide some of the richest data in the research (Hays, 2004). Decisions

regarding the data sources to use in the study should be made early in the research. The

specific details about the data sources used in this study will be discussed further in the

subsequent sections.

This study is methodologically informed by both ethnography and case study.

However, this study is not an ethnography, since such a study requires at least a year or

more in the field. Instead, this study incorporates ethnographic methods while its design is informed by case study. In other words, because the purpose of this study is to explore how teachers negotiate their experiences of the teacher evaluation process and inform their teaching, the context and the culture in which these experiences take place is critical for this study. Therefore, ethnographic methods serve well for such an inquiry, even if the study is not a "pure" ethnography. Case study design assists in guiding protocols for using each teachers' experiences as "cases" within the cultural context of those experiences. To summarize, the philosophical and theoretical approaches informing this study were influenced by poststructualism, whereas the methodology is informed by ethnographic case study.

Participant and Site Selection

Decisions regarding participant selection, site selection and data collection methods were influenced by case study research and methods used in ethnography. Data analysis decisions were guided by Foucault's work on power/knowledge. A description of each item in the research design is provided in the following sections.

Participant Selection

The sampling method for this study was purposeful sampling. Purposeful sampling focuses on "selecting information-rich cases for study in depth" (Patton, 2002, p. 230). These selected cases yield information "from which one can learn a great deal about issues of central importance to the purpose of the inquiry" (Patton, 2002, p. 230). Thus, it is important to select participants who have intimate knowledge and experience in the area that is being studied. Fontana and Frey (2005) also provide guidance in selecting participants for qualitative interviews suggesting that the researcher must "find an insider,

a member of the group studied, who is willing to be an informant and act as a guide and a translator of cultural mores and, at times, jargon or language" (p. 707). The researcher purposefully seeks participants who are willing to freely and fully disclose the practices and translate the jargon used in their cultural group to an outsider, the researcher.

Using the above guidelines, the participants of the study were selected based on pre-determined criterion. The participants are teachers of an intermediate school, Southern Intermediate. The criteria for selecting participants were chosen in the endeavor to explore a broad range of experiences. At least one of the participants is representative of each of the following categories in terms of years of teaching experience: 0 – 3, 4 – 15, and more than 15 years. The participants are from at least two different grade levels or specializations (i.e., resource teacher, physical education teacher). Table 1 shows how the participants met the pre-determined criteria. The participants volunteered for this study after being presented information about the study such as the purpose, expectations for their participation, risks, and benefits. The participants signed the Informed Consent Form (Appendix C) before participating in the study. The process of participant selection, obtaining informed consent, and explaining the role the participant is expected to play in this study is presented in further details in the Institutional Review Board protocol (Appendix B). In order to preserve the anonymity of the participants to the fullest extent possible, the specific grade level is not indicated but rather a generic X or Y is provided in the table.

Table 1

Criteria for selecting participants

Criteria		Joseph	Hannah	Michaela
Teaching experience	0 – 3 yrs.	√		
Teaching experience	4 – 15 yrs.		√	
Teaching experience	> 15 yrs.			√
At least two different grade levels or specialization		Grade X	Grade X	Grade Y

Site Selection

The site, Southern Intermediate, was chosen for two main reasons: academic

struggles and perceived accessibility. Since academic student performance is one of the

key factors in "rating" a school according to the Texas Accountability Standards, I was

interested in exploring the power relations produced in the cultural, political, strategic

conditions of this particular environment. Southern Intermediate is situated in a medium

sized school district of an urban city in South Texas. Southern Intermediate was rated

unacceptable on the Academic Excellence Indicator System (AEIS) of Texas for the

2007-08 school year. For the 2008-09 school year, the campus received an *acceptable*

rating with gold performance acknowledgements in the area of reading/English language

arts and mathematics. The requirements for each rating category (*unacceptable,*

acceptable, and *exemplary*) are detailed in the Texas Education Agency Accountability

Manual (Texas Education Agency, n.d.) for that particular year. The rating categories

include such items as attendance, drop-out rate, number of students completing the

recommended high school program plan, SAT/ACT results, and student performance on

state assessments. Perhaps the most crucial element to earning a particular rating is the

students' results on the state examination, Texas Assessment of Knowledge and Skills

(TAKS). Table 2 demonstrates passing requirements to meet an acceptable rating in

2009 for any public school in Texas.

Table 2
Criteria for acceptable rating in 2009

	% Required to Meet Minimum Passing Standards				
Student Group	Reading	Math	Science	Writing	Social Studies
Entire Student Population	70%	55%	50%	70%	70%
African American	70%	55%	50%	70%	70%
Hispanic	70%	55%	50%	70%	70%
White	70%	55%	50%	70%	70%
Economically Disadvantaged	70%	55%	50%	70%	70%

Source. 2009 Accountability Manual (Texas Education Agency, n.d.).

Table 3 shows the demographics of Southern Intermediate in 2008-09. Table 4 shows the

results of the TAKS examination in 2008-09.

Table 3
Demographics of Southern Intermediate in 2008-09

	Percent		Percent
Hispanic	94.3%	Economically Disadvantaged	82.3%
White	5.1%	Limited English Proficient	7.7%
African American	0.3%	At-Risk	55.3%
Other	0.3%		

Source. AEIS 2008-09 Campus Performance Report (Texas Education Agency, 2009).

Table 4
TAKS Results – 2009 Met Standard for Southern Intermediate

	Reading		Mathematics		Science
	Percent Passing		Percent Passing		Percent Passing
Category	Grade X	Grade Y	Grade X	Grade Y	Grade Y
Campus	66%	81%	61%	64%	68%
Hispanic	64%	80%	59%	63%	67%
White	89%	99%	88%	78%	75%
Economically Disadvantaged	64%	79%	59%	62%	65%
Limited English Proficient	25%	64%	31%	45%	8%

Source. AEIS 2008-09 Campus Performance Report (Texas Education Agency, 2009).

The demographics (See Table 3) and TAKS results (See Table 4) are indicative of the

academic struggles experienced by the predominately economically disadvantaged

Hispanic student population of Southern Intermediate.

Gaining Access to Site and Participants

The gatekeepers of the public school system seem to be very protective of

"outsiders" or divulging "trade secrets." For example, most public schools have signs

clearly posted indicating that all visitors, rather "outsiders," must gain entrance or

permission to the premises through the main office of the school. Thus, I found myself in

a precarious position asking for permission to gain access to the research site where I was

a former member.

Foremost, I sought the principal, Mrs. Gallegos, of the campus for permission to

conduct the study. Considering the principal's duty to "protect" the school from

"outsiders," I anticipated that this was the most difficult hurdle to cross. I respected the

principal's desire to retain discretion of the day-to-day affairs of the school culture. I also

had the responsibility to explain the study in such a way that the research process was

transparent to the members involved and confidentiality was not betrayed. In addition,

participants were provided a consent form detailing information about the study, its

purpose, participant's rights, a statement of known risks/benefits, and procedures for data

collection. When I presented the forms to the principal and participants of the site, I took

the necessary time to review that information and answer any questions they had. Since I

was in the field gathering information where the participants work (Wolcott, 1999), I was

mindful of entering the personal space of both the participants (Joseph, Hannah, and

Michaela) and the principal, Mrs. Gallegos.

Data Collection Procedures

According to Denzin and Lincoln (2008), qualitative researchers use a wide range of interconnected interpretive methods. By doing this, researchers are seeking better ways to provide their readers with comprehensive information about the worlds they have experienced and studied (Denzin & Lincoln, 2008). In my attempts to make the world of the public school culture and how teachers experience the evaluation process visible to the reader, I used a "series of representations" (Denzin & Lincoln, 2008, p. 4) including field notes, interviews, informal conversations, participant observations, teacher evaluation documents, school district policies, memos, and minutes referencing teacher evaluations, participant journaling, and reflexive journaling. The research timeline (Appendix A) where I detailed the specific events that occurred in the research study chronologically will be addressed later in detail. Each of these data sources will be discussed in detail in the subsequent sections

Interviews

Qualitative interviews are a form of data collection in which the information is solicited verbally from the participant (deMarrais, 2004). DeMarrais (2004) defines an interview as "a process in which a researcher and participant engage in a conversation focused on questions related to a research study" (p. 55). Whether the conversation is with one person or a group, it is a conversation with a purpose (Merriam, 2009). Patton (2002) further explains:

> We interview people to find out from them those things we cannot directly observe…. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot

observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

The purpose of interviewing, then, is to allow us to enter into the other person's perspective. (pp. 340 – 341)

Thus, the researcher has the task of eliciting crucial data directly from the participant via the interview process.

Qualitative interviews have been sorted into various categories such as intensive interviews, in-depth interviews, open-ended interviews, unstructured interviews, structured interviews, conversational interviews, and clinical interviews (deMarrais, 2004). While some of these terms refer to how the interview is constructed (i.e. open-ended, unstructured), others refer to the particular approach from which the interviews are derived (i.e. psychological, therapeutic approaches) (deMarrais, 2004). Other types of interviews are characterized by the information being sought such as life history interviews, feminist interviews, and phenomenological interviews. The label of the interview indicates the type of information being sought in the interview.

Interview, in the context of this study, is defined as a pre-determined appointment to meet with the participant for approximately forty-five minutes to discuss a set of questions that the researcher used as prompts for discussion. The questions asked were open-ended and not entirely specified in advance. The following is a list of the questions prepared in advance for use in the first interview with each participant:

- Can you tell me about the first time when you were trained on the PDAS?

- Tell me about one of the times when you were evaluated with the PDAS instrument.

- Can you describe what happened before you were observed?

- What has been your experience with the Self-Report section of the PDAS?

- Can you tell me what happens after you were observed for PDAS?

- Can you tell me about your most recent experience with the summative conference?

- Can you describe what happens during a typical school year in the appraisal process?

- Can you describe your experience with PDAS over the course of several years?

Questions in subsequent interviews were based on the participants' responses in the prior interviews.

During an interview, the researcher has the task of creating an atmosphere in which the participant is fully expressing his/her thoughts, feelings, beliefs, attitudes, etc. without risk of providing a 'wrong answer' since there is no single correct answer to a question. The interview should be an "active" interview (Holstein & Gubrium, 1995) where the interviewer and interviewee are equal partners in constructing meaning. During the interview process, the researcher should take steps to consider any ethical and methodological issues (Altork, 1998; Eyring, 1998; Tunnell, 1998) that could arise. Being an appraiser in the past, I considered the ethical implications of presenting myself as a researcher and the extent to which the participants will perceive me to be a safe space to speak frankly about the appraisal process. To mitigate this ethical issue I worked hard to build trust and rapport and re-invent my relationship with the participants. Additionally, I listened critically and confirmed what I heard with the transcript so as not

to infer what I thought I had heard. I reconfirmed the transcribed text of the interview with the audiotaped recording of our conversation where the participants share their thoughts.

Each participant shared their thoughts during three interviews throughout the study. All interviews were conducted in the teacher's classroom. During the interview process, I "employ[ed] observational methods to note body language and other gestural cues that lend meaning to the words of the persons being interviewed" (Angrosino, 2008, p. 161). Interviews were audiotaped and later transcribed for use in data analysis. I took notes during the interviews to help formulate new questions, provide direction for subsequent interviews, facilitate later analysis, and as a backup in case of recorder malfunction (Patton, 2002).

To elicit further participant dialogue in the interview, I used the teacher evaluation documents to create a word cloud. A word cloud is a visual depiction of words. Using Wordle, Figure 1 is an example of a word cloud generated using the PDAS evaluation document. I copied all the words directly from a PDAS evaluation form and pasted them into the text box of the Wordle website to create the word cloud. The word cloud was presented to the participants at a follow-up interview and their feedback was requested. Before presenting the word cloud to the participant, I explained how it was generated from the Wordle internet site. I took steps to ensure that the colors on the word cloud had no particular meaning other than the thoughts that were evoked by the participant while viewing the word cloud. I presented the word cloud to each participant and asked them to speak freely. Participants spoke freely, related to the terminology and their experiences in the teacher evaluation system.

Figure 1. PDAS Word Cloud

Using the word cloud allowed me to present the PDAS terminology in a different

format with various colors, making some terms stand out more than others. Additionally,

what this word cloud allowed was a chance for the participants to reflect on how they

negotiated meaning of their experiences. For example, Hannah reflected on the various

terms such as student performance and expectations as being important in relationship to

classroom instruction. Hannah contrasted those terms against other terms such as

proficient and unsatisfactory that evoked distasteful thoughts or feelings for her.

Participant Observations

Observation is a "powerful tool" (Lincoln & Guba, 1985, p.274) and another major

source of data collection in qualitative research (Merriam, 2009). There are several

questions to consider when doing observations such as:

- What should the researcher observe?

- What is the relationship between the observer and observed?

- How will the observations be recorded?

- How is the presence of the observer affecting the participants in the field?

These issues and more have been addressed by Lincoln and Guba (1985), Merriam (2009), Stake (1995), and Yin (2009). The observation protocols set forth by those researchers provided the guidance to conduct the observations in this study.

Although observations can occur in any setting, in context with the ethnographic case study research design being employed, I conducted participant observations in the "natural" location (Patton, 2002). Participant observation is an activity in which the researcher is in the field or natural setting of the study observing the participants as they interact with others (Lincoln & Guba, 1985). Participant observations occurred at the site, Southern Intermediate, where teachers experience the evaluation process. Merriam (2009) provides some suggestions as to what to observe including the physical setting, the participants, activities and interactions, conversation, subtle factors, and the researcher's own behavior. Gold (1958) identifies the range of observation from the researcher's extent of participation in the field: complete participant, participant observer, observer as participant, complete observer. For instance, while in the field conducting the observation, the researcher may find himself/herself interacting with members of the group, thus being a participant in varying degrees as well.

I was interested in describing and interpreting those shared patterns of behavior, beliefs, and language, which are most often accomplished through participant observations. While conducting and writing about the observations, I was mindful of

Spradley's (1980) warning concerning the researcher's knowledge about the situation

being studied. Since I am currently a school administrator responsible for teacher

evaluations, I am familiar with the topic of this study as well as the site. Having such an

intimate knowledge of the topic and the site, I had the additional challenge of ensuring

that I would not overlook seemingly unimportant details, which could be a rich source of

data. I used the descriptive question matrix (Spradley, 1980) presented in appendix H, to

guide the formulation of questions to be answered while conducting the participant

observations.

January 27th - Field Observation of Joseph's Classroom Interactions
- Class has started. There are approximately 20 sixth grade students crowded around 3 groups of paired science tables.
- One child is sitting in the teacher's chair. (I found out later that he spends most of his day with this teacher. Apparently, the child behaves for this teacher is under control for the most part in his classroom.)
- Joseph spends most of his time sitting in front of the classroom providing students' with a set of definitions in regards to machines (6 to be specific). As each definition flashed on the screen, the students are instructed to copy the definition and draw a picture. As each definition is placed on the screen, Joseph asks the students questions pertaining to the definition.

Figure 2. Example of Field Notes

For example, I sought to provide a descriptive scenario of where the 'actors', i.e.

teachers, experience the evaluation process, which included the space, objects, time,

goals, feelings, etc. that were used in data analysis. In Figure 2, a portion of the field

notes of Joseph's classroom interaction was provided. The field notes allowed for

additional insight and perspective as the participants shared their thoughts about the

teacher evaluation process.

In addition to conducting participant observations in the interview process, I also used observational methods during informal conversations. These informal conversations provided opportunities to establish rapport and gain trust (Fontana & Frey, 2005). Since one of the main issues of participant consent was gaining permission/access to copies of the participants' teacher evaluations, I worked diligently to gain their trust. Also, I ensured the participants' confidentiality in the study as well as in the management of data collection. Furthermore, I focused on establishing and maintaining a strong rapport with the participants throughout the study.

Journal

Another component in the data collection was a reflexive journal. Lincoln and Guba (1985) refer to reflexive journals as "introspective journals that display the investigator's mind processes, philosophical position, and bases of decisions about the inquiry" (p. 109). In other words, I kept a reflexive journal to scribe out my own thoughts, feelings, attitudes, viewpoints, experiences, and decisions as I conducted this study. This process of "confessing" in a journal is an important standard practice in qualitative research (Marcus, 1998). Foley (2002) explains the importance of reflexivity stating,

> turning in on oneself in a critical manner tends to produce awareness that there are no absolute distinctions between what is "real" and what is "fiction," between the "self" and the "other." Methodologically, this means that we are forced to explore the self-other relationships of fieldwork critically if we are to produce more discriminating, defensible interpretations. (p. 473)

In the preceding statement, Foley (2002) cautions us that we must be acutely aware of our subjectivity, issues of power, and the relationships that are developed during the study. Inevitably, the lines between self/other and real/fiction can be blurred from distinction. It is virtually impossible to remove one's influence from the study, but we must attend to the task of being intellectually honest and describe the role we play in constructing knowledge in our studies. For this reason, I kept a reflexive journal throughout the study, from the time of obtaining permission for the study until the completion of writing the analysis, to maintain a critical eye on the relationships between "others" and myself.

January 18<u>th</u>

There were some ethical issues that I did not anticipate. One particular incident comes to mind which has to do with the journal entry the veteran participant wrote. It basically referred to the evaluations I had written on her. As it turns out, she states that they were some of the toughest ones she had received. I had no idea this would be an issue that I would be confronted with. To be quite honest, it makes feel very uncomfortable. Is she looking for a justification? It's not like I can change the evaluation or that it makes any difference in her professional career. But it still feels like I should somehow justify myself to her. By the same token, I don't necessarily believe it would do any good. Maybe it was just an opportunity to tell me how she felt since she never brought it up during my employment at the school. Did she take this opportunity to just get it off her chest? I don't know!

Figure 3. Entry in Researcher's Reflexive Journal

In Figure 3, I have included one excerpt from my reflexive journal. This particular entry focused on Michaela's statement to me that I had been "one of the toughest" appraisers that she had. Using the reflexive journal assisted me in limiting the amount of influence this particular issue had on the study. In light of the fact that I have a prior relationship with all the participants as their appraiser, keeping the reflexive journal was of particular significance to me in order to limit my influence on the study.

Documents & Artifacts

Another data collection strategy implemented was the use of documents and artifacts. The artifacts included are those "symbolic materials such as writing" and "nonsymbolic materials such as tools and furnishings" (LeCompte & Preissle, 1993, p. 216) that are associated either directly or indirectly with the teacher evaluation process. The documents and artifacts provided another layer of information to the study that was integral in data analysis process using triangulation.

The artifacts included in this study were those items the teacher associates with the formal observation or walkthrough. For example, in my prior experiences as a campus administrator who evaluated teachers, teachers often associated the administrator's presence in the classroom with a clipboard or legal pad with the evaluation process. The act of writing, scribing, or note taking was another artifact but non-symbolic in nature. The presence of another person sitting for any length of time 'observing' was also an artifact associated with the teacher evaluation process. For instance, Michaela reported that other teachers would be asked by their administrator to observe her during a lesson. During and after my observations and interviews, I made notes about these artifacts and others as they arose in the study.

There are three particular documents included in this study: teacher evaluation records, the PDAS training manual, and Texas Education Code Chapter 150 – given to the teachers at the faculty meeting. Permission to obtain access to the participants' records and copies was part of the informed consent agreement. I used these evaluation records to prompt the participants' memories of their prior experiences in regards to the evaluation process.

The PDAS manual as well the Texas Administrative Code referencing the teacher evaluation process was used as a source of data collection. These were also used to elicit responses from the participants. Additionally, the documents were analyzed with a specific purpose: seeking any reference to power structures and positionality. This will be addressed further later in the data analysis section.

Other Data Sources

Some additional sources of data were collected using photographs, participants' reflexive journals, member checks, and peer debriefings. Using these additional data sources added to the rigor and comprehensiveness of the study as previously discussed. In this section, I will elaborate on each of these sources with examples.

Researcher generated photographs along with participant observations can provide a "means of remembering and studying detail that might be overlooked if a photographic image were not available for reflection" (Bogdan & Biklen, 2007, p. 151). With appropriate permission, I took photographs of the administrator's office, teacher's classroom, the teacher's school mailbox, and the school's main office area.

peephole
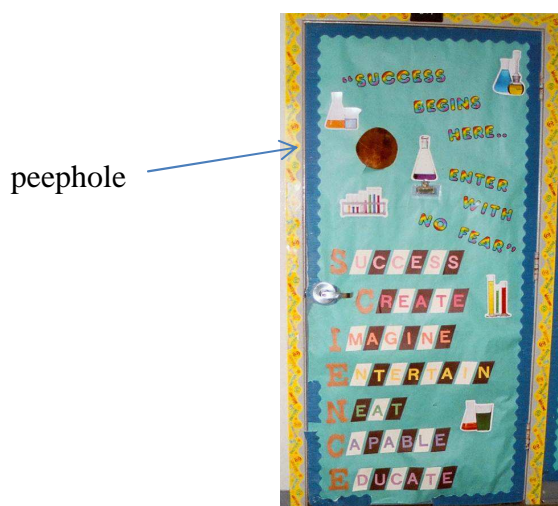
Figure 4. Joseph's classroom door at Southern Intermediate

These areas are the most commonly associated with the teacher evaluation process. Figure 4 is an example of one of the photographs I took during the study. This picture illustrates the 'peephole' that all classroom doors are required to have.

In addition to the photographs, I asked the participants' to keep a reflexive journal (Merriam, 2009) of their own. The participants were asked to record their thoughts, beliefs, attitudes, feelings, etc. in regards to their experiences about the teacher evaluation process as well as the study. Even though all the participants agreed to keep the journal, only two of them actually wrote in their journal. In addition, of the two that wrote in their journal, each of them only had one entry. Although this particular data source did not produce an extensive amount of pages, the information each of them chose to share in their journal added an important layer to their story and the study itself. For example, Michaela chose to share in her journal entry the information about her toughest evaluation, which involved me as her appraiser. This allowed us to explore that part of her story in depth and provided significant understanding of how Michaela negotiated the teacher evaluation process.

Throughout my research, I also took field notes, conducted member checks and peer debriefings (Lincoln & Guba, 1985). Lincoln and Guba (1985) define member checks as "referring data and interpretations back to data sources for correction/verification/challenge" (pp. 108 – 109). Consequently, I presented the participants with transcripts and my findings for their confirmation or rebuttal. Furthermore, ideas and suggestions from member checks were used to provide "points of

clarification" (Bhattacharya, 2009) as well as gave the participants an opportunity to work in a collaborative effort as co-authors.

Peer debriefings were conducted in much the same manner. But instead of asking the participants for input, in peer debriefing, I worked with peers who have knowledge of qualitative research and/or the teacher evaluation process. Debriefing by peers involves "systematically talking through research experiences, findings, and decisions with noninvolved professional peers for a variety of purposes – catharsis, challenge, design of next steps, or legitimation" (Lincoln & Guba, 1985, p. 109). For instance, I reviewed the progress of my research with professionals who are familiar with the teacher evaluation process in Texas.

Overview of Data Sources

In summary, I used a wide variety of sources to collect data. These sources included field notes, interviews, informal conversations, participant observations, teacher evaluation documents, school district policies, memos and minutes referencing teacher evaluations, photographs, participant journaling, reflexive journaling, member checks, and peer debriefings. I was able to gain information and insights from the participants from different perspectives and venues using the different sources. I collected 589 pages of data detailed in Table 5 from which I wrote a description of the participants experiencing teacher evaluations. Furthermore, using this variety of sources provided opportunities for triangulation as well as increased the rigor and trustworthiness, discussed later, of the study.

Reciprocity and Ethics

In every qualitative study, reciprocity and ethics should be addressed. Stake (2008) asserts, "funding, scholarly intent, or Institutional Review Board authorization does not constitute license to invade the privacy of others" (p. 140). In other words, simply having an Institutional Review Board (IRB) approval does not give me, the researcher, permission to intrude into the private areas of the participants' lives without regard for what affect this might impose on them. No research is more important than the health and welfare of the person exposed. I understand that as a qualitative researcher, I will be a guest in the private spaces of the participant's world. As such, I had the responsibility of conducting myself in a professional manner employing the highest code of ethics (Stake, 2008). In light of this and our prior professional relationship, I spent some additional time with the participants when I felt appropriate in personal conversation especially when other Southern Intermediate teachers or staff members would come by and visit during the interview time.

Ethical Issues

Ethical issues were also considered when undertaking data analysis. Using the guidance of Miles and Huberman (1994), I was cognizant of the following issues before, during, and after the research study:

- Informed consent -- Do participants have full knowledge of what is involved?

- Harm and risk -- Can the study hurt the participants?

- Honesty and trust – Am I being truthful in presenting data?

- Privacy, confidentiality, and anonymity --Will the study intrude too much into group behaviors?

- Intervention and advocacy -- What should I do if participants display harmful or illegal behavior?

Using those questions as a guide, I made preparations to address these issues before beginning my research. For example, I ensured that the IRB delineated the expectations of the participants' participation in the study. It was clear that there was no quid pro quo on the teacher evaluation in exchange for participating in the study.

Perhaps the most salient ethical issue in this study was my prior role as an appraiser in Southern Intermediate four years ago. I was aware of the perception the participants would have of me as someone who had supervisory power over their instructional practices. Aware of these issues, I ensured that anyone who volunteers for the study does so without any coercion. I ensured that during the informed consent discussion, the participants were fully aware that s/he could exit the study at any time without explanation or any punitive damages. Moreover, I made sure that the participants knew that my current and future career aspirations did not involve being in any supervisory role with them. I worked in a district at least an hour away from Southern Intermediate and our professional circles are distinctly different. Despite the fact that I did not have any supervisory relationship with the participants during the study or even worked on the same campus or school district, I still felt that my role as an administrator could be a barrier to how willing the participants might be to trust me and discuss their experiences fully and freely.

To mitigate the issue of trust, I worked diligently to establish rapport and blur some of the boundaries between the participants and me in terms of our roles as former administrator and teacher. In my initial conversations with the participants, it was critical

to establish the distinct and separate role that I expected to have with the participants as only a researcher. Additionally, at times during some of the interviews I sensed that the participants were inclined to "please" me thereby not freely expressing their thoughts especially if they perceived them in terms of right or wrong responses. To counterbalance this issue, I promoted my role as researcher and not former administrator/appraiser in the interview process. For example, in our prior relationship, I always addressed teachers by their last name only. To maintain a professional distance, I never called them by their first name. However, during the study, I purposefully used their first name. Also, using appropriate informal conversational interview techniques to assist the interviewee to express and elaborate their beliefs, thoughts, and values were critical in obtaining valuable data.

It became evident to me that I was able to establish adequate trust and rapport when each of the participants became vocal in their criticism of the teacher appraisal system to me, their former appraiser. In one instance, Michaela actively volunteered to read her journal entry where she stated that her experience with me was one of "toughest evaluation" and that I had made a "significant impression" on her. When I explored this issue further, Michaela felt safe enough to explain that while she respected me and my authority, she did not think I was the most qualified person to evaluate her instruction since my expertise is in math and hers is in language arts. Hannah and Joseph were equally vocal in expressing their dissatisfaction with the teacher evaluation system, without being in fear for consequences for such exchanges with me. While it is difficult to claim that the distance created between us as administrator and teacher was completely erased due to my rapport-building and trust-establishing skills, I was grateful that at least

they did not completely censor themselves from providing me with critical feedback about their experiences.

Reciprocity

Reciprocity involves a relationship with the participants characterized by intense sharing, trust, and mutuality (Creswell, 2007). As such, during the course of the research, the participants shared personal insights as they allowed me to be part of their world. I was keenly aware of the fact that they are the owners of the data, their stories. Accordingly, I had the responsibility to ask myself the following questions:

- What, if anything, did the participants gain in return for participating in the study?

- How could I possibly pay back the participants for their time and assistance in the study?

Stake (1995) advises to use ordinary common sense and good manners carefully recollecting if promises were made that have yet to be fulfilled before leaving the site.

Although I did not provide a monetary incentive for participating in the study, I showed my gratitude in different ways. For instance, after each interview I thanked the participants for giving their time and provided them opportunities to ask any questions about the progress of the research. On a regular basis, I expressed to the participants that their involvement made the research possible. I acknowledged the importance and value of their stories especially when they expressed concerns or doubts about what they were sharing. By continually building a relationship of trust and respect, I attempted to provide the participants with a forum in which they could freely express their thoughts, attitudes, and beliefs about the teacher evaluation system. This meant providing the

participants with additional time to voice their thoughts and simply listening to them even if the conversation had momentarily taken a turn away from the research purpose and questions. I also provided them with information on how their participation in this study helped contribute to the current body of knowledge and possibly offer alternative viewpoints on teacher evaluations. At the conclusion of the study, I also provided each of them with a small fruit gift basket with a thank you note.

Data Transformation

Data transformation usually involves a process of data management and analysis in order to transform raw data to evidence that responds to the research purpose and questions (LeCompte & Preissle, 1993). Data management and analysis used in this study include a variety of methods and strategies that address the use of an organizational system for data collection and storage, power/knowledge analysis, data reduction, and writing. According to Wood and Kroger (2000),

> the situatedness of discourse suggests that particular care be taken to note the following sorts of information: the circumstances under which the discourse was produced and recorded; date, time, and place; the conditions under which documents (written texts) were produced (e.g., anonymity, confidentiality); and the ways in which they were preserved, stored, and made available to the researcher. (p. 69)

That is, I was proactive in taking steps to ensure that the context in which the information was collected and stored was carefully noted. For instance, I carefully noted the date, time, place and circumstances when I collected the data from each of the individual participants. When reviewing and re-examining the data, these notes allowed me to

carefully reflect on that specific moment and the circumstances within which the particular discourse was created.

Data Management

In qualitative research, data management can be complex (Richards, 1999). I employed the use of NVivo which "provides a range of tools for handling rich data records and information about them for browsing and enriching text, coding it visually or at categories, annotating and gaining accessed data records accurately and swiftly" (Richards, 1999, p. 4). After completing the transcription of the audiotaped interviews, I imported the transcriptions and observations into the NVivo data analysis software. All files, whether hard copies or electronic versions, were identified using the pseudonyms selected in advance for the respective participants. I also used pseudonyms for any administrators for which the participants made references to with the exception of my name.

I also maintained a binder to organize and manage the teacher evaluation documents, teacher walkthrough forms, copies of school district policies, procedures, memos, and word clouds. In Table 5, I have identified the sources of data and enumerated the amount of pages associated with each item. Considering the large amount in pages of information, the binder provided a way of categorizing and ordering the data as well as providing a transportable copy from which I could make notes (Bhattacharya, 2009). Before placing documents in the binder, I removed all information identifying the participants and/or the site from the documents to ensure confidentiality and anonymity before placing them in the binder. I used color- coded dividers to separate the types of documents and/or participants.

Table 5
Raw Data Inventory

Data Source	Pages per Source	Frequency	Total Pages
Interviews	12 – 29 pages	10	244 pages
Observations	2 pages	3	6 pages
Participants' Journals	0 – 2 pages	3	4 pages
Researcher's Journal	52 pages	1	52 pages
Participants' PDAS Evaluations	5 pages	33	165 pages
Other PDAS Documents	1 – 4 pages	6	19 pages
Analytic Memos	¼ - ½ page	--	10 pages
PDAS Teacher Training Manual	50 pages	1	50 pages
District Policies/Memos	6 - 18 pages	3	34 pages
Photos	2 photos/page	10 photos	5 pages
Total Pages of Data			589 pages

Using the binder also allowed me the flexibility to reorganize or regroup the data during

analysis. To ensure the security of the documents, I kept a table of contents of all the

documents collected as well as the number of pages per document. This also facilitated

quick access to the materials when I was working on particular sections of the data. In

addition to hard copies of the data, I also kept an electronic copy wherever possible. For

example, my researcher's notes were kept electronically for the most part but I also

carried a small paper journal with me throughout the study. Both the electronic copies

and binder were used in data analysis whenever necessary and/or convenient.

Data Analysis

While traditional qualitative research incorporates coding, and sufficient rigor has

been established for various coding procedures, in this study, I used every form of data

analysis with caution, refusing to let it settle in any form of fixed beliefs or grand

narratives. My process of chunking data was cyclical (Saldana, 2009) and iterative, as in

I consistently kept going back and forth comparing sources to sources, individual data

sources, linking between various sources and writing around thoughts, hunches, and breaking apart any ideas that seemed salient. Specifically, I used Foucault's (1977a) power/knowledge analysis to guide the iterative process while keeping the research purpose and questions at the forefront of the research.

The first and probably the most linear approach to analyzing data were conducting a round of in vivo coding. In vivo (Saldana, 2009) coding refers to the act of identifying direct words and phrases and selecting those words and phrases as semantic units of meaning. While in vivo coding has traditionally been used in more essentialist settings in qualitative research (Charmaz, 2006; Madison, 2005; Saldana, 2009; Stake, 1995), in this study, I used Foucault's (1977a) concepts of surveillance, discipline, power relations, tensions, contradictions, resistance, and accommodations to guide the cognitive selection of direct words or phrases used by the participants. In Figure 5 below, I demonstrate how I used tensions as an analytical lens for data reduction.

Sometimes uhm uhh sometimes I feel like okay, **what are they writing**. **Did I do something wrong** because now they're having to write so they're you know **they're critiquing me in some way. That's what they're you know supposed to be doing.** And, and **so sometimes I, I worry**. You know. Because, I don't know. It's like, **when you see them writing it's like your confidence kind of goes down in a way**. It might be the movies. You see, you see **movies** or something. And, and usually you know especially like in scenarios where there's classrooms or like a **teacher movie**. And you see them. And you know they're, **they're giving you that beady eye look and they're writing down**.

Figure 5. Original Text from transcript

Figure 5 demonstrates an example of the original text from one of the participants. After focusing on the tensions in the data, I identified the sites of tensions. I then cleaned up the words and phrases that were not necessary and rearranged the excerpt in a coherent manner keeping the ideas generated by the bolded words as salient as possible.

 In this way, I was able to reduce the length of the transcript to a smaller analytical chunk as demonstrated in Figure 6.

What are they writing? Did I do something wrong? They're critiquing me in some way. That's what they're supposed to be doing. So, sometimes I worry. When I see them writing, my confidence goes down. It's like in the movies where there's a teacher getting that beady eye look when they're writing something down.

Figure 6. Text after data reduction

I examined the smaller analytical chunks of the discourses on an individual basis for each participant. The data was sorted around particular components of PDAS such as walkthroughs, staff development, and formal classroom observations. This process allowed me to view what the participants chose to emphasize in their particular experiences with the teacher evaluation process. For instance, Joseph chose to speak about the staff development policies and procedures whereas the other two participants did not. I began to write around those experiences, creating sets of scenarios around particular structures of PDAS and always using tensions and power relations as primary analytic lens. While writing around the participants' experiences and creating scenarios, I also engaged in coding simultaneously. Please note that my approach to coding was only for organizational purposes, instead of capturing any essentialistic meaning that needed to be fixed. In Table 6, I have provided an example of the coding process showing a portion of a Hannah's interview where she expresses her thoughts about the differences between walkthroughs and a formal PDAS classroom observation. These coding allowed me to draw specific examples of surveillance so that I could continue to work Foucault's (1977a) power/knowledge analysis deep into the data. Moreover, using these codes, I was able to create scenarios for the participants and compare each scenario

with each other while working the data through various ideas of normalizing gaze,

disciplinary discourses, power relations, and multiplicity of beliefs.

Table 6
Coding Process

P2: <u>Everybody looks</u>. But to actually see what they wrote? What did they write here? <u>What does that all mean?</u>	• Normalizing judgment • Multiplicity of beliefs
P2: <u>I think I had mentioned that I don't read them. But I do read them</u>. I do look at them. But the thing is <u>I already have an idea of what I'm going to find</u> on the informal walk-throughs, those little evaluation sheets.	• Shifting power relations – value & importance • Multiplicity of beliefs
P2: <u>So, I don't really spend a whole lot of time looking at everything that **they're** writing because **I** read them and they all pretty much say the same thing.</u> So, I don't weigh them very heavily on <u>an assessment for myself</u> that day because **I** just kind of know what **they're** going to say. T**hey're** going to say what I'm already doing in class. But as far <u>as PDAS goes, that's different</u>. That evaluation when <u>they're writing</u> and I get that little ting <u>when I see them writing</u>. It's the <u>fear of the unknown</u>; not knowing what they're writing I think is what bothers me the most.	• Binary – **They/I** • Shifting power relations – value & importance • Shifting Power relations • Discipline • Surveillance – being watch • Examination – writing, documentation

Since the creation of the sets of scenarios was not linear, I was continuously writing

around multiple scenarios, coding, and comparing each scenario to another to develop

deeper understanding of the disciplinary structures manifested through the participants'

experiences. I took each set of scenarios for each participant and analyzed them using

Foucauldian (1977a, 1980, 2000) lens to weave a larger cohesive narrative which resulted

in a composite journal entries for each participants representing multiple incidents. In

these journal entries, I was able to write in a first person voice, depicting the participants'

negotiations, tensions, resistances, and accommodations, as they navigated through the teacher evaluation process.

Within each journal entry, I highlighted the poignant tensions, contradictions, and dis/connect keeping the purpose of PDAS in mind and its alignment with the disciplinary discourses by combining various portions of the raw data to create the narrative. For example, all of the participants placed their administrator in a position of authority over the teacher as the participants saw them as their judge and jury. The administrator had the expertise to determine the teacher's level of performance by ascribing a label to the teacher according to the PDAS rankings of *below expectations*, *proficient*, or *exceeds*. But, the participants' also challenge these labels in some cases overtly by asking questions at a conference with their administrator. Or in Michaela's case, the teacher may simply offer their own justifications such as the administrator doesn't have the subject matter expertise and didn't understand what was happening in the classroom at that particular time. Conducting this analysis involved re/examining the teachers' positionality in relationship to the appraiser, the participants' subjectivities, and the space in which the evaluation process occurred on a case by case basis.

Once the case by case analysis was completed, I began to re/examine the journal entries to compare and contrast the participants' experiences. I was always questioning who, where, what, and how the teachers were negotiating their experiences with the teacher evaluation process. How is surveillance, the act of seeing without being seen (Foucault, 1980), exhibited in teacher evaluations? Where did the evaluation occur? Where did the administrator sit? What was (s)he doing? How did that impact the teacher? What happened after the classroom observation and where? How were the

actors, the teacher and administrator, positioned in that setting? What type of discourse occurred? How did that impact the teacher? I searched for ways in which the institution, by its rules, 'regulated' the participants' behavior. How are they disciplined for not acting according to the expected rules and norms of the institution? Would additional observations and/or a professional growth plan be deemed as punishment? How is the administrator/teacher relationship relevant or not to teacher evaluations in terms of discipline and punishment? Asking such questions kept the focus on the power relationships between the teachers and administrators in context of the teacher evaluation system, PDAS.

As a result, I began to organize the components of PDAS into disciplinary structures as the participants' experiences dictated and developed conceptual ideas. I do not refer to them as themes because themes mean locked in fixed meanings. I did not want to convey that the conceptual idea contained any kind of fixed understandings, but the saliency or stability of the ideas were an indication of pervasive disciplinary structures at work. Although the presentation of the information or conceptual idea is organized in a linear fashion, it didn't exist in such linearity during data analysis or in the way the participants described their experiences. The reason for the presentation in this manner is to offer some sense of organization of ideas that are connected to this concept. Table 7 demonstrates the organizational format for the conceptual idea of "Widget" Teacher.

Table 7

Conceptual Idea – Brief Excerpt

"Widget" Teachers (Homogenizing Teacher Behavior)

I. Surveillance
   A. Informal Structures
      1. Peep Hole in the door
      2. Informal conversations with administrator
      3. Plexi-glass replacements for hard panels in doors
   B. Formal Structures
      1. Walkthroughs
      2. PDAS Classroom Observation
      3. Conference with administrator
   C. Campus Structures
      1. Campus Design/Architecture – Panoptic Views
      2. Location of Office in relation to classrooms
      3. Furniture set-up in Administrator's office - Barriers

II. Discipline & Punishment
   A. Informal Structures
      1. Blacklist
      2. Mentors – "Amigo" Program
      3. Watching of Fellow Teachers
   B. Formal Structures
      1. Rankings in PDAS – below expectations, proficient, exceeds
      2. Number of Walkthroughs
      3. PDAS formal classroom observation
   C. Campus Structures
      1. Timing of Conferences
      2. Availability of Administrator
      3. Procedures for Summative Conference

The cross-case analysis resulted in three conceptual ideas in which I compared and contrasted the participant's experiences using the components of PDAS as disciplinary structures. The four conceptual ideas are In/visible Boundaries, Widget Teachers, Quiet Coercions, and Resisting Leadership Authority. Although the analysis seems to produce somewhat of a stable end result, the saliency in the results is a significant demonstration of a strong oppressive network in the teacher evaluation system where the power relations remained consistently unbalanced.

Reflecting on power, Foucault (1980) states

> … the individual is not a pre-given entity which is seized on by the exercise of
>
> power. The individual, with his identity and characteristics, is the product of a
>
> relation of power, exercised over bodies, multiplicities, movements, desires,
>
> forces. (pp. 73 – 74)

In other words, power is not something that is possessed or an exchangeable commodity.

Power is not imposed or exerted by one individual over another. Rather, power results in

the context of the relationships of the individuals and the social and cultural institutions

in which they operate. For instance, both administrators and teachers have power even if

it is unequal. Within the context of the teacher evaluations, teachers and administrators

'behave' according to what the school culture and organization have deemed acceptable

practices. The teacher evaluation system for the participants is an instrument through

which disciplinary power is exercised. Using this understanding of power, I constructed

the "Beady Eye" figure (Figure 29) as an organizational tool to portray the

power/knowledge dynamics of PDAS. But, the power relations are constantly shifting in

context of the relationship and a myriad of other issues between the administrator and

teacher.

Considering the necessity to conduct an in-depth analysis of the participants'

discourses, it was difficult to put into words the random processes from which I reflected

upon and analyzed the data. Furthermore, the process was no less complex bearing in

mind Foucault (2000) does not prescribe or set forth a particular method of analysis to

explore power relations. Instead he proclaims, "What I've written is never prescriptive

either for me or for others – at most it's instrumental and tentative" (p. 240). In other

words, one can simply use the 'tools' Foucault (2000) offers to interrogate the current

system in operation. How the tools get used was none of Foucault's (2000) concerns and

as such he would not want to be associated with offering anything prescriptive or

anything that stands as a grand narrative. Therefore, as I reflected and analyzed the data,

I expanded my thinking in multi-dimensional ways that exceed the space of this two-

dimensional academic paper. Any depiction of the data analysis process is always

already incomplete for several reasons. First, data analysis is never complete, but a

completion of a dissertation is merely an artificial marker of a point in the study. Indeed

researchers have analyzed data long after they have left the field, sometimes even

decades later (Wolf, 1992). Second, when the thinking and analyzing process involves

making connections multi-dimensionally amongst tangible and intangible sources of

information, it is a challenge to express such a process in a flat, linear, two-dimensional

space. The challenge exists because the thinking about data analysis did not happen two-

dimensionally nor did it occur linearly. Third, even if I try to re-member the process of

data analysis, however linear, non-hierarchical, and multi-dimensional it is, I am always

re-analyzing the data, therefore rendering the process an always already incomplete

process. Thus, the data analysis process is permanently shifting with deferred meanings.

Data Representation

Even though there is no one standard for reporting qualitative research data

(Merriam, 2009; Wolcott, 2009), some of the options can include but are not limited to

case studies, writing, arts-based experiences, poetry, and phenomenological narratives.

Stake (1995) suggests that the report follow one of several paths: "a chronological or

biographical development of the case; a researcher's view of coming to know the case; or

description one by one of several major components of the case." (p. 127). Yin (2009)

extends these paths to suggest six methods for reporting a case study: linear-analytic,

comparative, chronological, theory building, suspense, and unsequenced. Regardless,

reporting a case study can be a difficult and complex task (Baxter & Jack, 2008;

Merriam, 2009; Stake, 1995; Yin 2009). I considered the following questions in making

my decisions as I wrote the report:

- How does the representation depict the tensions in the participants' negotiations
  of their roles as educators?

- In what ways does the representation evoke the reader to different possibilities?

- In what manner does it address the research questions?

- How is the representation informed by poststructuralist methodologies?

According to Stake (1995), reporting the case study falls somewhere between

storytelling and the traditional research report. The researcher has the task of reporting

the findings of the complex issue in a concise manner that is readily understood by the

reader. But, Foucault (1977a, 1980) and St. Pierre (2000) advise of the instability in

power/knowledge relationships while navigating through binary-driven discourses and

the accommodating various disciplinary gazes. Thus, the deviation from the philosophy

that grounds traditional reporting in case studies as recommended by Stake (1995), Yin

(2009), and Merriam (2009) was necessary in order to produce accounts that refuse any

easy settling. Furthermore, any saliency in the representation is simply a reflection of the

strength of various oppressive networks within which the participants engineer their

everyday lives. As such, belief structures are constantly in flux, contingent on how the

participants are identifying with the discourses in their lives. Accordingly, I chose to re-

present the findings using vignettes in the form of journal entries for each of the

participants. Through the journal entries, I had the opportunity to use the participants'

words as much as possible and addressing particular issues within the conceptual ideas

concerning power relations and unsettling tensions. The tensions denote the instability

within the participants themselves. For instance, after Michaela expressed that I had been

her toughest appraiser, I chose to dedicate one of the journal entries in the findings to this

particular issue. In that specific entry, Michaela expressed her disagreement with the

ratings on her evaluation because she was rated at a *proficient* level and not *exceeds* for

some of the domains. Michaela states that out of respect for the administrator, she did

not express her thoughts about the evaluation to the administrator but simply accepted it.

But, did she really? Michaela also states that she believes that the administrator does not

have a reading background and may not have understood what she was doing in the

classroom lesson. This is just one example within that entry that demonstrates the

tension and unsettling beliefs of the participants as they negotiate their experiences.

Trustworthiness and Rigor

Many members of poststructural schools of thought reject the positivist and

postpositivist criteria when evaluating their own work because poststructuralists see the

criteria as irrelevant to their work (Denzin & Lincoln, 2008; Lather, 2004). Denzin &

Lincoln (2008) inspired me to "seek alternative methods for evaluating their work,

including verisimilitude, emotionality, personal responsibility, an ethic of caring, political

praxis, multivoiced texts, and dialogues with subjects" (Denzin & Lincoln, 2008, p. 16).

Accordingly, I included the dialogue of the participants in the work. I wrote intentionally

to demonstrate participants' experience of their position, beliefs, and attitudes. I

highlighted the ways in which the participants negotiated from their various subject positions to demonstrate that their belief structures remained in flux. For example, the participants are teachers but they are also students, learners, professionals, and parents who offer negotiations from all these subject positions added to tension-filled uneasy authority of self. I was careful to present the participants' views while I remained vigilant of my own, never wanting to claim purity of either theirs or my perspective. I wrote the results in such a way that the participants' world is depicted with thick, rich details with which the reader might identify – verisimilitude, although I knew that once my work is out there, I have no control in how that work might be taken up by others, or how my voice would ever stand apart from the participants' voices. As such I make no claims that what is represented is essentially a separate set of participant voices clearly distinguishable from mine. I invite the readers to draw their own conclusions from the presentation of shared meaning making. The goal was to achieve rigor through these various avenues providing the reader an opportunity to determine the quality of the work.

Moreover, to add to the trustworthiness and rigor of my study, I employed disciplined practices of analysis and triangulation (Denzin, 1978). According to Denzin (1978), data triangulation is the process of comparing and cross checking the consistency of the information using different data sources. For instance, I checked for consistency in the information by comparing observational data with the interview data; comparing what the participants say in public with what is said in private to me; and by comparing the perspectives of the different participants. Although I did not always find consistency in such comparisons, I was able to understand when and why there were differences.

In addition, member checks were conducted throughout the study to increase the overall comprehensiveness of the case study (Hays, 2004). When I began to make interpretations of the data, I shared my results with the participants giving them an opportunity to discuss and/or clarify those interpretations. For example, before continuing to the following interview with a participant, I shared some particular comments that s/he had made and asked if I understood what s/he meant by those comments. I also gave the participants the option to contribute new or additional perspectives about teacher evaluations during member checks. By conducting these member checks, I was taking crucial steps to establish the credibility (Lincoln & Guba, 1985) in my findings.

Other components that were used to build trustworthiness and rigor were the researcher's journal, bracketing, and embedded subjectivities. Stake (1995) acknowledges "expertise comes largely through reflective practice," which requires "sensitivity and skepticism" (p. 50). In my researcher's journal, I was free to express my thoughts, actions, attitudes, etc. before, during, and after the research project. This provided an opportunity to be both sensitive and skeptical of the work in progress. As I moved forward in the research, the journal could be used as a filter to improve, refine, refocus, etc. the processes and decisions until the final written report was completed. I also used the journal as a tool to explore and examine embedded subjectivities of both the participants and myself through which we construct and perceive realities. Since being unaware of pre-suppositions and assumptions has major implications for the rigor of the research, I needed to ensure that those assumptions were brought to the forefront, acknowledged, and bracketed (Hamill & Sinclair, 2010). Another issue addressed

through the journaling process was the multiplicities of beliefs within the tensions revealed through the participants' discourses. It was crucial to resist any easy settling or resolution.

In summary, I have provided a thick, rich description of teachers' perceptions of the teacher evaluation system in order to provide the readers a forum to make their own decisions about the results of the inquiry. The faithfulness and dependability of the results were enhanced by the use of multiple data sources, multivoiced text, data triangulation, member checks, peer debriefing, researcher's journal, bracketing, and the acknowledgement of embedded subjectivities refusing easy understanding of belief structures. Recognizing that there can be no singular result or meaning derived from this study, I was cautious of creating any grand narratives while acknowledging that our voices are always already merged.

Summary

This study sought to explore the complex issues of power relations in the teacher evaluation process. Through a qualitative approach guided by the research purpose and questions, a Foucauldian cross-case analysis was conducted to explore the perceptions of Joseph, Hannah, and Michaela, three teachers from Southern Intermediate, which is located in South Texas. The characteristics and details of the qualitative methodologies were presented describing the rigorous data collection procedures and analysis. The discussion also included subjectivity statement, an explanation of participant and site selection, reciprocity and ethics, data management, representation, trustworthiness, and rigor. Implementing these qualitative techniques allowed for an in-depth exploration of

the power relationships and structures of PDAS experienced by the participants. In the

next chapter, the findings of the study are presented.

CHAPTER 4: FINDINGS

Foucault (1977a) states, "stones can make people docile and knowable" (p. 53).

Namely, the structures or disciplinary mechanisms of institutions operate to transform

individuals into conformity and predictable regularity. It follows, according to Foucault

(1977a), public schools operate to normalize teacher behaviors into submissive and

conventional conduct. The findings in this chapter will provide a re-presentation of the

participants' attitudes, beliefs, and actions as they pertain to teacher evaluations. I have

provided the reader with some pertinent background information: a description of the

setting (i.e. the school structure and its panoramic views), the construct of the teaching

schedule and demographics of the student population, a historical view of the school's

academic ratings for the previous five years, and a description of the teacher evaluation

process at Southern Intermediate including walk-throughs and classroom observations.

Following these descriptions, I conclude the chapter with an individual case analysis for

each participant and a cross-case analysis based on a power/knowledge reading

(Foucault, 1977a) presented in the previous chapter.

Panoramic Views

It is a hot summer day in July in South Texas, but that is the last thing on my

mind after driving 30 minutes while a multiplicity of thoughts and emotions ran through

mind before meeting Mrs. Villarreal, the school principal of Southern Intermediate, for

my second interview for the position of assistant principal. Driving into the U-shaped

entrance, I can easily see the open-concept layout design of the school, which I would

later learn was built in the 1950's. Each of the four separate classroom wings are all

interconnected with cement sidewalks leading to one central structure, the main office

building. Clearly visible from the road are the large orange capital letters on the middle mosaic wall announcing to all that this is indeed Southern Intermediate.

In front of Southern Intermediate, there are no trees with the exception of two 50 feet palms. But the treetops of several large majestic oaks protrude from behind the main building as if depicting the age of the school. Oddly enough, also visible is a black expanse below the three mosaic walls that serve as a cover from the elements to the passageway before entering the building. Any child wanting to hide from administrators or teachers would find this to be a perfect place for concealment. The two sets of cement stairs leading to the main building are framed with two rows of one-inch pipes serving as railings that have been visibly painted and repainted over the years. The worn yellow-painted skid strips on the steps warn visitors to be careful as they travel up the stairs. Arriving at the top of the stairs, the visitor's view to the front parking area is blocked intermittently by the three mosaic walls tiled with hundreds of small one inch beige, light blue, and orange-brown colored tiles. These mosaic walls are interconnected by the old wrought iron railings shedding its layers of paint. Standing behind the railing one can easily see the entrances of the two front classroom buildings down to the left and right.

In order to gain access to any of the buildings or classrooms, all visitors must sign in at the main office or so the sign says posted on one of the glass panels that are on both sides of the main entrance door. The nurse's and counselor's office are immediately to the right and left of the main entrance for the students' quick access. Travel a few steps into the short corridor and a small three feet square metal encased bulletin board with generic announcements about items such as employee safety are posted at eye level on the right wall. On the left side, parallel to the bulletin board, are the two separate white

painted old-fashioned wood panel doors with tarnished silver knobs to access the small

but designated male and female restrooms. Students will sneak into these restrooms on

occasion because of the privacy they offer even though the receptionist monitors to

ensure that only the adults use the restrooms.

Just beyond the restroom doors, adjacent to the right wall, is the 4 feet high wooden

counter painted with brown varnish where the visitor's log is kept as well as the visitors'

badges and several other logistical logs. The principal's secretary/receptionist office area

is behind this counter. In general, anyone having any business to attend to at Southern

Intermediate must report to this area to check-in. Conspicuously enough, the principal's

secretary also serves as a gatekeeper since the principal's office is located behind her area

and can only be accessed through the small wooden brown panel-swinging door attached

to the side of the receptionist counter. Even if the principal wanted to portray an open-

door policy, that open door is behind the gatekeeper's area.

In front of the receptionist counter, along the back area of the main building, there

is a 6 feet square open area where a small office desk is located. Occasionally, the desk

serves as a temporary location to a second paraprofessional who is responsible for student

attendance records and other demographic data. Also along the back left side of the main

office building around the small desk is the solid wooden door to the assistant principal's

office. Being at the back side of the main building, the assistant's principal office, the

principal's office and the reception area share one unique characteristic; a double row of

rectangular single-paned panoramic windows that span the entire back wall of the

building allowing the rich beams of sunlight to stream into the areas. The majestic oak

trees in the courtyard and most of the school structures are easily seen from these

panoramic windows. If one had an inclination to speak to a passerby, it could easily be done by pulling the silver lever down and pushing out the window, which leaves just enough room for the person to stick his/her head out and call out to the person below.

Directly below the center of the panoramic windows is an unexpected opening 8 feet long with stairs leading down to a pit under the receptionist area of the main building. The cement block retaining wall with repeatedly painted burnt orange two-inch pipes serving as a railing frame the steps leading down into an area emanating a dungeon-like feeling due to the poor lighting. Southern Intermediate teachers wanting to view the contents of their school mailboxes or eat lunch in the teachers' lounge must carefully maneuver the stairs into the pit area and open the solid steel door to the right. Noticeably, the small window panel of the door has been replaced with a wooden panel that has been painted the same color as the door. Once the teachers' lounge door is open, you must turn on the lights using the strategically located switch to illuminate the otherwise pitch-black cement block room that could easily be used as a dark room for processing film.

Three pairs of three-feet fluorescent bulbs equally spaced on the ceiling easily brighten the small 20 feet by 30 feet lounge crammed with five round tables for seating and also houses the two copiers used by teachers and staff. The lounge is equipped with a small sink, microwave, refrigerator, and the only widely coveted soda pop vending machine on campus. As a result, this entices many of the teachers to eat in the lounge where they also enjoy each other's company while sharing the latest news and gossip. Due to the school's schedule though, only teachers of the same grade level can eat together. But the lounge often serves as a common area in general where teachers

regardless of grade levels such as Joseph, Hannah, and Michaela can quickly cross paths while making copies, checking their mailboxes, or purchasing a soda pop. Otherwise, Southern Intermediate teachers may rarely cross paths during the day or week since the grade levels are segregated on purpose to limit the students' amount of travel time when exchanging classes.
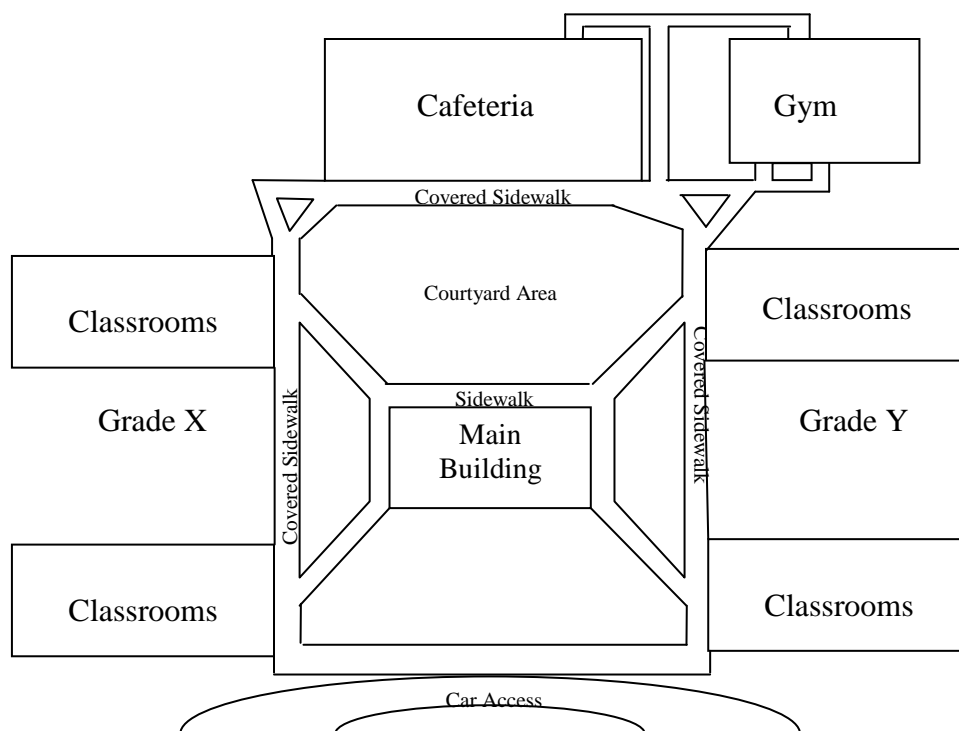
Figure 7. The campus layout of Southern Intermediate

Teaching at Southern Intermediate

Approximately 25 teachers and 370 students attend Southern Intermediate every year. Joseph, Hannah, and Michaela are three of those teachers. Joseph, Hannah, and Michaela teach at a school with a student population that is over 90% Hispanic and nearly 90% economically disadvantaged, meaning that nearly all the students qualify for reduced or free lunch according to their family income. Several students that attend

Southern Intermediate live in one of two low-income barrio type subdivisions. The two subdivisions have a few paved roads that are riddled with potholes and the area is prone to flooding due to poor drainage if any at all exist. Numerous homes in these two subdivisions are visibly small frame homes with peeling paint, broken windows, and poorly maintained yards. The other type of housing tends to be older model mobile homes many of which don't even appear to be livable with their non-existent windows and are in dire need of maintenance. But these are just some of the exterior symptoms of the many problematic issues the impoverished children from these neighborhoods face daily. Perhaps the person most attuned to the generational poverty and its impact is Michaela as she recounts various stories of siblings and relatives who have passed through her classroom doors over the past two decades.

Instruction, Academic Ratings, & Teacher Evaluations

Southern Intermediate teachers face the pressure of meeting the student academic performance standards yearly. The campus is rated annually according to the accountability standards set forth by the Texas Education Agency (TEA). During the past five years, the campus has been rated acceptable for four years and unacceptable for one year. Examining the scores closely reveals the struggle Southern Intermediate has experienced maintaining an acceptable rating.

116

Table 8
Southern Intermediate TAKS Scores

TAKS Examination	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Science TAKS Scores – Grade X					
Accountability Unacceptable Rating	< 40%	<45%	<50%	<55%	<60%
Southern Intermediate	41%	**44%**	68%	68%	77%
Reading TAKS Scores – Grade X					
Accountability Unacceptable Rating	<65%	<70%	<70%	<70%	<70%
Southern Intermediate	57%	58%	66%	67%	74%
(1st Administration)					
Math TAKS Scores – Grade X					
Accountability Unacceptable Rating	<45%	<50%	<55%	<60%	<65%
Southern Intermediate	63%	41%	61%	66%	68%
(1st Administration)					
Reading TAKS Scores – Grade Y					
Accountability Unacceptable Rating	<65%	<70%	<70%	<70%	<70%
Southern Intermediate	77%	75%	81%	68%	72%
Math TAKS Scores – Grade Y					
Accountability Unacceptable Rating	<45%	<50%	<55%	<60%	<65%
Southern Intermediate	36%	54%	64%	71%	76%

As seen in Table 8, in 2007-2008 Southern Intermediate was rated unacceptable due to the science TAKS scores. [Note: Even though the table also indicates that grade X reading and math were below the acceptable standards, Southern Intermediate met the standards due to the combined passing rates with the second administration. Science is only tested once in grade X.] As a result, the Southern Intermediate was required to complete a School Improvement Plan (SIP) with the cooperation of a campus intervention team that included district level personnel and submission of the plan to TEA. A required minimum of two walkthroughs per week per science teacher to monitor

the implementation of the science CSCOPE curriculum was included as part of the strategies on the SIP. Also, administrators were required to conduct a formal observation of science teachers in the fall by the end of November to allow time for guidance and support in the areas identified for improvement. Both, the walkthroughs and formal observations are part of the teacher evaluation system.

The campus ratings are interwoven within the teacher evaluation system. As part of the TEA mandates, Southern Intermediate is required to evaluate its teachers on an annual basis. The two administrators, the principal, and the assistant principal, are responsible for completing the teacher evaluations every year at Southern Intermediate. The principal, Mrs. Gallegos, customarily divides the number of teachers to be evaluated between herself and the assistant principal. Mrs. Gallegos and her assistant, Mrs. Worthington, use the Texas recommended teacher evaluation system, Professional Development and Appraisal System (PDAS) as per school district policy. Mrs. Gallegos and Mrs. Worthington, as well as those individuals seeking certification to become school administrators, are trained as PDAS teacher appraisers as part of their coursework in obtaining their certification to become public school administrators in Texas. At Southern Intermediate, Mrs. Gallegos and Mrs. Worthington use Eduphoria, an online data management system, to transmit information to teachers about their teacher evaluation scores/forms. Teachers traditionally receive emails from their administrators alerting them of updates concerning their evaluations.

The Watchful Gaze of PDAS

As part of the PDAS, Southern Intermediate teachers can expect to have one formal observation, walk-through(s), complete the teacher self-report, and possibly have a

conference(s) with the appraiser. There is a set timeframe provided by TEA for the

completion of each of these components. Although there are some guidelines that appear

to be strictly followed such as conducting a formal evaluation of each teacher, there are

other guidelines, such as holding a summative conference, which are merely

acknowledged on paper. According to the PDAS Teacher Manual (TEA, 2005), PDAS is

a continuous cycle (Figure 8) promoting improvement.
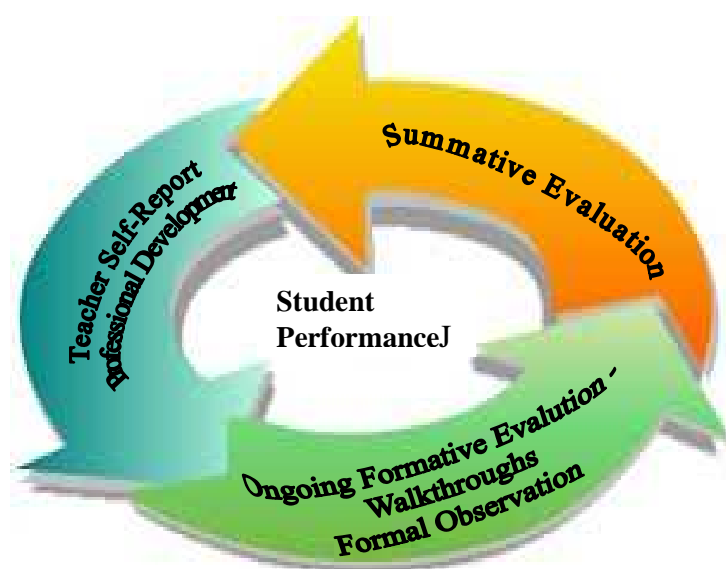
Figure 8. PDAS Cycle

Ongoing Formative Evaluation

    Walkthroughs. One component of the teacher evaluation process as part of PDAS

is walkthroughs. Walkthroughs are generally brief visits anywhere from 5 – 20 minutes

to the classroom by the appraiser after which the teacher is provided some type of

documentation. There are no specified quantities outlined in the TEA guidelines as to the

number of walkthroughs that an appraiser is required to conduct per teacher in an

academic school year. Therefore, the number of walk-throughs experienced at Southern

Intermediate has varied. Additionally, some teachers may receive more walkthroughs

than others may within the same school year. The inconsistency for the number of walkthroughs could be inferred from issues related to the entire campus or a specific teacher's classroom. For example, a teacher related issue commonly cited was due to an administrator's concern with the teacher's discipline or classroom management skills. The campus rating could also trigger more walkthroughs. Another campus related issue might arise from the administrator's concern over TAKS scores. In some situations, the individuals conducting the walkthroughs were not always the campus administrators who served as the appraisers. The individuals involved on these occasions were personnel from the central administration building such as the district curriculum director, the district science specialist, or a representative from a consulting agency. The length of time for the walkthrough also has varied. Once more, the reasons cited for the variations were related to some issues of either campus or teacher related concerns. For instance, an administrator may simply "peek in" through the window but generally, the walk-throughs are 5 – 10 minutes in length if there are no specific concerns that the administrator wants to address. If there is an issue, the walkthroughs may increase to 15 – 25 minutes in length. At the end of the visit, in general, the administrator will leave some type of completed form to document the walkthrough.

There are two forms that can be used interchangeably to document the walkthroughs. Southern Intermediate teachers can expect depending on the circumstance or purpose for their administrator to use either the form developed by the district (Figure 9) or the other (Figure 10) developed by CSCOPE, a curriculum collaborative agency. Depending on the form, there are certain items included as a short checklist for the administrator to monitor and on which to provide feedback. At the end of the walk-

through, the administrator, Mrs. Gallegos or Mrs. Worthington, will leave the form with

the teacher generally before leaving the classroom. If any of the teachers want to discuss

the *results* of the walkthrough, it is expected that he/she approach the administrator in

question. On the other hand, the administrator can use the walkthrough documentation to

complete the teacher's summative evaluation. But the major component of the

summative evaluation is the formal classroom observation discussed next.

Independent School District
CLASSROOM WALKTHROUGH OBSERVATION

Teacher: _____ Date: _____ Time: _____ Subject: _____ Lesson: ____ Beginning ____ Middle ____ End Topic: _____	Bloom's Taxonomy ____ Knowledge (Level of the ____ Comprehension Performance Standard) ____ Application ____ Analysis ____ Synthesis ____ Evaluation

Student Participation
____ Students engaged in learning
____ Students successful in learning
____ Students use critical thinking/problem solving
____ Students make learning connections
Comments:_____
_____
_____
_____
_____
_____

Evaluation & Feedback
____ Students monitored and assessed
____ Assessment appropriate/aligned to instruction
____ Learning reinforced
____ Constructive feedback provided
Comments:_____
_____
_____
_____
_____
_____

Learner-Centered Instruction
____ Goals/objectives established
____ Lesson format organized
____ Challenging and motivating strategies integrated
____ Various learning styles/levels addressed
____ Lesson pacing and sequencing appropriate
____ Variety of instructional strategies/questioning
____ Technology integrated by teacher and students
Comments:_____
_____
_____
_____
_____
_____
_____
_____

Management
____ Management expectations & procedures outlined
____ Teacher/student interaction equitable, consistent
____ Disruptive behavior redirected
____ Desired behavior reinforced
____ Time and materials effectively managed
____ Cooperative learning promoted
Comments:_____
_____
_____
_____
_____
_____
_____
_____

Professional Communication
____ Encouraging to struggling/reluctant students
____ Verbal communication appropriate
____ Written communication appropriate
Comments:_____
_____
_____
_____
_____

General Comments: _____
_____
_____
_____
_____
_____
_____
_____
_____

Administrator: _____
Note: This is a classroom walkthrough observation. Time does not allow for all student and teacher behaviors to be observed. However, this instrument will be used for cumulative data collection for PDAS purposes. Some items may be left unchecked.

Figure 9. Southern ISD Walkthrough Form

Walkthrough
Instructional Focus Monitoring Tool

Teacher _____ 10:30

Date _____ 10/5/10 _____

Content Area: **English Language Arts and Reading**

Unit: **Gr 6 Unit 01: Exploring Literary Nonfiction and Poetry (10-11)**

Six Weeks: **1st Six Weeks** 2nd

Content objs posted

Student Activity
- ☒ Engage
- ☐ Explore
- ☐ Explain
- ☐ Evaluate
- ☐ Elaborate

Questioning Level Observed

	Student		Teacher	
	High	Low	High	Low
Asked				
Answered				

Key Understandings	Student Responses				
	Student 1	Student 2	Student 3	Student 4	Student 5
Authors use literary techniques to support interpretation and heighten interest in literary non-fictional text.					
Authors make choices about text form based on their purposes for writing.					
Readers use comprehension processes and vocabulary knowledge to support interpretation of text.					
Readers use writing to communicate deeper understanding of texts.					
Writers use literary techniques and graphic elements to support interpretation and heighten interest in poetry.					
Authors use oral presentation to effectively communicate their ideas.					
Writers communicate ideas and feelings about their own lives and the world around them in order to connect with others and to clarify their own thinking.					
Language conventions enhance written expression.					
New words and concepts are acquired through meaningful vocabulary study in order to enhance comprehension and oral and written communication.					

Academic Vocabulary
- ☐ Used in instruction by teachers
- ☐ Used in instruction by students
- ☐ Not observed

Local Focus Author's purpose

Comments

Differentiation
- ☐ Struggling Students
- ☐ English Language Learners
  - ☐ Language objectives posted
  - ☐ Builds background knowledge
  - ☐ Explicit vocabulary Instruction/clarification
  - ☐ Techniques to make content comprehensible
  - ☐ Reading and writing in academic English
  - ☐ Responds to language acquistion levels
- ☐ Students with Disabilities
- ☐ Gifted/Advanced Students

Learning Roles
- ☐ Student Led
- ☐ Teacher Led
- ☒ Shared

Level of Engagement
- ☒ High (authentic)
- ☐ Medium (ritual/compliant)
- ☐ Low (rebellion)

Figure 10. CSCOPE Walkthrough Form

Formal Observations – PDAS Evaluations. The PDAS evaluation form or instrument consists of eight domains or areas on which the teacher is scored. Teachers can expect to be evaluated on a set of three to nine indicators in each of the domains which the appraiser scores as either unsatisfactory, below, proficient, or exceeds. Once each indicator is scored and a subtotal calculated, the total score is generated for that particular domain. The teacher *scores* either unsatisfactory, below, proficient, or exceeds for each domain according to the table in that domain.

Figure 11. Page 1 of the PDAS Evaluation Form

The campus administrators, Mrs. Gallegos and Mrs. Worthington, relying on their own training when becoming certified appraisers, are expected to objectively score each indicator/domain.

The appraiser might use the Scoring Criteria Guide (Figure 12) to complete the

evaluation.

SCORING CRITERIA GUIDE

Performance at the "Proficient" Level is based upon documentary evidence, as appropriate.
Documentary evidence may be collected over the entire appraisal period.
Performance at the "Proficient" Level MAY be inferred for a criterion if 80% of the criteria in the Domain ARE documented at the
"Proficient" or Exceeds Expectation Level and NO criteria are documented at Below Expectations or Unsatisfactory.

Domain I: Active, Successful Student Participation in the Learning Process

I-1. Students are actively engaged in learning.

Things To Consider
- Students are focused on the learning objective during the academic learning time.
- Evidence of alignment of activities with the learning objective.

Quality: Engagement in the learning produces student success. Look for the level of engagement as determined by the strength, impact, variety, and alignment of the activities with the learning objective.

Quantity: Focus on the number of students actively engaged in the learning at regular intervals.

Evaluation Criteria

Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
QUALITY Students are consistently engaged and successful in learning that has great depth and complexity.	**QUALITY** Students are engaged and successful in learning.	**QUALITY** Students are occasionally successful in learning.	**QUALITY** Students are rarely/never successful in learning.
Student engagement is consistently self-directed/intrinsically motivated.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Students consistently take reasonable risks in responding, extending, questioning, and/or producing products.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Students are consistently engaged in connecting/applying learning to other disciplines, their own lives, and/or issues in the world beyond the classroom.	Student engagement is self-directed/intrinsically motivated.	Student engagement is occasionally self-directed/intrinsically motivated. **Student engagement is frequently a result of mechanical manipulation or coercion by the teacher.**	Student engagement is rarely/never self-directed/intrinsically motivated. **Student engagement is almost always/always a result of mechanical manipulation or coercion by the teacher.**
Multiple instructional strategies aligned with the learning objectives are used to engage learning.	Instructional strategies are aligned with the learning objectives.	Instructional strategies are frequently driven by academic content and/or activities rather than by learning objectives.	Instructional strategies are almost always/always driven by academic content and/or activities rather than by learning objectives.
QUANTITY **ALMOST ALL OF THE TIME (90-100%)** Students are active learners.	**QUANTITY** **MOST OF THE TIME (80-89%)** Students are active learners.	**QUANTITY** **SOME OF THE TIME (50-79%)** Students are active learners.	**QUANTITY** **LESS THAN HALF OF THE TIME (0-49%)** Students are active learners.
Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objectives that are at an appropriate level of difficulty.	Students are focused on learning objective that are at an appropriate level of difficulty.
Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies/activities reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.	Instructional strategies reflect the unique needs/characteristics of students.

Professional Development and Appraisal System

Scoring Criteria Guide   Page 1   Revised June 2004

Figure 12. Page 1 of the Scoring Criteria Guide

Teachers do not receive an overall score or rating of unsatisfactory, below, proficient, or

exceeds. Rather, each domain is scored independently.

There are also three areas in each of the domains for the appraiser to provide

feedback: comments, strengths, and areas to address. Appraisers are not required to

enter written remarks in any of these three areas. However, if the appraiser evaluates the

teacher as unsatisfactory in one or more domains or evaluates the teacher as *below expectations* in two or more domains, the teacher is designated as a Teacher In Need of Assistance (TINA). As a result, the appraiser and the teacher work on developing an intervention plan. A teacher can be designated as a TINA either after the formal or summative evaluation.

The formal classroom evaluation is a minimum 45-minute formal observation to be conducted annually. The formal observation requires that the administrator evaluate the teacher on the first five domains of the instrument, which are referenced to as the observation summary. The complete PDAS evaluation form is in Appendix D. At Southern Intermediate, teachers are given the opportunity to schedule their formal observation. Specifically, teachers are allowed to stipulate the date and time of the observation so that it is not unexpected. At the pre-determined time, the administrator/appraiser will come into the teacher's classroom and generally sit in the back of the room. During the course of the 45-minute observation, the teacher and students go about their *usual* routines while the administrator is *observing* and often times taking notes. After the allotted time period, the administrator leaves and within ten days the teacher will receive an electronic notification that his/her observation summary can be viewed on Eduphoria. Even though there is an electronic copy, Southern Intermediate teachers are often called up to the office to sign a paper copy of the form, which is filed and kept for documentation purposes. A pre- or post-conference to the formal observation is not required according to the TEA guidelines but can be requested by either the appraiser or the teacher.

Therefore, whether the teacher and administrator/appraiser ever meet to discuss the results varies from teacher to teacher and administrator to administrator not to mention the reason(s) that the teacher or administrator would even request the conference. The TEA guidelines on PDAS recommend conferencing with the teacher on different occasions. Although these are recommendations, at Southern Intermediate ultimately the teacher and appraiser will decide whether a conference is held or not as part of the teacher evaluation process. Again, the times a pre- or post- conference is requested will be dependent on whether there is a concern on part of the person initiating the request. TEA guidelines stipulate a timeline for teachers requesting a change to the evaluation. Teachers may refute in writing or request a second appraisal within 10 working days after receiving the observation summary form. The ten days may be extended to 15 days by the appraiser.

Teacher Self-Report and Professional Development

On the teacher self-report (Appendix E), the teacher is expected to report on among other things, the professional development in which he/she has participated. In regard to professional development trainings, the district recently has undergone a change in policy. [Note: The change in policy is of particular significance to one of the participants and will be addressed in one of the participant's journal entries later in this chapter.] The district currently has a policy in regard to professional trainings limiting when teachers can attend trainings citing the loss of instructional time in past school years as the reason. As such, Southern Intermediate teachers are expected to be in their classrooms teaching during the day and attend professional development activities after 4 pm on a school day, weekends (usually Saturdays), online during non-instructional hours,

or during the summer. The district allocates monetary compensation for the after-hours

trainings directly provided by the district. For some teachers, this recent policy change is

especially problematic considering the standard teacher certificates require credits or

hours in continuing professional development activities as part of their recertification. In

addition, the district professional development trainings are perceived as ineffective and

limited in scope. The district mandates attendance to their in-service trainings regardless

of whether the teacher finds it meaningful or not.

Summative Evaluation

The summative evaluation and conference is the final piece in the PDAS process.

The summative conference is required according to TEA guidelines but can be waived

only by the teacher **in writing** not the appraiser. The summative conferences at Southern

Intermediate take place with the administrator sitting behind his/her desk and the teacher

on the other side. At the summative conference, the appraiser presents the teacher with

the summative annual report, which has the final three domains scored as well as a

holistic score of the previous five scored domains from the formal observation summary.

Again, TEA guidelines stipulate a timeline for teachers requesting a change to the

evaluation. Teachers may refute in writing or request a second appraisal within ten

working days after receiving the summative annual report. The ten days may be

extended to 15 days by the appraiser. In the end, at Southern Intermediate, the teacher is

expected to sign the final PDAS summative annual report. The teacher is provided with a

copy of the form after both parties (the teacher and appraiser) have signed. The signed

original document is sent to central office to be placed in the teacher's personnel record.

The campus also keeps a copy of the signed document that is eventually shredded after five years.

There is a hierarchical structure inherent in the teacher evaluation system on campus even when there is no formal organizational chart to dictate such a relationship between the staff and administrators. An administrator has the authority to make the formal observation announced or unannounced as well as conducting as many walkthroughs as the administrator deems necessary regardless of the reason. At first glance, it appears that the teacher is at the mercy of the administrator but the teacher has the prerogative to refute the formal evaluation as well as the summative but it must be done within a designated timeframe.

Participant Cases

In the following section, I have provided an individual case study on each of three participants (Joseph, Hannah, and Michaela) in the study. A short description of the participant's career at Southern Intermediate is included followed by journal entries. The journal entries specifically focus on the participant's thoughts, attitudes, and beliefs concerning their particular experiences with the teacher evaluation system, PDAS, at Southern Intermediate. All the participants started their teaching career and have worked exclusively at Southern Intermediate. One of the main differences between the participants is the number of years teaching. As a result, the number of journal entries progressively increase in quantity and length based on the participants' experiences in the public school system. The member with the least amount of teaching experience is Joseph.

Joseph – The Novice

Joseph started his teaching career at Southern Intermediate four years ago. He was hired his first year to teach 6th grade math. *Aside: I was an assistant principal at the time. I remember Mrs. Villarreal asked him to meet with me after she had done a formal interview with him. Joseph came into my office notably nervous and excited. I remember asking him questions in regards to discipline since that was my primary area of responsibility on the campus.* Joseph taught math for two of his four years at Southern Intermediate. The other two years he has been teaching 6th grade science and helping with math enrichment. Along with his teaching responsibilities, Joseph is the sponsor for extracurricular activities, teaches psychology at a university in South Texas once a week in the evenings, and is a doctoral student at the same university. Joseph displays a sense of enthusiasm for his hectic schedule and profession stating, "I love it! Totally different atmosphere [in reference to the university] and I love my job [in reference to Southern Intermediate] now, too. I love it. I love teaching." Joseph alludes to a difficult first year from which I recall he had experienced some frustrating times with challenging at-risk students displaying defiant behaviors in the classroom. But a couple of years later, he has become more confident about his abilities and through experience has learned to deal with the more rebellious types of behaviors his students may choose.

In regard to PDAS, Joseph has also chosen to accept that rules and regulations govern the teacher evaluation system of Texas. Joseph succinctly phrased it, "Everyone has rules. Those are the rules brought up by TEA. We have to be appraised. And that's just it. It has to be done." Joseph describes the teacher evaluation system, PDAS, as a "set criteria of what I'm supposed to be doing and then my appraiser or my evaluation

would show if I'm doing that or not." So, Joseph falls in line and acts accordingly when the time comes to be appraised. Joseph also acknowledges that some teachers may receive more walkthroughs and formal observations depending on the accountability rating of the school. For instance, Joseph recalls the year Southern Intermediate was rated unacceptable that several different administrators, including personnel from central office, were in the fifth grade science classrooms frequently. Perhaps the most frustrating aspect of PDAS to Joseph is that it is meant to help teacher's improve their instruction but the professional development being offered by the district is of little benefit to his professional growth as a science teacher.

In the following journal entry, the first of four, entitled *"Popping In & Out,"* Joseph provides some insight into his experiences concerning walkthroughs. The November journal entry entitled *"Popsicle Sticks"* reflects Joseph's thoughts on his behaviors and whether or not they change due to the administrator conducting a classroom observation. In the March, 2011 journal, *"They Expect Us to be Different,"* provides a description of Joseph's thoughts and beliefs about staff development as it relates to the teacher evaluation system. The last journal entry in May, 2011, *"We Sign It,"* revolves around the abruptness of how the teacher evaluation process ends. The journal entries are in the figures on the next few pages.

October, 2010   ***Popping In & Out***

Mrs. Gallegos, the principal, came by today to do a walkthrough. She came into the room for about five minutes. What can you see in five minutes? On the other hand, five minutes is better than 25. As usual, she went to the back of the room, checked off a few boxes and left. It's funny how they believe that sitting in the back of the room they can see everything that's going on from there. You know, they never go check on the students even though it is all suppose to be learner-centered. And what does that mean anyway, learner-centered?? Really, what do they think? I come in here day after day and talk to myself. It may feel that way sometimes but I really do try to keep the students' attention.

Come to think of it -- I've had more walk-throughs this year than I had last year. But it's still not as much as some of the other teachers. I am sure it has to do with TAKS since they're tested areas. I'm not a tested area.… yet! Still – should I be concerned? They tell me, "Don't worry about it. I know you're doing well. You don't have any problems. So, I'm not in there as often." As long as they see the students engaged when they're walking by or doing the walk-through, I'm okay. But I know other teachers are not as fortunate. Some teachers are being monitored much more frequently because of poor classroom management.

This is totally different than my second year here when we had at least 2 to 3 a week and the walkthroughs were at least 15 to 20 minutes long. Of course, at that time some of our other teachers were visited a lot more because we were unacceptable. That's when everybody was getting 2 to 3 walkthroughs. We were getting a lot of feedback then. I was working harder to make sure I was monitoring my students, making sure they were engaged in the lesson, and doing more hands-on activities instead of just lecturing and having the students taking notes. That's what they wanted to see. And you knew they were going to be in there to watch you.

Last year, we were barely acceptable. Even then, we barely made it in fifth grade science. Fifth grade science, they were in there all the time when we were unacceptable and not just by our campus administrators but other central office personnel, too! That's another thing, why do we have to have someone who has no idea what happens on a day to day basis on campus come observe us.

This year has been different for me though. Instead of 2 to 3 a week, it looks like I will only have about 3 walkthroughs for the year in addition to my formal observation. Now, they pop in. They pop out. That's it. They spend enough time to check off a couple of boxes, write a few sentences for feedback, and leave my copy of the walk-through form before exiting the classroom. It's funny. That seems to be the end of it. We never talk about it afterwards. I suppose if I have any questions I know that I can go ask them about the walkthrough. BUT what am I supposed to question? They just usually check-off a few boxes and maybe write a sentence or two.

Figure 13. Joseph's October, 2010 Journal Entry

November, 2010 **Popsicle Sticks**

Mrs. Worthington did my formal evaluation this year. What's going on? She rated me harder than the principal last year. I just didn't expect these scores. I know I didn't plan like I usually have in the past. This year I didn't even approach my department head like I usually have the past couple of years. I just didn't feel like I needed to ask any of the other teachers for their input. Things were going along as usual. They're still giving us the option to schedule the day and time. I planned it so that she could see the GT class. I thought I had things figured out after three years of talking to other teachers about what to prepare, how to keep the students engaged, keeping the class under control, and the type of activities the administrators want to see. The other teachers always tell me not to lecture the entire class time. I knew that I needed to include hands on activities to keep the engaged in the lesson.

And of course, I brought out the popsicles sticks to make sure I give everyone a fair chance in answering questions and use open-ended questions while covering the material. They sure do like those popsicles. Mrs. Worthington marked it as a strength for that day. Maybe I should use them more often rather than just during an observation. Those popsicle sticks really help me not to call on the same students all the time. So, if I know for sure that they're going to come I'm going to pop out the popsicle sticks. Do I do that all the time? No, I don't. I don't because I guess it's something they want to see me do. So I'm going to do that more especially when they come in. I'm going to pop them out. Hhmm …Funny, I guess, no, yes, sometimes we will purposefully change some of the things that we're doing when they come into the classroom. One thing's for sure, I did not like my evaluation this year! That's why I went to go ask Mrs. Worthington about the evaluation. We didn't have a pre-conference but we had a post-conference because I asked for it in a sense. After we talked about the scores she gave me, I still don't agree with the scores she gave but I have a better understanding of what she wants.

At least my first year, Ms. Flores met with me to discuss my evaluation. I remember talking to her about what we could do better, the improvements, and the questions at the end. Was that at the end of the observation or at the end of the year at the summative? Wow, that whole experience seems like such a blur. All I remember is we scheduled to have it. We had it. Ms. Flores came by my room to schedule a meeting and we met afterwards to discuss things very briefly. Come to think of it. I got the most feedback person-to-person my first year compared to my other years. Why is that? I suppose it is just that they were different administrators. Anyhow, I just haven't met with anybody to discuss any of that stuff, any of the information on there. We've been told that if we have any questions to go see your evaluator. That's it.

Figure 14. Joseph's November, 2010 Journal Entry

March, 2011   ***They Expect Us to be Different***

I can't believe it. What is the purpose of that stupid teacher self-report if they do the same things over and over again? Do they even bother looking at them? I can remember the first year I completed the teacher self-report. I talked to my assistant principal, Ms. Flores, about doing research on emotional intelligence and its effects on discipline. Where has the time gone? What has happened to my desire to do that research? How have I grown professionally??? No doubt things have changed. But have they? Three years and four administrators later and they're still preaching about professional growth and staff development activities. But, here we are doing the same old things over and over again. The definition of insanity if you ask me! I mean really, how are we supposed to improve our instruction and what we do in the classroom?

*To some extent, I understand we have requirements to fulfill. **BUT** I want to do something different, something more. What about science and technology? For the last two years, I have begged and pleaded with them to let us go to the CAST conference. I spoke to Dr. Kensington two years ago and then to Mrs. Gallegos last year. I even showed them the brochure and told them how great it would be for all the science teachers to attend. This is the time that we can get the latest and greatest information in our field. But I feel like I've been wasting my breath. What a great opportunity it would be to learn from other science teachers and to see what's new with science and technology!!! But NO!! We can't do things during instructional time. They said I can go on Saturday on my own time. Saturday's the last day. What's left? How do they expect us to go out and do different things, be different if we are not allowed to go out and look and see? They're not giving us the opportunities to grow where we want to grow. They are limiting us so much now that we can only go during non-instructional hours. Don't they realize that most conferences are during the day and during school hours? What a ridiculous district policy! What good is it even if they pay me to attend a workshop on some irrelevant topic?! I must admit though that some of those repetitive yearly trainings on discipline and classroom management might have paid off. Every year they have the same type of trainings. In every one of those classroom management trainings you hear the same things at every workshop, every staff development. Do this. Do that. As a new teacher, yes you know that. But with inexperience, I didn't. Maybe I just didn't believe it. I don't know. But through the years I learn to do it. I've really tried hard to improve. That first year I was in survival mode – learning what to do, not do, and basically just going through the motions. But as I got more comfortable with the school and I knew what was expected of me, I was able to concentrate more of my energy into using the techniques they were preaching in those classroom management trainings. As they say, 'practice makes perfect.'*

At least I have my graduate hours to count toward my professional credit hours for recertification. What about the others? I guess they will just have to go through the motions and attend the trainings just to collect the hours -- the epitome of professional growth??

Figure 15. Joseph's March, 2011 Journal Entry

May, 2011   ***We Sign It***

Here it is – practically the end of the year. Mrs. Mora called me up stairs to sign my final evaluation. I didn't meet with Mrs. Worthington. So much for a summative conference. You would have thought she would have met with me about the final evaluation since I had questions about my classroom observation this year. I don't know why I expected something different this year. But that hasn't changed in the last few years. Well, really the only time I've ever had a summative conference was my first year teaching and that was with Ms. Flores. I wonder – Do they only meet with 1ˢᵗ year teachers?? I thought there was supposed to be a meeting at the end of the year every year. At least that is what I was told in my graduate class.

Now, they just give it to us. We look at it. We sign it. If we have any questions, we ask. If we don't, oh well, see ya next year – maybe. But they don't exactly make it very inviting to ask questions. After all, they're not the ones giving me the evaluation, it's Mrs. Mora. It's in some brown envelope. So I just open it up right there and then and sign it. It's not like if I take it to my room something is going change. And who wants to go back and forth, up and down the stairs anyway? I guess it's okay since they don't change anything from the observation. And the last three domains aren't that big of a deal anyway. Plus, I know how busy they are up there trying to end the year. The kids seem to get worse at the end of the year. So, I guess they are really busy taking care of the discipline issues. Even then when I ask Mrs. Worthington about the observation earlier in the year, it wasn't like I wanted her to change anything. I just wanted to know why I got what I got. Oh well, I'm sure Mrs. Mora will give me my copy as soon as Mrs. Worthington signs the original like she always does.

But it makes me wonder. Even as I recall my first year, the one time I had a summative conference was it effective? No, I don't think so. I remember the first year I had a lot of retained students who were constantly talking back, not wanting to do their work. And on top of all that, those kids would get the attention of the other students. I felt like I was losing control. I know I've gotten a lot better not to be as confrontational with some of those kids with behavior problems. This year and last year have been heaven compared to my first year. I love it now! I love it! I've had no problems at all. There might be that occasional kid here and there but nothing compared to that first year. What a nightmare!! I wish I would have known then what I know now. The experience has helped a lot!!

But this whole PDAS thing, it's not like I changed my ways and how I teach because of my evaluations. So, I'm not too sure what all this is really all about. But I know this - we will repeat this whole process again next year because TEA says so. God forbid we would defy TEA.

Figure 16. Joseph's May, 2011 Journal Entry

In Joseph's short time at Southern Intermediate, he has learned that there is a set of standards by which he is expected to teach. Even though he has accepted these rules of conduct, Joseph is frustrated with the professional growth component of the teacher evaluation system. His efforts to "be different" are in direct contradiction to his repeated conduct behaving the same way during a formal classroom observation because he has learned that those actions will result in positive results on his teacher evaluation. His colleague, Hannah, expresses similar frustrations but not the same willingness to accept the rules.

Hannah – Middle of the Road

Joseph and Hannah teach in the same pod at Southern Intermediate. Hannah has seen some changes in her career, as well. Currently in the 6th year of her career and teaching language arts, Hannah was originally hired to teach 5th and 6th grade math at Southern Intermediate her first year. A graduate of a local university in a neighboring city with a Bachelors of Science Degree in Bilingual Education, Hannah originally had a standard certificate to teach Early Childhood through 4th grade. Taking into account she was teaching a grade level out of her certification area the first year, Hannah's continued employment at Southern Intermediate was contingent upon passing the $4^{th} - 8^{th}$ grade certification examination administered by the State Board of Educators Certification. For the past 4 ½ years, Hannah has been teaching reading/language arts at the same school. Now she is certified to teach any subject from grade levels Early Childhood to 8th grade. For the 2010-11 school year, she is responsible for teaching four blocks of sixth grade language arts and reading with approximately 22 students per class. In addition to

personal responsibilities, including being a single parent of a pre-teen, Hannah enjoys being an active sponsor of student council and Destination Imagination.

One of the things that have changed for Hannah over the years is her attitudes and actions in regard to the teacher evaluation system. When she was first hired to teach at Southern Intermediate, she participated in district orientation, which included training on the PDAS system. Hannah recalls the training being part of two intense days of staff development the week before she was to report to Southern Intermediate to get ready for her first year of teaching. That was the extent of her preparation for the first classroom observation and walkthroughs during the first year of teaching. Rather, Hannah's colleagues, especially her first year mentor teacher, provided helpful hints and suggestions that assisted her in preparation for the PDAS observation. Hannah recalls feeling tentative and so, simply accepted her principal's evaluation of her without question.

Over the past years, Hannah has become bolder and more confident in confronting her administrators in regard to her teacher evaluations. Hannah explains that if she has any questions it is understood that she needs to initiate the conference. She no longer finds that she simply has to accept the results at face value but can ask questions. Even though she would prefer to have a discussion, often times the administrator simply calls her up to sign the completed evaluation without having a conference. Hannah states, "But nothing is really discussed. They just tell you to look over it, sign it, and we're done."

The first of four entries, entitled "*The Infamous Peephole,*" provides a description of Hannah's thoughts and feelings concerning one of the new requirements, which allows

the administrator to view into a teacher's classroom without actually entering the room. The October, 2010 journal entry entitled *"The Dog & Pony Show"* reflects on Hannah's thoughts and beliefs revolving around the administrator's knowledge and conduct connected with the teacher evaluation system. In the March, 2011 journal entry, "*The Elephant in the Room,"* Hannah considers the effects of the administrator's presence in the classroom and what they're writing during the teacher evaluation process. In the final entry on May, 2011 titled "*This is me,*" Hannah expresses her thoughts and attitudes regarding how the evaluation portrays her as a teacher. The journal entries are in the figures on the next few pages.

September, 2010   ***The Infamous Peephole***

Administration is expecting that all the classroom doors have a sort of window available to see into the classroom. I am not comfortable with the fact that I must have a "peep" hole on my door. While I have no problem with Administrators in my room, I do have a problem with "snapshots" of what could be misconstrued by taking a quick "peep" into my classroom. I know that the administrators just want to have an easy way of seeing into the classroom without having to open the door. But that's not the way it feels. What is it that they are trying to accomplish? Do they not trust us?? Why don't they just take the time to actually come into my classroom and see what the students are doing and working on? REALLY, you'd think that they would want to see what I was teaching the kids instead of just whether it looks like I can manage the kids.

I don't like that little peephole because I know TEA personnel and administrators are looking to see our where abouts in the room, it gives me an ill feeling in my stomach when I have to be behind my desk and on my PC to take roll <u>EVERY</u> period. What if when they "peep" in I'm behind my desk taking roll? Then for sure I am going to get some note with their comments that I'm not teaching kids the class. Will these notes be used in my PDAS? How will I be able to defend myself?? Are they going to come by more frequently to check up on me? How do I know if there is a problem at least according to them if all they do is come by and peep in?? I suppose they will let me know but I hate the thought of having to defend myself after the fact. Again, where's the trust? Where's the communication and feedback? It all seems one-sided!

They're just looking to catch us at that moment even though I am just doing what I have been told to do. I know that we are having issues with the attendance but really!! With everything else I have to do, now this – attendance. On top of all that, I have to worry about some administrator "peeping" into my room to see if I am doing my job. It is just too much, all this little knit picky stuff. It just kind of makes us angry about it all. Several of the doors have been cut out and they put that plexi-glass there so that they could have that peep hole to kind of look through. Well, I guess I will get over it at some point.

I feel really bad for Sonya across the hall from me. She has had a solid door for such a long time. I think it was one of the few left on campus. I saw the maintenance guys getting it ready to place the plexi-glass panel. I asked the maintenance guys to give me the wooden panel that they took out of her door. I'm going to paint a black hole because I'm sure she will be missing that privacy. I'm gonna get some help wrapping it up and give it to her for Christmas because I'm sure she will be missing it by then. She liked having her door solid. It'll be fun giving it to her at Christmas. She doesn't even know that I have it. But it's coming. We're all going to sign it and the kids are gonna sign it, too.

Figure 17. Hannah's September, 2010 Journal Entry

October, 2010   ***The Dog & Pony Show***

I wonder what's going on. At the beginning of the year, the administrators were coming into the classrooms a lot more often. They come in with their pens/pads and give us those little eval sheets if it means something. You never know when they're gonna pop in. It was happening pretty consistently at the beginning of the year. But now?? At the beginning of the year they told us, at least the reading department was gonna be visited much like the science department was when scores were low and TEA was here. They had the science teachers keep like a binder of documentation. Just like the science teachers, I thought the reading teachers were gonna be under the same type of scrutiny and there was gonna be ALL this stuff that we were going to have to compile. Mrs. Guerra made it sound so overwhelming, the amount of documentation and stuff that we were gonna have to put together as a department. Maybe she was trying to prepare us for that. I think they were getting pressure from central because the State was gonna be coming. But then they decided that they weren't gonna do it after all. I guess maybe that's why they backed off of us a little bit?

*But it's not like that information on the eval sheets of any value. But I always get nervous at the beginning of the year because you're just getting back into the swing of things. Once I got my first evaluation, it kind of irritated me because I just feel like it wasn't enough feedback. They give you some comments but - well, on some of them. It just kind of all seems haphazard what they fill in and what they don't. So, what is the purpose? What are they looking for? Not everything is checked off. Not everything is marked. Maybe they write a sentence or two. Most of the time, they don't write anything at all. It's not thorough. It's not consistent in what they check off and what's written and what's not. On one form there is nothing marked off and another one there is. I just end up collecting them in a pile. I don't even read them really because I know they're writing something that we were doing in class at that particular time. I know what I'm doing in my class. Geesshhh - I'm the one doing it! They should tell me what they want or like to see more of if I'm not doing it. Give me more constructive criticism. I just feel like I want more than this. I just feel like **what's the point***? **Are they doing their dog and pony show?***

*I suppose they have their reasons. There have been times where they've come to do a walkthrough and I don't get anything. I remember one time the reason they were coming was to check and see if we were doing what we were supposed to during the tutorial time. Another time they were checking to see if we were really doing the CSCOPE lesson that was scheduled for that day. Sometimes I just feel like they come in to catch you doing something wrong instead of helping us improve as teachers. I mean really – If it weren't for the fact that I know what their handwriting looks like, I wouldn't even know who wrote up the walkthrough form. The walkthrough form doesn't even have a place for the administrator's signature**.   What does that tell you??**

Figure 18. Hannah's October, 2010 Journal Entry

March, 2011   **The Elephant in the Room**

That evaluation is going to go in my folder forever. So yes, I get that nervous feeling every time. I even try not to look at them when they're sitting there in the back of the room during an observation. I'll probably look at them to see what they're doing only by chance. I think that I get into the lesson and I almost forget that they're back there sometimes. It isn't until if I'm looking up or if I'm walking around that it hits me again that they're in the room.

*"Don't worry. Go about your usual routine." That's what they tell me every time. Yeah, right. Like I have an administrator sitting in the back of my room everyday writing who knows what. There's nothing routine about that except that it happens once a year! Oh my gosh, it's like the **elephant that's in the room**. They just observe you in the front while they sit there in the back of the room. They're just watching me, watching and writing. Did I do something wrong? They're critiquing me in some way and that's what they're supposed to be doing I guess. I just worry. It's kind of like the movies when something bad is about to happen - you see them and you know they're giving you that beady eye look when they're writing down on their tablet or paper.*

It's not like I've ever gotten a really bad evaluation. It's totally different from getting a walkthrough. On the walkthroughs it's almost like I already know what they're writing. But, when you get your formal PDAS evaluation, there isn't much written. It's just the little checkmarks. So I'm left wondering what they were writing because that's how they're going to check off their little PDAS boxes. At least that is what I'm assuming; they're gonna go back with those notes that they took while doing my PDAS evaluation and fill out the form. Why can't I see their notes too?? Wouldn't that give me more information than just boxes checked off on some generic form??

This year I felt like my lesson was going really well. I felt good about what we were doing. Kids were super engaged. Then, I saw them writing and I got that ugly feeling in the pit of my stomach - Oh, gosh, what am I doing wrong? What are they having to write about? I was feeling like I was doing so good and then BAM. And to top it all off - I find that they leave the little note on my table. And it's a really nice note. So, then I knew I did okay.

Figure 19. Hannah's March, 2011 Journal Entry

May, 2011 **This Is Me**

*I got my evaluation today. They called me upstairs and it was already signed. They want us to sign it right then and there. I just signed it before I read it. I really shouldn't have signed that evaluation until I read it. I remember my parents telling me **don't sign anything until you've read it.** When I sign it, to me it means that I agree with what is on the paper. **This is me**. This is who I am and I agree with you. Here's my signature proving that.*

*They'll call you out of the middle of your class or tell you to come up. They don't say here look over it in a day or two. It's more like sign it right there in front of the secretary. So, I don't really look at it other than to make sure there's nothing really bad. I just kind of feel rushed to get it signed and turned in. But I know once I do get my hands on it and I don't agree with something or if I have questions, I can always go back and talk to them or question them. Not the first time though! In my first evaluation I felt like it was as if I were signing my life away. I left myself in the beginning feeling why did I sign this because I don't agree with everything on here? **But I just wasn't strong enough in the beginning to question it.** Now, if I have questions then I try to get them answered. If not then it's like okay well they're not going to fire me over this. Oh well, I figure if I'm doing something really wrong or bad they'll let me know.*

*This year, when I brought my copy back to my class, I was looking through it. A couple things really bothered me. So, I went to go see Worthington about it. I'm really not one to cause waves. I usually just go with the flow of things. But it seems to me that with more experience, I have become more inquisitive and outspoken. **I want to know these things.** I know I'm not a perfect teacher. But I want "exceeds" on everything not just for myself but for my kids. So tell me --- how can I make an "exceeds"? I told her that I wasn't coming to ask her to change anything. I just wanted to know what I could have done better. I felt like I had fulfilled all the requirements. When we met, Worthington got her book out and we talked about the lesson. I'm like I did that. I did that. So, what am I lacking? Then she changed it. Why did she change it? Does she even know what she is supposed to be looking for?*

Figure 20. Hannah's May, 2011 Journal Entry

In the previous journal entries, a picture of Hannah's trip through her attitudes and beliefs is provided to the reader. Hannah begins her teaching career by accepting the terms and conditions of the teacher evaluation system without reservations. But as she gains more experience, Hannah believes that she acquires the confidence to question her administrators when and if she disagrees with her teacher evaluation. In addition, Hannah questions fervently the whole purpose of the teacher evaluation to the extent that she believes that the administrators conduct the evaluations as part of their own "dog and pony show." One of Hannah's mentors, Michaela, also references the cliché – "dog and pony show."

Michaela – The Veteran

During the course of her 21 years, Michaela has had various additional responsibilities including but not limited to serving on the campus site-based decision making committee, district based decision making committee, sponsoring several different University Scholastic League (UIL) activities, campus coordinator for UIL, National Junior Honor Society sponsor, Texas Behavioral Support Initiative (TBSI) member, student council sponsor, and a mentor in Southern ISD Amigo Program for several years. Obviously, the veteran of the three participants and also a graduate of the same local university with a Bachelor of Science in Education, Michaela is currently in her 22nd year of her teaching career. As such, Michaela has a wealth of information to share in regard to the campus considering that the entirety of her teaching career has been at Southern Intermediate. At the time she began her teaching career, Southern Intermediate was a 6th and 7th grade campus. During her time at Southern Intermediate, she has worked with approximately six different principals. She has taught all grade

levels spanning from fourth to eighth grade whether it was in the regular school setting or summer school. As a devoted veteran teacher who continues in the field, Michaela states, "I loved every year." Even though she has taught math on a couple of different occasions during summer school, Michaela has a provisional certification to teach reading in grades 1 – 8 as well as a self-contained classroom grades 1 – 8. In other words, unlike Joseph and Hannah, Michaela does not need to renew her teaching certificate every 6 years. Michaela has been responsible for teaching language arts and reading for the past 20 some-odd years. Currently, she teaches fifth grade language arts and reading working a rotation pod with three other teachers who are responsible for the remaining subject areas for the students they share. Michaela teaches four blocks of language arts/reading and an enrichment class. Her average class size is 23 students.

On the next few pages are the last set of journal entries, which focus on Michaela's experiences with the teacher evaluation system at Southern Intermediate. The series of entries begins with an excerpt entitled *"Toughest Evaluation"* that explores Michaela's thoughts and views concerning my particular teacher evaluation when I served as her appraiser. In the January, 2011 journal, *"Losing a Friendship,"* Michaela offers some insight about her experience with her colleague's reaction to her pseudo supervisory role as per the principal's request. In the March, 2011 journal entry, *"Mentoring Others"* Michaela depicts her experience imparting advice to other teachers. In the final entry of April, 2011 titled *"Song & Dance,"* Michaela provides some insight into her beliefs about and experiences with walkthroughs at Southern Intermediate. The journal entries are in the figures on the next few pages.

October, 2010   ***Toughest Evaluation***

I had a great surprise visit from Ms. Torres today in my classroom. She wants me to assist her with documentation she needs towards developing her doctorate studies based on the PDAS observation and other informal walkthroughs. I gladly accepted Ms. Torres' invitation to participate in her doctorate studies. I am reminding myself to look for previous PDAS documentation. Ms. Torres needs PDAS records to help her gather information. Little does she know some of my toughest observations results came from her.

I felt like the very first time when she observed me because she is from a math background and that maybe she didn't get my groove as a reading teacher. Maybe she didn't understand the point or the reason why I was doing it a certain way or I was teaching a certain way in how I delivered my lesson. So, I took that into consideration that maybe she didn't have the background or understood the difficulty of the concept I was presenting to the students. Most of the time, I try to choose objectives that aren't easy to do for my evaluations. I'm not going to do a lesson on fact and opinion. That's too easy! I like to do the other types because those are areas that are very abstract and more so for our students. The majority of our students are not fluent readers. So, it takes a lot of work to get the kids from where they are when I get them and to where they are when they leave. When they leave my classroom, I know they've gained.

*But that's how I took it. That may be the reason why she wasn't very impressed. I just felt that maybe she might have docked me a little bit more than I should've been for whatever reasons. I could be totally wrong. But that's my assumption. She and I never talked about it at the time of the evaluation. I feel that most of my other appraisers had some kind of reading background. They got what I was trying to do. No questions asked. In other words, I was given the benefit of the doubt that I knew what I was doing. I don't remember what areas it was. It could've been on the implementation of the lesson that I could've been docked. But, the only reason I mention anything now was because she was asking about it. At that time, I felt like it was a good evaluation. I was okay with it. I didn't want to question it mainly maybe because she was my boss and I respect that and still do. I guess my upbringing was if you have nothing nice to say, don't say it at all. **At that time, we might not like it but okay, hey, that's what they're saying. That's how they're calling it. Deal with it, tougher skin, and there we go.***

*This was the first time since I was a first or second year teacher that I wasn't "exceeds" on my evaluation. I was just at proficient. **Well maybe she busted my bubble**. **There's a difference between a 90 and an 89. She gave me an 89.** But, could that have made me a stronger teacher? Yes. I'm gonna look at it as an opportunity. Being conscientious, I'm going to do it better next time. That's probably why I didn't say anything to her at the time because I do value what is on that instrument. So, if that's what she saw and felt, that was fine.*

 Figure 21. Michaela's October, 2010 Journal Entry

January, 2011 **Losing a Friendship**

I saw an old colleague the other day. It reminded me of that one year when Mrs. Garcia had me go observe brand new teachers. I was really surprised she asked me but it was great to know that Mrs. Garcia had the confidence in me to go and observe other teachers. I kept a journal to document the observations. Funny how that whole experience turned out to be a real eye-opener for me as well. I thought that when the doors closed that we all do our objective, we do our startup, we do our lesson, we do this and we do that. That's not necessarily the case, I found out. I could never understand when we got our TAKS scores how and why they weren't so good. I'm not trying to toot my own horn but I thought everybody worked hard doing what we needed to do to get the kids ready. When I went into those classrooms, I finally understood. It was like - shhh, no wonder! Nooo wonder! As a teacher you don't get to see everyone else teaching a lesson. When I went into the different classes, I saw how differently we do our jobs. I also never thought I'd end up losing a friend over the whole thing.

I remember having a conversation with Noel about what Mrs. Garcia wanted me to do. Noel warned me that there might be some teachers that would be resentful or irritated by it. Well, it sure did!! I thought – NO. NO, because I felt like we were all friends. But there was one teacher that didn't take it so well. From what I heard, she never really was okay about my new duties. I was told that since she had the Master's degree and I didn't she believed she should have been the one chosen. It just floored me when I heard that. Never did I think that she would think that. What difference does it make? I didn't ask to be chosen. It's not like I went to Mrs. Garcia and volunteer or anything. I was asked to do it. And I believe that when something is asked of you, you do whatever it is to help out.

But I lost our friendship over it. I didn't see why because if it wasn't me and it would have been somebody else, I'd be happy for that person. I can't believe even today that it is still an issue. It's not like we're mean to each other or anything like that. We're very cordial to each other but that's it.

And to top it all off – after all was said and done, I ended up having to teach another class during the time that I was set up to go observe the new teachers. We just ended up with too many students and I had to pick up the slack. So, I stopped doing the observations after the first semester.

Figure 22. Michaela's January, 2011 Journal Entry

March, 2011   ***Mentoring Others***

I had a lot of opportunities to help others out on their evaluations and just mentoring them throughout the school year. It seems like every year I am chosen to be an Amigo for one of our new teachers. My administrators tell me at the end of the year on my evaluations that I am doing a good job. I've had good experiences so far. They give me the points that they saw, the strengths and how my students performed during the observation. They've also told me that the atmosphere, the environment that I provide in my classroom is great. They can tell by the reaction between me and the kids that I have a good rapport with my students. It's not just for that day. It's obvious to them that there's a mutual respect.

I have also been told that they learned a couple of things in the class as well. I had an appraiser once when we were doing a show of cards in class. The show of cards was to let me know that they clearly understood what they were doing. The appraiser was in the back of the room and it just so happened that he selected the wrong answer. When I saw that he had the wrong answer and most my kids had the correct answer, I re-taught it in a different way. I asked a different question and this time he got it right.   He even mentioned to me that he actually learned that particular skill in my class.

I guess that's why they ask me to be a mentor to other teachers because they like what they see in my room. Teachers are also asked by the administrator to come observe me teach. If they're asking me to let another teacher come do an observation in my classroom there's gotta be a reason why. If it's because they want for her to see classroom management, I'm assuming that she's having problems with discipline. That's what was mentioned to me on one occasion, what that particular teacher wanted to see. I emailed the teacher that time after she came into my room to see how things had gone. She replied that there were some strategies that I had used that she was going to try in her room. This is why I think that there should be a constant communication between the teacher, the appraiser, the teacher and the co-teacher, to constantly help each other because I think that teamwork is what makes the difference with our students.

A lot of times teachers ask me for advice about preparations for their upcoming evaluations. If I can, I help them with ideas or planning activities for that lesson. I've had several teachers tell over the years that they are really appreciative of the support that I provided to them. Even Hannah has told me that she feels she's a little bit more organized with her teaching because of my management skills that I taught her and it helped her. Sandra also told me that she feels like she is a better teacher because of some of the skills that she picked up from me, too. I didn't keep my little secrets.

In a way, those opportunities when the principal asks me can so-and-so come in, I think it keeps me on my toes. I think it has helped me to always fine tune my own teaching skills. So, I will look over my lesson. I will do whatever, whenever I can to help other teachers.

Figure 23. Michaela's March, 2011 Journal Entry

April, 2011   **Song & Dance**

Well, I think PDAS is an evaluation to see whether the teacher is doing her job or not. But is a teacher doing her job or not in that one sitting?   Anybody can pull off that song and dance. Come on! Sometimes it can be a show for some teachers. They're gonna put all their effort into that one day. Then wow, this teacher is awesome that one day. Of course, you want to make that day a special day. You might even want to try something different. But I think it's a daily thing. I just feel that you need to prepare for every day. It's gotta be a daily thing. That's why I definitely think there should be more walkthroughs.

That's another thing that our new teacher is resenting this year. Because of our standing and status, they come into our classrooms a lot. At the beginning of the year, boy, they were in here ALL the time, all the time. I'm used to it but she isn't because over there at her previous campus it was her observation and that was it. So, she felt like she was being watched over here. According to her, they're being knit picky. They're checking on 'me' or 'I'm gonna get you' type of thing. It just so happened every time that they would walk in, she was on the computer. What's she doing? Who knows?? One of the times she was actually doing attendance on the computer. I told her, "Well why didn't you tell them." This is like her third time though. So, what was she doing the first and second time?? Who knows? But there have been other situations where teachers are doing something other than teaching in their classrooms with the kids present. I know of a few teachers have their iPads on the desk and are reading their own personal novels. I don't get that. They have their own agendas. But that's a perfect opportunity for the kids to be off-task. Then I can see why they would come into that teacher's classroom. They might ask 'Hey what's going on in there?' So, anyway, some teachers see it as 'Ahah, I'm going to catch you.'

But, are the walkthroughs necessary? Yes, I do think it's necessary. But you shouldn't have to worry about that if you're doing your job and they know you're working. I know lately they're coming around more often. But they're not coming into the classroom so much like they were in the beginning of the year. I see them through the plexi-glass panel in the door a lot mainly because I'm right there in front of the room working with the kids. So, I can see them by the door. But they don't come into my room. I feel that they know that I'm doing my job they're going to leave me alone because of that. I feel that they pretty much trust my judgment as far as being the teacher and what I'm doing with the kids.

Figure 24. Michaela's April, 2011 Journal Entry

In the previous journal entries, a brief journey has been taken through Michaela's extensive career at Southern Intermediate focused on the teacher evaluation system. Michaela is a dutiful teacher who has a high regard for the hierarchical structure in the school system. She believes that it is her responsibility to share her experience with younger or struggling teachers to help them improve in their performance. But Michaela struggles to compartmentalize her duty to follow rank and file and thus accepting the teacher evaluation system at face value with her feelings that "anyone can do the dog and pony show" or the trustworthiness of the teacher evaluation system.

<div align="center">**Cross-Case Analysis**</div>

As part of the requirement in Texas outlined in Texas Education Code (TEC) §21.351 (Texas Administrative Code 150 § 1009, 1997), Southern Intermediate uses the state recommended system, Professional Development and Appraisal System (PDAS), to evaluate its teachers. PDAS consists of a set of specific standards and expectations for teacher behaviors. Joseph, Hannah, and Michaela are evaluated every year according to those standards. Evident throughout the journal entries, Joseph, Hannah, and Michaela continually negotiate the meaning and purpose of the evaluation process. Using Foucault's (1977a, 1980, 1983. 2000) power/knowledge analysis, I constructed a cross-case analysis, which explores how Joseph, Hannah, and Michaela negotiate power in context of the teacher evaluation process at Southern Intermediate.

Foucault (2000) does not propose a particular method of analysis but rather some 'tools' that could be used to probe the current system. Foucault (1977a) took the concept of Jeremy Bentham's prison design of the Panopticon and applied it beyond the physical constructs to dynamic situations in which relations of power were clearly visible and

vulnerable to destabilization even under extreme conditions. In other words, power is not fixed, stable, with one essential meaning. Instead power exists in relations, and even in the most extreme relations between the oppressor and the oppressed, relations of power can be altered. However, for power to appear stable, there are tools that can be used. In particular, Foucault (1977a) focused on the surveillance of people and the regulation of their behavior. Being watched by the aid of the Panopticon structure allows a direct line of vision from the guard to the prisoner. Therefore, the prisoners can think that they are being watched constantly, or that the guards have the power to watch them constantly even if the guards are not doing so. Thus, the prisoner can discipline himself through that knowledge of surveillance. Through disciplinary power rather than sovereignty, surveillance functions to quietly instruct its subjects into conformity and regularity.

Similarly, disciplinary structures and gazes that inform the implementation of PDAS can also become tools that bring teachers into conformity and regularity. As such, to examine the cultural and institutional practices at Southern Intermediate in terms of power relationships, I analyzed the data for binaries, acts of discipline, punishment, and surveillance. By conducting this analysis, I was able to explore how Joseph's, Hannah's, and Michaela's behaviors function as a form of power/knowledge (Foucault, 2000) via the cultural and institutional practices at Southern Intermediate.

In the analysis that follows, the binaries uncovered the privileged positions as well as the arbitrary labels and assignments given to teachers and administrators. Moreover, acts of surveillance at Southern Intermediate through informal and formal structures of the PDAS process produced knowable and compliant teachers, which are elaborated upon later in this chapter. The self-disciplining practices of Joseph, Hannah, and Michaela can

be explained through the underlying influences of discipline and punishment. I compared and contrasted the participants' behaviors and meaning making of experiences with each other, using the tenets of Foucault's (1977a, 1984) power/knowledge dynamics as demonstrated later.

Descriptive data to support each of the specific Foucault's (1977a, 1984, 2000) categories of surveillance, discipline, and punishment are provided below in the form of categories. Although there is only one example per teacher provided in the tables (Tables 9, 10, & 11) later in this chapter, the one example is a composite representation of numerous incidences from all data sources.

In/visible Boundaries

Considering that language is embedded in discourse (Bradbury-Jones, Irvine, & Sambrook, 2007), inclusionary and exclusionary practices (MacNaughton, 2005) can be evident in items such as texts, words, images, actions, and interactions of members in an institution. Such inclusionary and exclusionary practices can lead to binary relationships creating divisions between people, such as creating a relationship of them versus us. Binary relationships disclose the privileged position of one over the other as well as the labels, roles, and assignments of that particular binary. In some settings in education, divisions are naturalized where the current practices of exclusion/inclusion have been made legitimate. For example, the teacher is socialized to behave in a way that masks the teacher's shifting ontological states of being. In other words, instead of being honest, authentic, and sincere, the teacher is expected to put on a mask of being courteous, polite, and politically correct, regardless of the situation or the actors involved. The teacher is expected to react exactly the same way no matter what the situation is or who the actors

are. How the teachers actually would like to express themselves and communicate their ideas are less relevant compared to how they are seen by the administrators and how they are rated on PDAS. Once the teachers learn these normalized and silencing discourses about communication and expression of ideas, they become further re-inscribed in binary relations of them versus us. Moreover, such "proper" behavior is rewarded by situating the teachers on the privileged side of the binary promoted in PDAS where a teacher is labeled as *exceeds* instead of *proficient*. The binary relationships existing in the current study can be classified into three different categories, which will be discussed in further details in the following sections.

The three categories of binary relationships are those evident in the physical structures, placement, and PDAS based terminology. These relationships are exhibited throughout the practices of Joseph, Hannah, and Michaela via their discourse (Bradbury-Jones, Irvine, & Sambrook, 2007) and the inclusionary and exclusionary practices (MacNaughton, 2005) of their words, actions, and interactions. The first two categorical binaries, physical structures and placement, refer to those relationships originating as a result of the physical setting of the furniture, structure of building, and the physical positioning of individuals in that particular setting. The third category, PDAS based terminology, refer to how the language of PDAS and the perception of such language create visible and invisible boundaries.

Physical Structures and Placement. The first two categories of involving physical structures and placement are the most visually evident of the binary relationships in the context in which the participants work. Physical structures refer to the architectural elements of Southern Intermediate where teachers and administrators are

placed in ways that create a clear physical division. This physical division has similar

characteristics of the Panopticon where the administrators can keep a watchful eye over

the teachers. Placement refers to how the furniture in Southern Intermediate are

positioned, creating a clear boundary between the administrators and the teachers. These

placements also promote a feeling of where one's place is in the school and who occupies

the privileged position, based on not only the location of the furniture but also the type of

furniture that an administrator has access to versus a teacher. For example, the central

office is, as its name suggests, at the center of the campus with a birds-eye-view of the

entire campus. To make surveillance easier, all the classrooms have peepholes that the

administrators can use for disciplinary gazes without the teacher's prior knowledge or

consent. Additionally, the teachers' lounge is in the basement directly under the central

office, without any light or windows, or exposure to the outside. This lounge is fondly

known as the "pit." However, administrators would know every single time a teacher

enters or exits the pit because the panoramic windows in the central office offer a view of

the path to the pit. Such physical structures clearly positions the administrators in a

different group than the teachers with different privileges and access. Consequently, it is

easy for the teachers to experience exclusionary practices by the administrators, based

solely on the physical structures, although there were many other reasons to experience

such practices. Divisive physical structures such as those present in Southern

Intermediate are directly influential in creating a them versus us binary relationship

between the administrators and teachers.

 Placement of furniture further contributed to the binary relationship between the

administrators and the teachers. For instance, in the principal's office the principal has a

plush, high-back leather chair behind an executive mahogany desk. Yet, the seat for the teacher to sit opposite to the principal, on the other side of the mahogany desk, is a wooden chair low to the ground, and definitely lower in height compared to the principal's seat. When a conference between a teacher and a principal needs to happen regarding PDAS, the teacher has to leave her/his classroom, travel up the stairs into the central office area, and gain permission from the receptionist to enter into the principal's office. This journey is indicative of the division between the location of the administrators and the teachers as well as speaks to the barriers set up for a teacher to have access to his/her principal. Once the teacher enter the principal's office, s/he would have to sit in the wooden chair, low to the ground and look up at the principal seated in the plush high-back leather chair behind the mahogany desk. Such clearly marked physical boundaries between the administrator and the teacher can only be blurred if the administrator chooses to step outside of the desk and sit on the same side with the participant in a similar chair. However, none of the participants reported such administrative moves.

Given that the PDAS conference is already one where the teachers are being judged about their effectiveness as an educator, such marked boundaries and privileged access create a division between the administrators and the teachers, ensuring that a perception of fixed power relations and normalizing the teacher into her hierarchically lower position than the administrator. Teachers perceive that administrators have all the power to evaluate and label them, while they have little to no power to resist incorrect labeling. Positioning themselves as lower than the administrator in the furniture placement, and having a seat that is remarkable different from the administrator, with an impenetrable

barrier of a mahogany desk further reinforce the binary relationship between the administrator and the teacher. Additionally, if the teacher is in the administrator's office as part of his/her evaluation conference, then s/he is attempting to understand why she has not received the coveted PDAS label of *exceeds* instead of *proficient.* This conversation takes place where the teacher is physically situated lower than the administrator and trying to discuss the merit of a label that hierarchically organizes effective teaching through checklists and surveillance. Thus, both the context and the content of conversation in the principal's office based on its physical location, furniture placement, and discussion of labels create further binary relationships between the administrator and the teacher. These binary relationships also promote the perception of lack of power and agency on behalf of the teachers. Such perception is driven by understanding power to exist in a static way instead of dynamically in relations. Consequently, teachers take on a submissive role to the administrators, seeing them as the labeling authority, even though the teachers know that the administrators often do not have the subject-matter expertise to label teaching effectiveness. When Michaela states, "At that time, we might not like it but okay, hey, that's what they're saying. That's how they're calling it. Deal with it, tougher skin, and there we go," she demonstrates developing strategic negotiation skills from her perceived lower position. This lower position is further crystallized when the administrator can enter the teacher's room at will, evaluates teachers of all academic areas without appropriate subject matter knowledge, and has the authority to express what appropriate or inappropriate teacher behavior is.

PDAS based terminology. The language or terminology used in the PDAS instrument is evidence of binaries as well. The ratings of *below expectations, proficient,* and *exceeds* exhibit a hierarchical standard of appropriate teacher behaviors for all the participants. The behaviors that the administrator is evaluating can be identified by the general categories listed in Figure 25, which illustrates the binary relationships and how they are further classified.
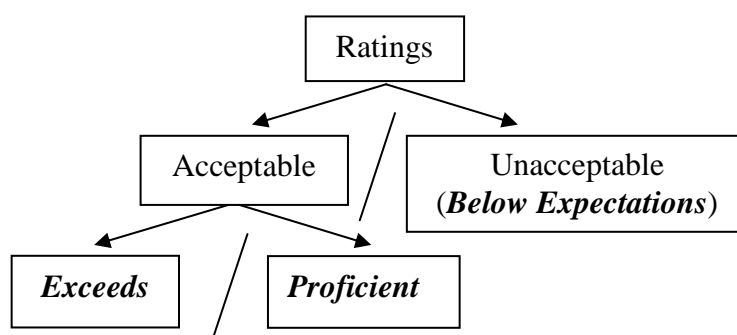
Figure 25. Hierarchy of Rating Binaries

As previously described, the PDAS instrument has eight domains and under each domain there are anywhere from four to nine indicators that are scored by the administrator. Depending on the domain, the indicators refer to various items such as instructional strategies, classroom management, professional communication, student engagement, student motivation, classroom environment, and organizational strategies. In general, the rating scale for each indicator can be classified into one binary, acceptable/unacceptable.

The acceptable category is deemed appropriate conduct in the classroom according to PDAS standards and the administrator's judgment. If Joseph's, Hannah's, and Michaela's behavior is acceptable during the classroom observation and/or during summative evaluation, then their conduct is affirmed with an acceptable rating for that

indicator being scored as *proficient* or *exceeds*. On the other hand, if the conduct is not appropriate, then the administrator punitively rates the teacher an unacceptable score. On the PDAS instrument, this is indicated by the rating *below expectations*. If the administrator scores two indicators or more in the same domain as *below expectations*, the domain is rated as *below expectations* and the teacher is placed on a Teacher In Need of Assistance (TINA) Intervention Plan. The intervention plan functions as a tool to discipline the teacher into compliant, docile subject. For Joseph, Hannah, and Michaela, being placed on a TINA is equivalent to being perceived as a bad teacher. Rather, all three participants had a strong desire to score the highest rating possible.

The acceptable scores of *exceeds/proficient* exemplify another binary relationship in the ratings. Even though Joseph acknowledges that a *proficient* rating is indicative of an average performance, the main thing that he looks for in the results of his evaluation are the number of *exceeds* marked. Hannah and Michaela report that they compare the ratio of *proficient* to *exceeds* ratings they receive on the evaluation from their appraiser. Being proficient then has a sort of negative connotation. For example Hannah remarks, "It's average. You're proficient. You're okay. It's enough."

While PDAS is an evaluation process which labels teaching effectiveness with various terms, such labeling creates boundaries between teachers that receive *exceeds* and those who receive *proficient.* These boundaries are not visible because the teachers' evaluations are not publicly shared by the administrator. Instead the administrator only meets a teacher privately if the teacher is unhappy about their rating on PDAS. If an administrator labels a teacher as *proficient,* then both the teacher and the administrator know that there are two types of invisible boundaries created with such labeling. First the

proficient teacher is not as effective as the teacher who received an *exceeds* label. One does not see the teacher who received the rating of *exceeds* visit the principal's office to have a conference about their evaluation. Second, the labeling of a teacher as *proficient* creates the invisible boundary between the discipliner and the disciplined. In other words, labeling a teacher *proficient* becomes a fertile ground for an automatic unsaid understanding that the teacher will be under the watchful gaze of the administrator. Regardless of whether the administrator will peep in through the window, or will visit the teacher's class unannounced, the teacher would be likely to expect intrusions and surveillance in all possible forms. Therefore, PDAS labels not only create visible boundaries where one does not visit the principal's office due to receiving the coveted rating, but also create invisible boundaries between the administrator and the teacher for disciplinary purposes.

Reflections on In/visible Binaries. What do these binaries reference? Do the binaries allude to some other meaning for the participants? In the preceding section on binaries, the participants have behaved in accordance to Foucault's (1977a) docile and knowable subject. Docile subjects are members of an institution who are willing to behave according to the guards' expectations. That is, Joseph, Hannah, and Michaela are willing to relinquish the desire to behave in any way that deviates from the institution's expected conformity. Knowable subjects are members of the institution who are known due to their behaviors. Namely, Joseph, Hannah, and Michaela act according to the prescribed, acceptable standards reinforced by the PDAS indicators and the language used by other teachers already entrenched and therefore known as exemplary teachers in

Southern Intermediate's ideology. The language functions as a discourse operating to discipline the members by labeling their teaching effectiveness.

Disciplinary discourse, if successful in its attempt, then it systematizes behavior in a way that subjugated behavior is desired and seen as normal. Within the participants' discourse, the general 'truth' (Foucault, 1980) or knowledge has been produced in their particular society. It is the mechanism by which the members are able to distinguish true and false statements, techniques and procedures that are valued, and the status is accorded to those who are charged with saying what counts as discursively true (Foucault, 1980). For instance, accepting the intrusive role of the principal through peeping into the classrooms, walkthroughs, and viewing teachers who comply with the standards of PDAS without necessarily enhancing instruction as mentors are all part and parcel of a subjugated state of being. In other words, teachers who perceive the power relations between the administrators and themselves to be fixed, unchangeable, do not see themselves as agentic beings. Instead, they see themselves as beings needing institutional discipline in order for their teaching to be rewarded. Therefore, by the time a teacher moves from being a novice to a veteran, she is socialized and disciplined to abandon her personal values and belief systems about good teaching so that she can replace those values with the institutional normative discourse of being a PDAS performer whose teaching can be labeled as *exceeds*. Thus, whatever the teachers' ontological beliefs maybe, by the time they are institutionalized, those states of being are rejected in favor of being a disciplined, performative subject of the organization.

Widget Teachers

Whether it is represented by cameras in the retail stores or in public school hallways, surveillance techniques have become a fundamental part of life in modern western societies (Danaher, Schirato, & Webb, 2000; Grant, 2005; Pongratz, 2007; St. Pierre, 2000). Surveillance is a central issue in this study regardless of whether it is personal, technical, bureaucratic, or legal. Clegg (1989) further expounded that the types of surveillance may range through forms of supervision, routinization, formalization, mechanization, and legislation. Ultimately, acts of surveillance generate increasing control of the institution's members. At Southern Intermediate, the participants experience the various acts of surveillance (Figure 26) via PDAS, such as walkthroughs, peer observations, plexi-glass walkthroughs, PDAS classroom observations, summative evaluation, and conferences with the administrator.

PDAS

Informal Structures $\longleftrightarrow$ Surveillance $\longleftrightarrow$ Formal Structures
✓ Walkthroughs ✓ PDAS Classroom Observation
✓ Peer Observations ✓ Summative Evaluation
✓ Plexi-glass Walkthroughs ✓ Conferences w/ Administrator
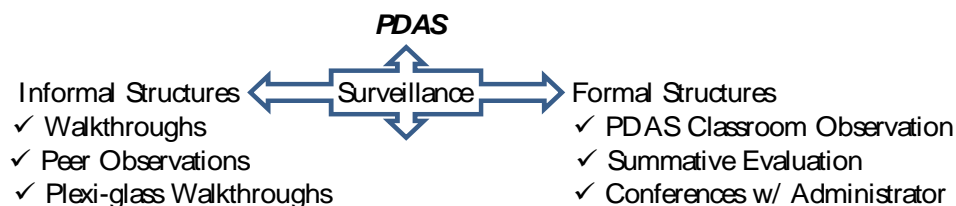
Figure 26. Informal and formal structures of surveillance in PDAS

The hierarchical nature of Southern Intermediate is most easily visible through the construction of the school itself. Reflective of the Panopticon (Foucault, 1977a), Southern Intermediate has its administrative offices located in the middle of campus above ground level. The administrator can also easily see into each teacher's classroom through the plexi-glass window in the door panel. In other words, the administrator

(guard) has a full view of the teacher's room and activities without having to enter the classroom or being seen. Hannah alludes to this intrusive view as she recounts the incident involving one of her colleagues when the wooden panel was replaced by the plexi-glass in the door. Hannah states, "I'm sure she's missing that privacy." On the other hand, Michaela often stated that her door is always open to the administrator(s). Regardless of whether the administrator peeps in, all the participants are well aware of the administrator's gaze into their classroom whenever the administrator desires.

Knowing that there are various types of surveillance, the participants' discourse (Figure 26 and Table 9) demonstrates how they negotiate their experiences as the administrator gazes into their room. While the participants' negotiations show resistance, their discourses also reveal subversive repetitions. Subversive repetitions are instances where the person realigns him/herself with the organization's expectations or desires for his conduct, by subversively repeating a normative principle. For example, Michaela subtly asserts (Table 9) that the administrator's gaze is necessary in order to assure that teachers are doing their job. While Michaela agrees that her instruction does not change as a result of surveillance or PDAS, however, she has aligned herself with the disciplinary institutionalized discourse that the administrator's surveillance is somehow a catalyst to good instruction. Her contradictory position reveals that she is at once accommodating to institutional disciplining while resisting the implications of certain surveillance tools such as PDAS to improve her instruction.

Table 9

Cross Case Analysis of Tenets from Foucault's Power/Knowledge Framework –
Surveillance

	Surveillance
Joseph	That's what they wanted to see. And you knew they were going to be in there to watch you.
Hannah	Administration is expecting that all the classroom doors have a sort of window available to see into the classroom. I am not comfortable with the fact that I must have a "peep" hole on my door. It's like the elephant that's in the room.
Michaela	So, I can see them by the door. But they don't come into my room. I feel that they know that I'm doing my job they're going to leave me alone because of that.

Within PDAS are the not so subtle acts of surveillance, such as the varying number

of walkthroughs that a teacher can receive at Southern Intermediate and the formal

classroom observations. PDAS is reviewed annually at least by documentation. Hannah

recalled a faculty meeting where "basically, they gave it to us and we still didn't really

discuss the evaluation process or expectations."   The administrators simply distributed a

copy of the rules and regulations regarding teacher evaluations to all the teachers. This

act is indicative of the conduct expectations for Joseph, Hannah, and Michaela. When a

classroom observation is conducted, the appraiser (administrator) sits in the back of the

room to evaluate the teacher's performance while writing notes that will not be shown to

the teacher. Both Joseph and Hannah, comment on how the administrator's presence not

only changes their behavior but also the behavior of the students. The administrator's

presence automatically triggers the discourse of what a good teacher should do as

outlined in the PDAS checklist. Consequently, the teacher puts on a performance aligned

with the disciplinary discursive knowledge of good teacher behavior, even if that

behavior does not actually produce enhanced short- or long-term instructional strategies. The goal becomes then to get the right score on PDAS by being good, disciplined, institutionalized subjects. Prior to becoming the compliant subject, sometimes teachers worry when they see an administrator making notes about their inability to match the PDAS checklist.

For instance, Hannah states, "Did I do something wrong because now they're having to write." Hannah acknowledges that the appraiser is doing what she expects – critique her – but because she is never going to see the writing in the note, she can only modify her performance based on her understanding of getting good scores on the PDAS checklist.

In addition to PDAS being a disciplinary tool, the instructors who achieve the right label in PDAS can become disciplinary tools as well. For Michaela, both the appraiser and other teachers are observers of her instruction. Due to her exemplary performance ratings on PDAS, other teachers are asked by their administrator to observe Michaela. Michaela, taking pride in her exemplary status, claims, "If they're asking me there's gotta be a reason why." Consequently, other teachers are now asked to discipline themselves just the way Michaela did if they want the same label as their performance reward. Therefore, Michaela becomes a disciplinary tool herself, demonstrating to other teachers, how to be a good, docile, compliant subject, who excels in being institutionalized. Recall Foucault (1977a) states that acts of surveillance work to produce compliant knowable subjects. In this manner, PDAS, i.e. the construct and rules of this disciplinary institution – the school, is a vehicle that produces compliant workers/teachers by rewarding those who act accordingly and disciplining those who do not. Participants behaving according to the acceptable practices identified and labeled as professionals reveal their willingness

to be compliant workers at Southern Intermediate. Thus, the participants have been disciplined in such a way that the teachers are expected to be 'widget' teachers. That is, all the participants are expected to function, behave, speak, act, etc. in the same way. But is their compliance conscientious and/or voluntary?

From the peephole in the construction paper on the door to the teacher who keeps the door open, eyes (administrators) see without being seen by the objects of their hierarchical gaze. Seeing becomes an instrument that is used to permit the internal, articulated, and detailed control of the members' bodies. The formal and informal structures implemented through PDAS serve to discipline the teachers of Southern Intermediate into compliance. In other words, seeing via walkthroughs, formal classroom observations, administrator's notes left after an observation, the PDAS evaluation form, etc. serve to control the teacher's behavior. As such, the campus of Southern Intermediate reflects a society of normalization (Foucault, 1977a, 1984, 2000). Its construct not only reveals architectural beauty but allows for those who are inside to be seen and thus, transforming them.

Disciplinary power works in Southern Intermediate through objectification of teachers as "things" to be controlled and mass produced in exact likeness of the exemplary teacher. Such objectification occurs when the administrator can use his or her disciplinary gaze on the teacher without necessarily being seen. Therefore, an organization that is hierarchically designed to keep an "eye" on its members assumes that the members need to be tamed and controlled in the normative ways of the organization. That the members are their own agentic beings is denied and by observing and controlling the members without being seen, renders the members as objects. By

controlling the objects in ways so that they become compliant with the desired labels of PDAS, only produces teachers who become carbon copies of each other, i.e. widgets, where their own sensibilities are denied and replaced with what the institution deems to be acceptable. The irony in this disciplinary power is the seemingly extensive control of its subjects without the existence of bars, cells, walls, or other confined spaces. Rather, it's through the open spaces and open doors that the effects of power are exercised. Thus, this openness exemplifies how power is permeating and ever-present at Southern Intermediate as it continues to flourish and is maintained.

As such, via the hierarchical gaze (surveillance), disciplinary power becomes an integrated system yet organized and anonymous. Although surveillance rests on the individual administrator, surveillance functions as a network of relations from top to bottom but also to a certain extent from bottom to top and laterally. Figure 27 is a visual representation of this network of relations with no central authority but rather entities that are interconnected with each other. The entities serve as power centers creating a network of power relations exhibiting the pervasiveness of disciplinary discourses permeating through the network.
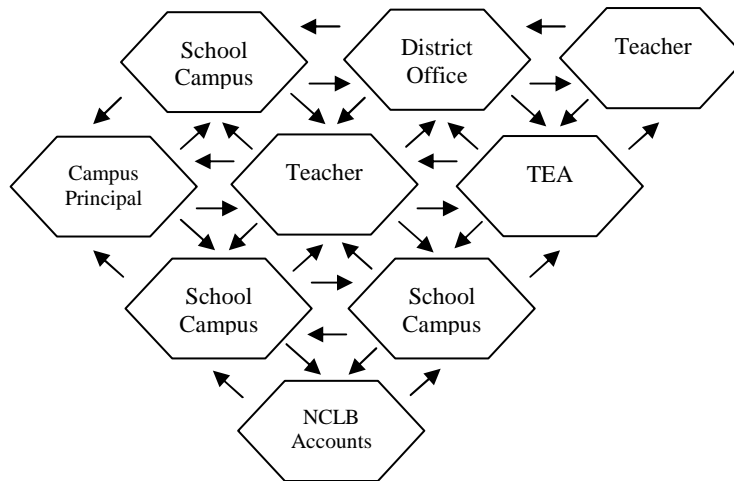
Figure 27. Network Relations Diagram

Put another way, because power exists and functions in relations, if the network

displayed in Figure 27 is driven by the same disciplinary discourses about producing

compliant teachers through PDAS, then it would seem that the bureaucratic process of

conducting teacher evaluations is supported by all the members of the network. This

pervasive support could indicate a stable structure of power to the teachers without

revealing that it exists in relations, thus making them feel that they are unable to disrupt

this strongly connected network. Such helplessness could create a discourse of restricted

options should a teacher want to become agentic and attempt to disrupt the power

networks. Given that PDAS is used as a disciplining tool, any disruptive behavior is

disciplined using appropriate labels, which are in fact gateways to unfettered access to the

teacher's classroom and continuous disciplinary gaze.

Reflections on Widget Teachers. Disciplined discourses do not just produce

widget teachers, but bear the risk of producing widget administrators, campuses, districts,

central office staff, and superintendents. Since the network of power relations is invested

in maintaining and proliferating certain disciplinary discourses (NCLB, PDAS, Texas

Education Code, etc.), all members of the network are expected to align with the tenets of

those discourses. Any member who might be seen to be out of compliance with those

discourses risks being disciplined. Therefore, members of the network can discipline

themselves in advance without being out of compliance and avoiding punishment. Such

relationship between power and knowledge about disciplinary discourses can only render

widget products.

Rendering widget products in the form of teachers take away from the intent of

PDAS. Teachers can enhance their instructional practices through meaningful reflection,

appropriate professional development training, and support from their administration.

Denying such opportunities and creating teachers and administrators in compliance with

a form of teacher evaluation that does not produce the desired effect is at best a

bureaucratic exercise and at worst an ineffective use of resources.

Quiet Coercions

Foucault (1980, 2000) theorizes the power relations within the Panopticon not only

function to reform the prisoners, supervise workers, etc. but that it is a type of location of

bodies in space, or the definition of instruments and modes of power which can be

implemented in the institution. In other words, bodies of space refer to how people are

placed within an institution that is congruent to the power relations between positions of

differing privileges. For example, in this study, the teachers were physically located at a

section of the campus that was away from the central office, yet the central office had a

birds-eye-view of all classrooms. Additionally, the teachers would have to look up at the

principal whenever they visited the principal's office, locating the bodies of the teachers

in a position lower than the principal indicating their hierarchical position in the institution. Instruments used in an organization could be anything that function as a disciplinary tool. In a prison a disciplinary instrument could be a schedule, and in a school that could be PDAS. Modes of power can circulate within bodies in space and disciplinary discourses proliferated through instruments. Therefore, teachers can aspire to become exactly like the one who is deemed exemplary, thereby aligning their bodies and mind to the disciplinary structures.

Foucault (1980) asserts whenever dealing with a multitude of individuals in the institution where the members are expected to behave in particular manner, the panoptic schema can be used, to create model prisoners. St. Pierre (2000) further explains that discipline blocks the relations of power by not allowing individuals to function in spontaneous ways. Put another way, disciplinary discourses through the panoptic schema is designed for mob control and regulation. A blocking in the relations of power can create the perception that power is fixed and thereby members who buy into that perception can be easily controlled. Through control and regulation one can create an orderly society, silence dissent, and privilege institutional values over individual sensibilities. Such disciplinary structures are often covert and cannot be easily identified as tangible acts and actions. These structures can be seen as those whose effects are quiet, yet coercive, yielding compliant subjects. Within the practices of PDAS, disciplinary discourses (Figure 28) take place to obtain the model prisoner (Foucault, 2000) outcome.

PDAS

Informal Structures ⟷ Surveillance ⟷ Formal Structures

Self-Discipline ⟷ Disciplining ⟷ Structural
✓ Lines Up fully w/ the   ✓ Performance Evaluation
    Grand Narrative   ✓ Lesson Plans
✓ Obey the Rules   Peer   ✓ Classroom Management
✓ W/I the Boundaries   ✓ What's she doing   ✓ Teaching
                       on the computer?
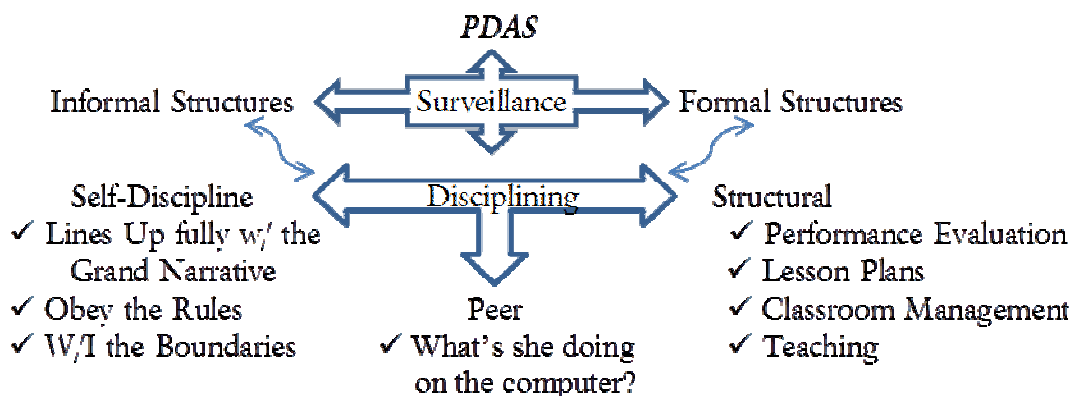
Figure 28. Disciplinary Acts within PDAS

The participants recite the appropriate acceptable rhetoric such as engaging students,

keeping the students on-task, and good classroom management. By such rhetoric, the

participants 'know' the acceptable practices at Southern Intermediate instead of inventing

their own or using the rhetoric in a way that is their own. In addition to reciting the

rhetoric, Southern Intermediate's Amigo Program, which is a mentorship program,

promotes acceptable disciplined practices. Selected teachers are chosen to be members

of this coveted program. Michaela, who is honored to be chosen for this program, is

positioned as a mentor who can quietly coerce new teachers to situate themselves in the

normative discourses of the institution and behave accordingly. The participants' role as

disciplinary instruments align with Foucault's (1977a, 1984, 2000) panoptic disciplinary

practices as they acquiesce to Southern Intermediate's PDAS procedures and quiet

coercions.

To avoid resistance from the mob, the disciplinary tools implemented are often

subtle. Therefore, when a participant feels honored to be a mentor and other teachers look

to become like the prized disciplined subject, then the institution is successful in creating

an environment of compliance. Evident in the participants' discourse (see Table 10) is

the pervasiveness of quiet coercion.

Table 10
*Cross Case Analysis of Tenets from Foucault's Power/Knowledge Framework –
Discipline & Punishment*

Discipline & Punishment	
Joseph	I brought out the popsicles sticks to make sure I give everyone a fair chance in answering questions and use open-ended questions while covering the material. They sure do like those popsicles. Mrs. Worthington marked it as a strength for that day. Maybe I should use them more often rather than just during an observation.
Hannah	When I sign it, to me it means that I agree with what is on the paper. This is me. This is who I am and I agree with you. "I haven't discussed anything this year yet with my first part. I didn't even see the appraiser. It's just here it is. Here's the document and sign. Other than the fact that I went myself to go and ask about those items that I did have questions that I did have on some things that I got evaluated on with the proficients. But nothing is really discussed. They just tell you to look over it; sign it; and we're done."
Michaela	This was the first time since I was a first or second year teacher that I wasn't exceeds on my evaluation. I was just at proficient. Well maybe she busted my bubble. There's a difference between a 90 and an 89. She gave me an 89.

For instance, the ratings on the PDAS instrument *below expectations, proficient,* and

exceeds also depict levels of inappropriate or appropriate or practices. When a teacher

gets a positive rating, there is nothing tangible that is offered to the teacher as a reward.

If a teacher is consistently acquiring a positive rating, then the teacher can become a

mentor to other teacher to achieve the same label in PDAS. However, if a teacher

receives a rating of *below expectations,* the teacher can be subjected to overt disciplinary

measures such as more walkthroughs, more peeping in through the plexi-glass window,

more peer observations, and more formative evaluations. Thus, the subtle coercion is to induce a desire in the teachers to achieve the model disciplined subject status to avoid more overt forms of disciplining. Either rating still produces a disciplined subject, which is always already a quiet coercion.

The effects of such quiet coercions were evident in what the participants reported. For instance, Michaela states, "There's a difference between a 90 and an 89. You gave me an 89." Therefore, Michaela buys into the value of a more desirable label on the PDAS, and perceives anything less than such achievement to be punitive. Consequently, Michaela disciplined herself using the discourses informing the institution and the PDAS instrument to become an aligned subject, who eventually achieved the role model status. As a role model, Michaela demonstrates her compliance to overt disciplinary actions, as she recounts her colleague's perceptions of walkthroughs in relations to her own, "They say that they don't like being checked up on. But I have no problem with walkthroughs because I am conscientious about doing my job. And if you just do your job right, then they will leave you alone and not come and peek through as much." Michaela's compliance as a disciplined subject was echoed through Joseph and Hannah's account. Joseph and Hannah state that if the administrator has a concern then they will increase the number of walkthroughs and/or speak to the teacher. Thus, if the teachers do not want to experience overt forms of discipline, then they need to align themselves with normative institutional discourses, which is a form of quiet coercion.

Quiet coercions are especially pervasive in what Foucault (2000) would term as examination, which in this context is the PDAS documentation. Since a teacher is not allowed to take a long time to read the evaluation before signing and there is an

understood sense of punitive damages should the teacher disagree too much with the rating, the teacher is coerced to agree to an inaccurate rating. Hannah internalizes such coercion when she states, "This rating is who I am and I agree with you." Joseph highlights the punitive consequences, as he asserts, "It goes in my folder forever." Eventually, the participants learn to surrender to the process of being labeled so as to not appear as a dissenting voice. Michaela sums up such surrender as she says, "We all have to take part in it. We can't change it. It's something that needs to be done." Therein lies the quiet coercion when participants surrender themselves to an oppressive process of disciplining without identifying power to exist in relations.

Reflections on Quiet Coercions. Quiet coercion is process of disciplining using both overt and covert tools of examination. The process of the examination is highly ritualized (Foucault, 1980). In teacher evaluation, PDAS is a tool that includes observation, recording, and training. The observation techniques include announced and unannounced walkthroughs, lesson plans, 'peepholes,' and see-through plexi-glass in door panels. The recording techniques include lesson plans, teacher-administrator conferences regarding teacher evaluations, and the PDAS evaluation documents. The training techniques include faculty meetings and professional development trainings that reinforce certain types of conduct, and the actual process of the teacher evaluation.

Moreover, PDAS is loaded with various types of repeated documentation. The documentation includes "writing up a teacher's instructional effectiveness" as a disciplinary measure. This process is repeated for every teacher, thereby creative a disciplinary discourse driven by PDAS ratings and consequences associated with those ratings. When teachers understand that "writing" is also a disciplinary tool, with what

they perceive to be an undesirable consequence, they learn quietly to align themselves in ways where they are "written up" positively. Thus, instead of seeing themselves as agentic beings of social change, the teachers see themselves as beings that either have to comply with overt forms of discipline or align themselves with covert form of disciplining their behavior in order to avoid the more highly ritualistic examination process.

Resisting Leadership Authority

While participants can perceive power relations to be blocked, if they have not authored themselves as being completely non-agentic, they will find pockets of resistance, especially when the grand narrative is in contradiction to the ways in which they situate themselves within the grand narrative. In doing so, the participants align with Foucault's (1970) encouragement, where they dismiss cause and effect relationships and any stable understanding of one central fixed idea. However, once the participants discover these pockets of resistance, they are in a permanent state of ontological contradiction as explained below.

In this study, all three participants disagreed with their ratings at one point in their teacher evaluation experiences. Unlike Joseph and Hannah, Michaela's resistance was covert. Michaela did not identify with the label placed on her by an administrator who was not a subject matter expert in her area. Indeed she respected the administrator's authority to label her while distancing herself from the implications of the label. If Michaela had internalized the label of being *proficient,* then she would have not demonstrated any ontological resistance. However, by being aware of who she is as a

teacher and her state of being as a teacher, Michaela could not reconcile the label put on her teaching by an administrator who was unfamiliar with the content being taught.

On the other hand, Joseph and Hannah identified a more overt, procedurally allowed path of resistance. In this case, the allowed path involved a conference with the principal to discuss the rating on PDAS. When Joseph and Hannah discussed the principal's rating and explained their positions further, the principal changed her rating favorably for both of them. However, such a willingness to change ratings favorably created ontological contradictions for Joseph and Hannah. Both of them situated the teachers within the institutional grand narrative as beings without voice, agency, and transformative power. That they have the ability to possess transformative power was not only a surprise to them, but their ability to influence the principal made them perceive the principal as an ineffective evaluator, lacking the appropriate disciplinary authority.

In other words, Joseph and Hannah perceived the principal's authority to be fixed, stable, and certainly not easily changed through dialogue with dissenting teachers. Thus, when the principal changed her rating favorably from the previous rating, the fixed essence of the binary relationship between the guard and prisoner was disrupted. The participants perceived the administrators as disciplinarian authority figures much as the prisoners perceived the guards to be in the Panopticon. In such perception lies the assumption that the power maintained by the guards is fixed, instead of existing in relations. That power can be disrupted is beyond the imagination of many prisoners because they are institutionalized to be compliant subjects. In this study, when the principal changed her rating, Joseph and Hannah questioned the principal's position as a disciplinarian authority because of her demonstrated flexibility. Such questioning reveals

that Joseph and Hannah did not perceive the power structure in Southern Intermediate to be flexible or transformative. Instead the disciplinary discourses created a perception of power to be fixed, and when such normative beliefs were disrupted, Joseph and Hannah didn't see themselves as agents of transformation. Rather they questioned the principal's ability to hold the guard position. Thus, even when they identified a pocket of resistance, Joseph and Hannah disciplined themselves within what they perceived to be a boundary not to be crossed.

This display of unequal power has been discussed earlier in that Joseph, Hannah, and Michaela all place their administrator in a privileged position above themselves. But the participants continue the struggle between resisting and realigning themselves to the grand narrative. In other words, the participants express discontent or frustration in their discourses (Table 11) about PDAS but then reframe the discourses to keep themselves within the institution's ideologies and practices.

Table 11

Cross Case Analysis of Tenets from Foucault's Power/Knowledge Framework –
Resistance

	Resistance
Joseph	The experience has helped a lot!! But this whole PDAS thing, it's not like I changed my ways and how I teach because of my evaluations. So, I'm not too sure what all this is really all about. But I know this - we will repeat this whole process again next year because TEA says so.
Hannah	They should tell me what they want or like to see more of if I'm not doing it. Give me more constructive criticism. I just feel like I want more than this. I just feel like what's the point? Are they doing their dog and pony show? But I just wasn't strong enough in the beginning to question it. Now, if I have questions then I try to get them answered. If not then it's like okay well they're not going to fire me over this.
Michaela	I feel that they pretty much trust my judgment as far as being the teacher and what I'm doing with the kids. Some of us bite our tongue. At that time, we might not like it but okay, hey, that's what they're saying. That's how they're calling it. Deal with it, tougher skin, and there we go.

In effect, the participants continually reposition themselves as the power

relationship shifts. They resist the standards of the PDAS and their enforcers, the school

administrator. Hannah uses a well-known phrase to express this sentiment – "To me it's

kind of like beauty is in the eye of the beholder. Well, proficient is in the eye of the

beholder." Similarly, Joseph remarks, "It's always someone else's opinion of how you're

doing." The critique, the PDAS, no longer holds a privileged place of the beliefs or

reality of the participants' performances or skills as a teacher. Most telling of this is the

comment made by Michaela, that anyone can do the "dog and pony show" for the

administrator. Evident throughout the participants' stories is the struggle to be and work within the system as the power relationship shifts.

Reflections on Resisting Leadership Authority. Teachers in Southern Intermediate expect a centralized leadership presence. In this school, the centralized leadership creates a hierarchical organizational chart, which looks like a pyramid. This pyramid signifies a "head" referencing the leadership role of the administrator. The administrator has authority over their teachers. As a result, administrators are expected to impart their knowledge, wisdom, and expertise to their teachers via PDAS. But underlying this inherent organizational chart are many questions. Who makes this authorization? Who enforces this authority? How is this power produced and distributed throughout the organization?

Through PDAS, unbalanced power relationships are produced, disseminated, and maintained continuously. For example, when Hannah and Joseph suspect or question the results of their evaluation, it is limited in its scope. Even though the teachers initiate the conversation with their administrator, it is only to hear the administrator's justification for the ratings. The teachers are ready to somewhat accept the administrator's explanation in order to do better next time thereby solidifying the acceptance of the expected codes and conduct. But when the administrator changes the rating to a higher mark, it appears to the teacher that the administrator is unsure, fickle in her decision and at worst that the administrator is an incompetent appraiser. To the teacher, it is disconcerting as the administrator loses credibility of holding her authoritative leadership position. Therefore, the teacher becomes distrustful of the administrator's authoritative gaze. Momentarily, there is no central figure of authority, leadership, or absolute point of

judgment. As such, PDAS reflects Foucault's (1980) ideal apparatus of surveillance in that no reliance can be placed on a single individual.

If there is no reliance that can be placed on a single individual, then one can assume that a dialogic process can incorporate multiple perspectives and a more balanced existence of power relations. However, such dialogic process is stunted when the members in an organization cannot see their own agentic power. Thus, even when the participants try to resist, the oppressive, unbalanced organization power structure is such that the participants do not see the opportunity to meet with the administrator as an opportunity to dialogue and reflect on instructional practices. The meeting is a further re-inscription of self-disciplining even when the participants shuttle between rejecting the administrator's authority and accepting their own position as less privileged than the administrator.

Conclusion on Cross-Case Analysis

To conclude the cross-case analysis, I provide Figure 29 to summarize significant points. Bare in mind, Foucault (1977a) states the perfect disciplinary apparatus would make it possible to see everything at every moment. It is a point of convergence for everything that must be known about the teachers. The central PDAS eye illustrates this in figure 29. The pictorial representation shows how discipline through PDAS is a type of power consisting of a whole set of techniques, procedures, and levels of application. With no need for arms, physical restraint, or material constraints, a simple hierarchical gaze via PDAS serves to transcribe, transform, and internalize expected teacher behaviors. It does so to such an extent that the teachers become their own guards. Power is pervasive and sustained by PDAS for no teacher is outside its per view. Considering

that all administrators at Southern Intermediate are expected to evaluate teachers,

unbalanced power relations are pervasively present for all individuals at the campus.

Thus, PDAS is a metaphorical Panopticon for each person depending on how the person

is being watched. Teachers are being appraised by their administrators. Administrators

are being monitored by their supervisors and central office staff. The district is being

assessed by the state. A systematic network is created that is reinforced and stabilized by

the pervasiveness of the power relations, and with a high possibility of creating widget

educators and educational leaders.

"THE BEADY EYE"
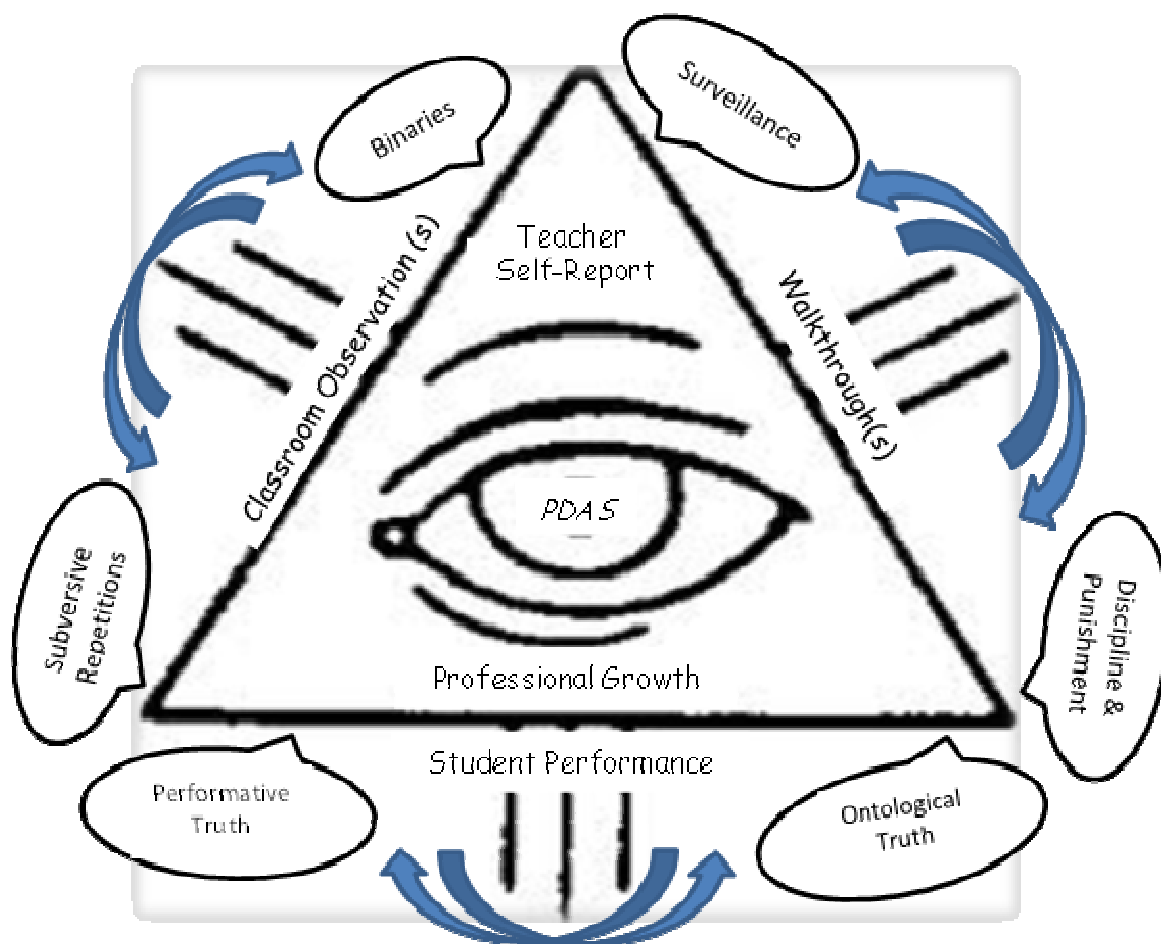
Figure 29. Power/Knowledge dynamics within PDAS

Summary

Foucault (1980, 2000) advocates distinguishing among events and differentiating between networks, levels, techniques in order to reconstitute the connections and how they affect one another. Therefore, the reader is urged not to rigidly compartmentalize the concepts or the data used as examples. Informed by the discourses of the poststructuralist (Derrida, Foucault, 1977a), theorists, to do so would be to create standards and a central meaning. Rather, it is critical to use these only as a frame of reference transient in their meaning in the context of multiple realities. In chapter four, I have presented the findings from the research. I provided a description of Southern Intermediate (the campus structure and organization), demographic data, TAKS data, and background information on the participants. Joseph's, Hannah's, and Michaela's stories about their experiences with the teacher evaluation process, PDAS, was presented in the form of vignettes using journal entries as a format for re-presentation. Foucault (1977a) states "stones can make people docile and knowable" (p. 53). Namely, the structures or disciplinary mechanisms of institutions operate to transform individuals into conformity and predictable regularity. PDAS serves as a disciplinary mechanism to inform Joseph, Hannah, and Michaela of the acceptable and unacceptable practices at Southern Intermediate in regards to teacher behaviors but it does not constrain them. Using Foucault's (1980, 2000) power/knowledge dynamics, Joseph, Hannah, and Michaela's continuous negotiations of power relationships, their positions within the institution, grand narrative beliefs, and meaning making in the context of PDAS are presented as evidence of pervasive disciplinary discourses.

CHAPTER 5: CONCLUSIONS AND IMPLICATIONS

As an administrator for nearly ten years, I have become keenly aware of the

tensions, which teachers experience regarding their evaluations. This awareness has led

me to inquire into the tentative and complex relationship between the administrator and

teacher in context of the evaluation process. According to regulations in the Texas

Education Code, the recommended teacher evaluation system is the Professional

Development and Appraisal System (PDAS). In chapter four, I presented the experiences

of Joseph, Hannah, and Michaela as it related to PDAS, the teacher evaluation process.

These three teachers, at Southern Intermediate, in the Rio Grande Valley of South Texas

were purposefully selected based on a set of pre-determined criteria in order to provide an

in-depth perspective into the experiences of teachers undergoing the teacher evaluation

process. Southern Intermediate uses PDAS to evaluate its teachers annually as required

by Texas statutes (Texas Administrative Code 150 § 1009, 1997). Grounded in a

deconstructive poststructuralist framework, utilizing an ethnographic case study

methodology, the following research questions guided this study:

1. What are the cultural, political and strategic conditions encompassing the

   teacher evaluation process?

2. What power relations and practices are enabled by the cultural, political and

   strategic conditions of the teacher evaluation process?

3. What are the possibilities of the participants' behavioral changes in terms of the

   relationship between the evaluation process and pedagogy?

The theoretical framework for this study was based on Foucault's work on

power/knowledge dynamics. As previously discussed in chapter two, Foucault (1977a)

seeks to expose the everyday 'panopticisms' of disciplinary institutions such as the

school system, which organizes and normalizes the behaviors of their subjects. Subjects

or members of the institution are expected to conform to a set of standards for conduct.

These conduct standards convey a sense of beliefs or knowledge about what is

meaningful. Foucault (1977a) posits that meaning is never fixed but rather has limited

malleability. Considering this constant shifting, Foucault (1980) advocates seeking an

understanding beyond a cause and effect relationship. Foucault (1980) seeks an

apparatus characterized by "a thoroughly heterogeneous ensemble consisting of

discourses, institutions, architectural forms, regulatory decisions, laws, administrative

measures, scientific statements, philosophical, moral and philanthropic propositions -- in

short, the said as much as the unsaid" (p. 194). Hence, rather than one factor having a

causal effect on another, Foucault seeks to find the unstable interrelationships of various

factors to investigate more complex intricate, interconnected relationships. Issues of

power increase the complexity of the "heterogeneous ensemble" (Foucault, 1980, p. 194)

if power is not stable, or fixed, or limited, but something that exists in relations that can

always be shifted and transformed, thereby creating moments of possibilities and social

changes.

Foucault (2000) supports a social science that takes value and power seriously. He

states, "a new 'economy' of power was established, that is to say, procedures that

allowed the effects of power to circulate in a manner at once continuous, uninterrupted,

adapted, and 'individualized' throughout the entire social body" (p. 120). Thus, value

and power are influential in constructing seemingly un/stable beliefs and meaning in

social interactions between individuals and groups. Public school system is such a

system where social interactions between individuals and groups inform the ways in which power, knowledge, surveillance, and discipline function. Using and working with/through Foucault's theories (1977a, 1980, 2000) allowed for ways to break apart grand narratives, normative discourses, and assumptions that inform the ways in which the discourse of teacher evaluation are taken up by the participants. It is through the participants' negotiations of the teacher appraisal system, the ways in which power exists in relations become evident.

When discussing power relations, Foucault (1977a, 2000) does not promote a process but presents tools for examining the discourse within which the participants negotiate the problematic tensions experienced in context of the teacher evaluation process. After collecting extensive data using ethnographic case study methods, I used the tools and methods from Foucault's (1977a, 2000) work, which included surveillance, discipline, and punishment in order to analyze the participants' negotiations of the teacher evaluations process. I began by examining the participants' discourse for binaries and subversive repetitions while keeping Foucault's (1977a, 2000) tenets in mind. For example, one of the binary relationships identified was them/us, where the administrator was seen as a privileged position (them) compared to the teacher (us). These binary relationships were engendered by the participants' subversive repetitions such as Michaela's comments about another teacher needing to be watched, to the point where such repetitions made self-disciplining a routine act for teachers. Michaela expects to be watched especially if one needs to be corrected but rewarded if acting as a good teacher. When such subversive repetition and acts of self-disciplining are rewarded through positive labels in the teacher evaluation system, then the agent of that reward, in this case

Michaela, becomes another disciplinary tool to transform other teachers into disciplined, compliant, and docile subjects. Thus, the binary of them versus us can be maintained, proliferated, and replicated if the disciplined accepts the binary relationship to be a stable, fixed relationship, one that cannot be changed but complied with repeatedly through self-disciplining and disciplining of others who are being non-compliant. This becomes the classic case of knowing one's place, doing the best one can do from one's place allowed by one's ruler, and not stepping out of the boundaries that are being drawn by the ruler.

Exploring and analyzing the data beyond subversive repetitions and binaries, working Foucault's (1977a, 1980, 2000) theories through each data source, line-by-line, I was able to identify four transient concepts: In/visible Binaries, Widget Teachers, Quiet Coercion and Resisting Leadership Authority. I regard the concepts as transient, because they do not have the expected fixed meanings as themes tend to in qualitative research. Rather, the transient concepts exist with contradictions and tensions and serve only as a shifting organizational lens. Within each of the concepts, I presented a discussion of the participants' tensions, negotiations, and multiplicities of beliefs by conducting a case-by-case analysis as well as a cross-case analysis comparing and contrasting the participants' experiences and discourse identifying the power relations in PDAS process. However, any apparent saliency in the network of power relations is indicative of the pervasiveness of the oppressive structure of PDAS instead of a presentation of fixed and stable meanings. In this study, I attempted to provide a catalyst for opening up dialogic spaces in order to highlight teachers' discourses and the power relations as they negotiated their PDAS experiences. Thus, the participants' social interactions, the discourses with which they identify and resist, and the power relations guide the shifting narrative of this study.

In the following sections of this chapter, I identify the contributions to the literature, as well as address the research questions given the findings discussed in chapter four. In addition, I discuss the conclusions, implications, and considerations for future research.

Contributions to Literature

The contributions to current literature, given the findings discussed in the previous chapter, are divided into four parts: Structuralist Components of PDAS, Summative vs. Formative Evaluation, Power and PDAS, and A Methodological Reflection. In the first part, Structuralist Components of PDAS, I discuss the linear hierarchical nature of the system and subsequent pitfalls. The discussion is extended in the next part, Summative vs. Formative Evaluation, as I present the contradictory roles of the PDAS and the emphasis on surveillance. In addition to surveillance, I discuss Foucault's tools to understand power relations in the teacher evaluation system in the section Power and PDAS. In the last section, A Methodological Reflection, I discuss the issues concerning the application of deconstructive approach for analyzing a highly structuralist system.

Structuralist Components of PDAS

Structuralist ideologies usually advocate for dualistic binary relations, which privilege one group over another (Schrift, 2006) assuming fixed essential meaning of groups, concepts, experiences, characteristics, etc. For example, one significant binary relationship identified in this study was administrator/teacher, which transformed into them/us, but there were others such as *exceeds/below expectations,* labels used to classify teachers in the teacher evaluation system. The structural elements of control, order, and

standards promise certainty, accountability, and scientific measurements. The practice of standardization resonates with Taylor's (1947) principles of scientific management wherein detailed instruction, best practices in implementation, and the supervision of each worker for the sake of efficiency are emphasized.

The implementation of structuralist characteristics is pervasively evident in education as teaching for objectives, standardized educational assessments, and quantitative empirical research (Cherryholmes, 1998) assume a fixed notion of teaching and learning, thereby a fixed, stable way of measuring effectiveness. Beginning at the federal level, *A Nation at Risk*: *The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983) initiated the focus of recruiting quality personnel (Grady, Hebling, & Lubeck, 2008) to the teaching profession. Public Law 107-110 (The No Child Left Behind Act of 2001, 20 U.S.C. § 6319, 2008) was passed as part of the reauthorization of the Intermediate and Secondary Education Act of 1964. The NCLB brought an increase to the qualifications for teachers, and regardless of backgrounds, teachers were expected to perform according to the standards set forth on the teacher evaluation system, without any regard to whether those standards exhaustively reflect all forms of teaching and learning.

Recruiting high quality, highly qualified teachers is now a requirement for all school districts across the nation (Danielson, 2001). For instance, recall all the participants of this study are of different certification backgrounds. Michaela is the only participant who does not need to pursue continuing educational credits to renew her certification due to her number of years of experience. Hannah earned a bachelor's degree in education but was not certified to teach in the particular grade level for which

she was initially hired. As a result, Hannah was on a provisional plan and had one year to

obtain the appropriate credentials. Joseph earned his teaching certification through an

alternative certification program. In other words, Joseph did not earn a bachelor's degree

in education but later decided to teach. The various certification backgrounds of the

participants confirm the findings in the current literature (Danielson, 2001; Darling-

Hammond & Berry, 2006; Houston, 2005) that new legislation allows recruitment of

teachers of various educational backgrounds. However, these new teachers are held to a

perspective of teaching and learning through PDAS, with which they are either

unfamiliar or uncomfortable, thereby learning how to acquire a positive classification

when being evaluated, instead of the evaluation process being one of growth, reflection,

and transformation. Eventually, on the surface, the participants conform to the

structuralist assumptions of PDAS, demonstrating that they buy into the labels that

indicate good teaching according to PDAS, yet never internalizing that those labels are

essentially defining characteristics of who they are as teachers or the accurate reflection

of their teaching skills. Consequently, regardless of the labels assigned to them through

PDAS, the teachers do not change their instructional practices. Instead, they change their

"performance" on the day of evaluation to obtain the appropriate label in PDAS.

Another structuralist component informing PDAS is the state level legislation in

Texas (Texas Education Code §21.351) that dictates the linear and hierarchical rules and

regulations related to PDAS. The privileging of one group over another is prevalent in

today's school structure (Cherryholmes, 1998) in PDAS as well as in other areas such as

the schools' hierarchical organizational charts. Recall, PDAS has eight domains and each

domain has several indicators that the administrator judges under the labels of *exceeds,*

proficient, and *below expectations.* These standards exemplify the binary relationships nurtured by PDAS when it labels teachers as acceptable/unacceptable with the terms *exceeds, proficient,* and *below expectations*.

With the labeling of teachers and other practices utilized to enforce PDAS, teachers negotiate the structuralist ideologies of PDAS daily. For example, all of the participants acknowledge the vigilant practices of their administrators watching them in several different ways: through the peephole in the door, making verbal comments on their classroom practices, leaving notes regarding their performance during an evaluation, taking notes in a sense of secrecy during a PDAS evaluation. For the sake of having a good evaluation placed in their permanent file, the participants find themselves making concessions in their practices to appease their administrators, trying to guess how they might be able to get a rating in PDAS that would land them on the acceptable side of the binary. Often such negotiations have little to do with reflecting on one's teaching practices, and more to do with ways to game PDAS, through the concessions participants make.

As a result of these concessions, the participants not only became engendered by the structuralist practices in PDAS, but also un/knowingly controlled. Recall, each participant had a strong desire to do well, which meant scoring high on the PDAS by being a teacher who is labeled *exceeds*. If this didn't happen, the questions asked were directed at how the appropriate mark or label could be accomplished rather than address how instructional practices could be improved. The participants' focus was on their administrators' perceptions of them, in order to gain the good teacher label. Even though all three participants expressed that the PDAS was ineffective in improving their

instructional practices, when posed questions on how to change the teacher evaluation system, every one of them suggested that administrators could conduct even more walkthroughs and observations.

The participants did not know how to be free of the administrators' gaze, i.e. approval. In other words, even when the participants had the opportunity to free themselves of surveillance, to conceptualize ways in which they could reflect on their teaching processes, they did not know how to think outside of a system of being watched, organized, labeled, disciplined, and evaluated even more so by people who occupy the privileged side of the binary of them versus us. Yet, the teachers simultaneously resisted the idea of more surveillance upon further reflection of an imagined utopian evaluation system. They started to think of the intrusive nature of the administrator in their classrooms, something that seemed undesirable to them. Shuttling between more administrator visits and less administrator intrusions, the teachers demonstrated that they had become so institutionalized that they are unable to think from an empowered perspective of what might be some effective approaches for continuous improvement of their teaching practices. The subversive repetitions, the internalization of binary relationships between the rulers and the ruled, the inability to imagine being a change agent in the teacher evaluation system reveal the pervasive nature of a network of power relations that function in a way where the participants fail to see power existing in relations.

Instead, the participants' understanding of power is fixed, as a top-down hierarchy, and their only choice of resistance is to learn how to game PDAS in order to acquire the right label in the evaluation system so that they can be seen as mentors to others (read:

rewarded by the ruler for being good, disciplined subjects). Consequently, mentoring other teachers becomes equivalent to institutionalizing those teachers in a system that the participants themselves identify as ineffective in producing better instructional practices. This study calls for a dialog to identify the ways in which institutionalization functions in teacher evaluation processes and the material consequences on teaching and learning.

Additionally, this study substantiates the high value placed on supervision and efficiency. It also adds to the current literature by highlighting the privileging of administrator over teacher as one of the many binary relationships in the PDAS. The standards-based characteristics of the school system are relevant through the efforts to improve instruction from the national level to the state and local level via the teacher evaluation systems (Stronge & Tucker, 2003). Exposing the pitfalls of a linear evaluation system, this study highlights teachers' perceptions of the evaluation system to be an exercise in meeting state mandated performance standards. If the campus is experiencing problems in meeting state mandated student performance standards, campus intervention plans are written to address these areas that need improvement. The intervention plans exist in the form of additional walkthroughs and evaluations for teachers who are teaching in those subject areas of perceived needs to meet performance standards instead of engaging key stakeholders in a reflective, collaborative dialogue. Therefore, this study is well suited to ask questions such as:

- How do teachers negotiate their role in the teacher evaluation system?

- How does PDAS impact teacher conduct and behaviors?

Summative vs. Formative Evaluation

A discussion of evaluation would remain incomplete without discussing summative and formative evaluation. However, evaluations should also be considered in the context of their political climate (Kecht, 1992; Rossi, Lipsey, & Freeman, 2004; Weiss, 1973). Weiss (1973) noted that the legislation of the 70's and 80's was based on the premise that teachers needed to be carefully controlled and monitored. The continuous cycle built into the structural component of clinical supervision (Glickman, Gordon, & Ross-Gordon, 1998) also includes elements of monitoring and control under the premise of professional improvement. For instance, teachers are expected to report on the Teacher Self-Report what they did to monitor and improve student performance and how they intended to improve their own practices. However, such improvement is only limited to state mandates, as opposed to incorporating a customized, comprehensive view of teaching practices and learning styles. In addition, teachers are under constant surveillance via such tools and avenues as peepholes, walkthroughs, classroom observations, and informal conversations with administrators concerning performance. Thus, this study supports the current literature (Houston, 2005; Zepeda, 2002) stating that traditional clinical supervision has become a method of inspection and instructional surveillance, thereby stunting creativity, imagination, and discovery.

An important component in the surveillance is documentation. A series of studies (Brandt, Oliva, Brown-Sims, & Hess, 2007; Conley & Glasman, 2008; Ellett & Garland, 1987; Ebmeire, 2003; Loup, Garland, Ellett, & Rugutt, 1996; Feeney, 2007; Fenwick, 2004; Zepeda, 2006) have shown that not much has changed in the teacher evaluation systems over three decades in regards to documentation and other practices.

Administrators are the primary appraisers and the principle purpose of the teacher

evaluations is to determine whether or not to retain new teachers. Hence, documentation

is highly utilized when a teacher is deemed weak. For example, Michaela referred to one

of the teachers being on a blacklist because it was apparent she was receiving more

walkthroughs than other teachers. In addition, teachers perceived as performing below

expectations can expect to be placed on a Teacher In Need of Improvement (TINA)

intervention plan. But all documentation does not necessarily carry a negative

connotation for the teacher. For example, a note with a positive comment to the teacher

is also a form of documentation. More importantly, the documentation serves to inscribe

upon the bodies of its subjects, the teachers, the expected conformity, especially when the

teacher is being corrected and guided by the disciplinary discourse of the teacher

evaluation system.

The use of the evaluation for the purpose of making judgments on performance is

a summative evaluation, which is one of the two forms of evaluation. Formative

evaluations, the other form, focus on guiding improvement while summative evaluations

are conducted to determine whether expectations are being met (Scriven, 1991). Current

practices in teacher evaluation systems combine both purposes (Danielson and McGreal,

2000; Glickman et. al., 2007), formative and summative. For the sake of time and

resources, the summative purpose takes precedence in order to meet state and/or district

demands (Milanowski, 2005; Sutton, 2008). In accordance with current practices, PDAS,

the recommended teacher evaluation system in Texas, combines both the summative and

formative components in what is designed to be a continuous cycle of improvement. Yet,

Joseph, Hannah, and Michaela make only a cursory reference to PDAS being a

continuous cycle. Rather, Joseph and Hannah report that nothing changes after the formal classroom observation is conducted. In addition, all the participants report the summative conference to be extremely brief with only their signatures being requested on the required documents to be submitted for placement in their personnel files. Even though there is a component for reflection on professional growth on the Teacher Self-Report, which must be submitted before the summative conference, none of the participants reflected on this component, nor participated in it. Additionally, Joseph expressed frustration over the district's policy that teachers could not attend professional growth activities during the school hours, thus not being able to gain the skills necessary to improve their teaching practices.

Such practices by the district and enforcement by their administrators further demonstrate the lack of emphasis on utilizing the summative evaluation to be reflective, to allow professional growth, with appropriate support and resources provided. Instead, the summative evaluation is emphasized for label generation and disciplining of teachers with rewards for the compliant, punishment for the deviant. Recall a few examples such as increase in walkthroughs, blacklist, intervention plans for weak teachers, and designation as a mentor teacher. These findings support the current literature (Danielson & McGreal, 2000; Glickman et. al., 2007; Milanowski, 2005; Sutton, 2008) in regards to the difficulties of combining both summative and formative components to a teacher evaluation system. These findings also add to the literature by highlighting those difficulties in terms of surveillance, discipline, and punishment, and the ways in which teachers relate to power. The power relationships that intensify the teachers' tensions and negotiations are further discussed in the next section.

Power and PDAS

Several scholars (Brandt, Oliva, Brown-Sims, & Hess, 2007; Danielson & McGreal, 2000; Glickman et. al., 2007; Milanowski, 2005; Sutton, 2008; Zepeda, 2006) describe the teacher evaluation system, in its linear and hierarchical nature, as a broken system. The ways in which the teacher evaluation system is enforced is a reflection of the discursive gazes of national, state, and local organizational structures. The saliency and stability of these discursive gazes are an indication of the pervasive network of power relations that lead to the participants feeling powerless, institutionalized, and unable to imagine themselves as change agents within such a network. This notion of being institutionalized is well in alignment with Jeremy Bentham's Panopticon (cited in Foucault, 1970, 1977a, 2000) structure that serves as an architectural blueprint for hospitals, prisons, and schools. Recall, from chapter two, the Panopticon was the architectural design of a prison, which included a central tower from where the guards were able to see all the prisoners. However, the prisoners could not see the guards, but knew that they could be seen at any time. Therefore, the prisoners disciplined themselves and each other in fear of punishment, without any direct confirmation on whether the guards were really watching. This notion of self-disciplining, becoming docile subjects under a disciplinary gaze is what Foucault (1977a) draws upon as institutional and discursive practices that are used to *normalize* behavior creating compliant subjects. In other words, the discursive gazes promote behavior that is seen to be "normal" because of subversive repetition, because of binary relations between the ruler and the ruled, because of the system of rewards and punishment reinforcing compliant behavior as "normal." Thus, when participants are asked to be agentic, to imagine the utopian possibility of

improving their teaching practices, they revert back to an institutionalized structure, complying with the discursive gaze, instead of identifying power existing in relations, being unstable, and fertile for possibilities.

However, such possibilities would be stunted if the participants were continuously exposed to disciplinary structures as a way to regulate their instructional practices. For instance, the participants reported receiving information in regards to the practices concerning PDAS when they were first employed at Southern Intermediate. Joseph, in particular, had additional training concerning PDAS due to his graduate studies. All the participants received the formal rules and regulations outlined in Chapter 37 of the Texas Education Code at a faculty meeting. As the participants continued to receive information and training, they became more confined by what was deemed as acceptable practice mandated by state legislation and advocated by their administrators. One could assume that if participants were offered knowledge about what the system of evaluation would be then their alignment of practices with that information gained would make them agentic, empowered, especially if they landed on the correct side of the good teaching label.

Instead, the participants' experiences reinforce Foucault's (1977b)'s statement, "… its [knowledge] development is not tied to the constitution and affirmation of a free subject; rather, it [knowledge] creates a progressive enslavement to its instinctive violence" (p. 163). In other words, knowledge, in and of itself, is not an agent of freedom. Sometimes knowledge can be connected to disciplinary structures that are violent and enslaving. In this study, the more knowledge about the disciplinary structures of PDAS was shared with the participants, the more they felt restricted and enslaved by

the information. They were to abide by rules, regulations, definitions, and explanations.

They were to understand that they are wild subjects who needed strict control by the

administrators until they became docile subjects able to control themselves and others in

the same position they once were.

Using knowledge to restrict the participants' ability to resist oppressive structures,

participants hardly identified themselves as agentic beings, unaware of Foucault's (1994)

reminder that the "subjects are free" (p. 292). Even when a situation appears to be

oppressive, everyone participating in the situation is an agentic being, capable of bringing

forth a change, capable of speaking and acting from an empowered position. Yet, the

teachers in this study perceived themselves to be enslaved to the administrators, because

they internalized the discourses that informed and maintained a stable them/us binary and

the associated disciplinary measures. Even when the participants tried to resist some of

the information contained in their evaluations, they still perceived the administrator to be

the firm authoritarian presence that should never yield to the participants' perspectives

and make changes on the evaluation. If the administrator conceded to the participant's

perspective and made some changes in the evaluation, the participant became even more

confused. On one hand the participants' perception of an authoritarian, discipline-

enforcing administrator was challenged if s/he was willing to change something in the

PDAS as a result of the participant's resistance. On the other hand, if the administrator

was willing to change his or her evaluation, then the participant questioned the

administrator's authority to evaluate in the first place. That the administrator needs to be

firm in his or her decision regardless of the participants' resistance was what the

participants expected, revealing their assumption about the fixed nature of power,

authoring themselves as enslaved within the structure of PDAS implementation. Consequently, the participants often disciplined themselves and realigned themselves back to the institutional ideologies because of their lack of identification with their agentic membership role within the system in which they performed.

While Foucault's (1977a) ideas on surveillance techniques are taken up by several scholars (Danaher, Schirato, & Webb, 2000; Grant, 2005; Pongratz, 2007; St. Pierre, 2000), I was unable to discover any application of Foucault's theories in teacher evaluation systems, especially in PDAS. There are some references to hierarchical power structures (Danielson & McGreal, 2000) mentioning the passive role that teachers take but that is the extent of the discussion on power relations. In chapter four, I presented the *Beady Eye of PDAS* figure (Figure 29), which provided a graphic representation of the application of Foucault's (1977a) tenets via the teacher evaluation system. Foucault (2000) states,

> It was as an individual that one entered school; it was as an individual that one
> entered the hospital or prison. The prison, the hospital, the school, and the
> workshop were not forms of supervision of the group itself. It was the structure of
> supervision which, drawing individuals to it, taking hold of them individually,
> incorporating them, would constitute them secondarily as a group. (p.201)

Therefore, even though one may enter an institution as an independent individual, through the act of supervision, the individuals become part of a subordinate group, while the prison guards assert their position over them, the subordinate prisoners. PDAS serves as an instrument of supervision over the teachers transforming them into a secondary group. The PDAS simplistic hierarchical gaze through the administrators' enforcement

upon the teachers serves to transcribe, transform, and internalize expected teacher

behaviors. Thus, PDAS is a metaphorical Panopticon (Foucault, 1977a) serving as a

perfect disciplinary apparatus making it possible to see everything at any given moment

in a teachers' school day.

Methodological Reflection

In the previous sections, I have discussed the structuralist nature of PDAS and

applying a poststructuralist (Derrida, 1974; Foucault, 1977a, 1977b, 1984, 1994, 2000;

Schrift, 2006) analysis through a Foucauldian lens. Some might argue that such an

application is inappropriate or provides meaningless results. The critics of the

scientifically based research movement advocate one form of belief, one reality, thus,

marginalizing the critical conversations in the social sciences and the humanities (Bloch,

2004; Howe, 2004; Lather, 2004; Maxwell, 2004; Popkewitz, 2004) advocated by the

eighth moment in qualitative research. As such, applying a deconstructive critique on a

structured process has provided a distinct perspective from the participants' vantage point

as they share the tensions, unstable meanings, and contradictory beliefs within their

discourses in the context of the teacher evaluation system and their associated resistance

and accommodation. For instance, this type of study allowed me to investigate and

present the contradictions within the teachers' discourses as they struggled between their

desire to be an acceptable member of the institution and their own independent

ideological beliefs and values. Thus, the study also illuminated the shifting nature of

beliefs within the teachers' discourses.

By examining the teachers' discourses, a deconstructive critique also allowed for

the exploration of power relationships highlighting the pockets of resistance and

accommodation as teachers' negotiate their experiences with PDAS. The apparent contradictions in the teachers' discourses provided evidence of how teachers view power as a fixed stable construct to be possessed by their administrator who holds that privileged position while questioning either overtly or subtly their administrator's authority to tell them what is valued in terms of instructional practices. Additionally, the methodology allowed for the exploration of the structures in PDAS that the administrators use un/intentionally to re-enforce their position with the teachers.

Lastly, with the application of a Foucauldian analysis (Foucault, 1980), the participants' shifting identities are seen through the product of discourses, ideologies, and institutional practices. As a result, the evaluation process serves to reinforce a problematic identity for the participants. For instance, if a teacher receives less than the highest marks on the evaluation, then the teacher perceives that there is a problem that needs to be corrected. Thus, the intended purpose of PDAS, which is to improve instructional practices, is supplanted by the teacher's concern about being corrected and acting as a disciplined subject. Hence, by discussing the problematic identities the teachers are experiencing, the deconstructive approach presents the possibilities for more dialogue since it only poses additionally questions and not solutions.

Conclusions

In this study, I wanted to gain a deeper understanding of how teachers negotiate their experience of the teacher evaluation system and process. The purpose of this study was to conduct a Foucauldian power/knowledge analysis constructed from the perceptions of three teachers at an intermediate school in South Texas regarding the role of the teacher evaluation process and its influence on instructional practices.

Teachers are expected to function in a system that is linear, hierarchical in nature, and perform according to a checklist that is presumed to be objective in its application. The teacher appraisal process is an instrument that dictates certain expectations of conduct. Administrators acting as guards over their subjects, the teachers, enforce the evaluation process. Furthermore, the PDAS documentation such as the walkthroughs and evaluation forms engenders the effects on the members of institution, the teachers. Through the teacher evaluation process a strong oppressive network consisting of shifting power relations has developed.

The influences of the power relations playing out in teacher evaluation have a significant impact on how the teachers' negotiate the limits and possibilities of PDAS. Teachers struggle between playing the role of a good teacher as prescribed by PDAS and questioning such prescription for its brokenness and inability to change instructional practices. Also, teachers undergo severe scrutiny, working in monitored situations when students do not perform to standards. They are monitored through increased walkthroughs and observations. But, this is the extent of the teachers' involvement in the evaluation process, being the objects of surveillance only. Teachers are rarely active participants in the evaluation process. In the evaluation process, teachers are simply objects to be observed, labeled, and if necessary corrected with little to no verbal communication with the administrator. The lack of communication, for whatever reason, serves as an act of active silencing by the administrator and as an act of acceptance of labels by teachers without critical discourse. As such, teachers become locked in the binary of them/us that enhances the oppressive act of letting teachers know that they need to know their place and can only voice concerns when allowed by an administrator.

Furthermore, teachers reported that they have not made any significant changes in their instructional practices as a result of PDAS. Instead, teachers perform as expected in what they term as their dog and pony show. Teachers accept the constraints of the system to the point that they believe there is nothing that can be done to change the current structures. As a result, the teachers become institutionalized, strongly connecting their value and conduct directly to PDAS. In addition, teachers with limited experience focus more on attaining a certain label to assure their job is not in jeopardy rather than on making long-term improvements in their instructional practices. Teachers also equate certain behaviors with gaining the desirable classification on PDAS. In other words, if they comply with the PDAS checklist earning the highest scores, then their classroom instruction is evaluated to be effective and therefore, they are labeled as good teachers. When teachers don't comply with the PDAS checklist, they are labeled in a way that indicates their classroom instruction is ineffective. However, whether a teacher is rewarded or punished with PDAS labels, none of the participants seem to change their instructional practices due to how they were evaluated.

The ultimate goal is to be labeled a teacher who *exceeds expectations*. Accordingly, the teacher conducts himself/herself to obtain the highest mark on the evaluation. Thus, teachers manipulate their own behaviors to game PDAS. In other words, teachers are situated hierarchically as good teachers when they receive high marks from their administrator on an evaluation. Teachers are placed in positions where they feel they are better aligned with administration to the point where they mentor others to be like them. In doing so, the focus is on gaming PDAS instead of improving pedagogical practices. The knowledge that teachers gain on how to game PDAS is part

of the institutional practices. Doing a good job is completely linked to manipulating the

evaluation system to obtain the desired checks and scores instead of focusing on effective

instructional practices. Thus, their beliefs are informed by their performative practices.

Performative refers to being or relating to an expression that serves to affect a

transaction (Webster, 2012). For instance, teachers act according to the institutional

beliefs and attitudes expecting a transaction of the preferred label on the PDAS

evaluation from their administrator. Teachers make evident their performative beliefs by

their conduct as they act according to the values, attitudes, and beliefs of the institution,

which is dictated by PDAS and their appraiser. Teachers behave accordingly to gain a

certain label from PDAS prescribed to them by their administrator. As teachers become

more engendered in the PDAS process, teachers begin to blur the lines between their own

performative beliefs and ontological beliefs

By definition, ontology is a particular theory about the nature of being or the

kinds of things that have existence. Accordingly, teachers whose behavior is aligned

with their own individual deep personal values and beliefs demonstrate their ontological

beliefs. Although teachers can act according to their ontological beliefs, they are

constantly subjected to the performative values of PDAS as enforced by their

administrators. Teachers use the educational verbiage expected by their administrators

and scripted by PDAS to act as good agents of the system thereby reinforcing the

oppressive networks at work within the institution. That is, the teachers' beliefs,

attitudes, and ideologies become dependent upon the institution. Teachers become

institutionalized expecting their administrators to keep vigilance over them because that

brings value and worth to their work. Hence, the teachers' ontological beliefs are subverted for their performative beliefs.

The disciplinary practices that force teachers to perform according to a PDAS checklist instead of aligning with their states of being as educators, can contribute to producing widget teachers. Widget teachers are those who would operate according to the disciplinary guidelines of PDAS, sacrificing all elements of their own instinct and prior training that do not align with PDAS guidelines. As a result, those who are the best of the best widgets, get to train novices to become widget teachers so that they would not be as overtly disciplined with walkthroughs, peeps, formative evaluations, and peer observations. Instead, if novices can become a widget teachers, novices will be institutionalized further, while transforming to being docile subject. Widget teachers do not operate in vacuum. In order for teachers to become widgets, they have to align with administrators who are also operating under restrictive conditions that inspire them to create widget schools. An argument can be made that many widget schools can make up a widget district with a widget superintendent. Thus, if teachers see the teacher evaluation process to be a meaningless "dog-and-pony-show," and yet conform to the institutional disciplinary discourses, one needs to ask what does such accommodation mean in terms of creating learners for the future.

While the teachers' accommodation seems to be promoted as a desirable behavior, the disciplinary discourse in Southern Intermediate promotes various forms of quiet coercions. These forms of quiet coercions contribute to creating a desire to become a docile subject of the institution by acquiring the right label on the PDAS checklist, without any regard to instructional enhancement. This form of coercion is quiet

compared to the disciplinary structures imposed on a teacher who obtains the label of *proficient* in his/her evaluation. This label is an automatic indicator that the administrator will be more intrusive in the teacher's everyday life through various forms of surveillance. Thus, if a teacher wants to avoid such intrusion, then it is in his/her best interest to become a docile subject of the institution and learn how to obtain the label *exceeds* in her PDAS.

Even when the teachers try to become resistant subjects of the institution, they do not hold that subject position stable nor do they want to identify with being a deviant subject of the institution. In other words, even when the teachers question the administrator about the legitimacy of the labels assigned to them, they experience discomfort if the administrator concedes to the teachers' positions. The discomfort is generated by the lack of stability in how the participants identify themselves as the deviant Other instead of being the docile good prisoner. The discursive reward system of being a docile subject seems to be more desirable than to be seen as the deviant Other, and therefore, eventually the participants align themselves back to the institutional discourses and abandon their overt resistant subject positions. However, the participants resist covertly by not using PDAS as a tool for improving instruction, but as a tool for producing an artificial performance for label acquisition.

Implications

The findings of this study raise several implications. The focus of these implications is intended on creating additional critical dialogue between and among those who are in any form or manner involved with the teacher evaluation process. The critical dialogue is a forum in which visionary practices can be proposed and set forth. In other

words, the challenge is to think beyond what the status quo is and imagine the

possibilities for improving educational practices from various directions. As such, these

implications are presented in terms of various stakeholders connected to the teacher

evaluation process: teachers, administrators, teacher educators, and policy makers. All of

the stakeholders are interconnected in the network of power relations in context of PDAS.

Foucault (1977a) states, "the Panopticon may even provide an apparatus for supervising

its own mechanisms" (p. 204).   Similarly, PDAS becomes an apparatus for supervising

all of the stakeholders. Foucault (1977a) states,

> Thanks to its mechanisms of observation, it gains in efficiency and in the ability
>
> to penetrate into men's behavior; knowledge follows the advances of power,
>
> discovering new objects of knowledge over all the surfaces on which power is
>
> exercised" (p. 204).

In other words, the observational techniques due to their pervasive nature draw in not

only teachers and administrators but also other members that are involved in matters with

the teachers and the teacher evaluation system such as teacher educator programs and

policy makers. It may seem that the teacher is the only one being observed. That is not

the case for that would be too simplistic, resulting in a possible cause and effect

relationship. Rather, the administrator is also being observed. The administrator is being

observed by the teacher, the students, central office personnel, the parents, the state

agencies and anyone else that is willing to gaze into the school. Hence, the gaze of

PDAS and network of power relations extends far beyond the classroom between the

teacher and administrator.

Teachers are diligently working in the classroom to provide for the needs of their students and have a great desire to exceed at their job. But what happens when teachers believe they are being evaluated? Teachers want to be viewed as good teachers by their administrators, which is synonymous to Foucault's (1977a) good prisoners. As such, teachers have come to expect the watchful gaze of their administrators. Teachers have a strong desire to be acknowledged and valued by their administrators, which translates into time spent with them speaking of their performance. Teachers value the professional collaboration between administrators and themselves. While teachers open their doors to the collaboration in order to improve their instructional practices, they do not want to be judged while they are being watched. The act of being watched, judged, and labeled separates the teacher from the administrator.

Hence, PDAS has created a greater gap in communication by emphasizing the imbalance of power relations as it asserts and privileges one person over another. In this type of power relationship, teachers become an object to be managed and manipulated rather than being encouraged to be independent professionals willing to take risks. Teachers become institutionalized, chained to the thoughts, ideas, and beliefs of what they think the administrators want to see in order to obtain a good evaluation; thus, being labeled a good teacher. The outcome from PDAS then is the label of being a good teacher and not the actual accomplishment of having delivered effective instructional practices. What does this mean for the administrator who is the enforcer of PDAS?

The administrator is not beyond the watchful gaze of PDAS. Foucault (1977a) states

An inspector arriving unexpectedly at the centre of the Panopticon will be able to

judge at a glance, without anything being concealed from him, how the entire

establishment is functioning. And, in any case, enclosed ass he is in the middle of

this architectural mechanism, is not the director's own fate entirely bound up with

it? (pg. 204)

In other words, the director's fate is tied directly to the institution's members. Similarly,

the administrator's fate is tied directly to the teachers' performances. If the teachers

conform, then the administrator is praised for having an efficiently managed campus. On

the other hand, if the state performance scores for the students are low and the PDAS

evaluation scores are high for teachers, the administrator is viewed as a poor

administrator. Thus, the focus of the gaze is upon the administrator for not meeting

expectations of those at the district level. The administrator games PDAS to discipline

teachers rather than influence professional growth. But the power relations extend

beyond the campus with teachers and administrators.

In addition to teachers and administrators, education leadership trainees and

teacher education programs at postsecondary institutions could be cognizant of the power

relations in PDAS. Training programs and educational leaders could focus on future

teachers becoming change agents. In other words, specific components could be included

in the training programs such as addressing assertive communication skills with an

intentional focus on discourse about instructional practices. Rather than the emphasis

being on how to score the highest score, educational leaders in training programs could

emphasize the intent of professional growth regardless of the number of years of teaching

experience. Future teachers could insist on continuing opportunities for professional

growth not because they are being corrected but simply to gain knowledge and new skills in their field as they refine their instructional practices. By being advocates for their own professional growth, future teachers can begin to understand that power exists in relations which can always be transformed agentically.

Furthermore, the oppressive nature of the PDAS network needs to be addressed at the legislative level by the policy makers. If policy makers could understand that it is impossible to regulate a high quality teacher as well as maintain and stabilize what good teaching is in a particular classroom, what alternate evaluation systems could be produced? Due to consistent shifting nature of beliefs, each teacher, administrator, educational leader, and policy maker brings their own subjectivities into their discourses. Policy makers could understand that in the current system, all the rules and regulations only serve to suppress their subjects rather than provide legitimate opportunities for professional growth and thus impact instructional practices. But how can policy makers design a system that is not oppressive and values power seriously? Who needs to be present in the room when policies are constructed? Whose perspectives need to be honored when writing state-level and national-level mandates for what teachers should be doing in the classroom? Should non-educators have a voice in telling teachers and administrators how to do their jobs?

This study presents these questions for consideration from the perspective that power relations exist in the entire network from the local level with teachers and administrators to the federal level with policy makers and legislatures. Power seems to be an issue that is often ignored or quickly glanced over in the teacher evaluation system. When reading literature about teacher evaluation systems, words such as teamwork,

collegiality, professionalism, and collaboration are used as if power relations do not exist in these dynamics as well. Foucault (1977a) never refers to power relations as being good or bad but simply that they exist. As such, educators, teachers, and administrators could acknowledge the existence of power relations and begin to address how it influences or affects the teacher evaluation process. Herein lays the challenge. Imagine a space where power is discussed openly. Imagine a space where stakeholders reflect upon and freely discuss their practices and the intent behind those practices. These critical conversations create the opportunity for changing the current dynamics in the teacher evaluation system simply by imagining the possibilities of visionary practices.

Future Directions of Research

There are several proposals for future studies presented for the reader's consideration. This qualitative study was informed by poststructuralism and the analysis was based on Foucault's power/knowledge dynamics. I presented a deep, rich description of how Joseph, Hannah, and Michaela, teachers at an intermediate school in South Texas, negotiate their experiences concerning the teacher evaluation process. As such, I propose the following.

First, a similar study could be conducted at a school that has been successful in terms specified by the Texas Education Agency. The possibilities of that study may or may not reveal similar results in the power relations exhibited by the teachers. Nonetheless, such a study would provide further evidence of how power relations function in another context. Schools are under a great deal of pressure to meet student performance standards (U.S. Department of Education, 2002; Darling-Hammond & Berry, 2006). In this political environment, exploring power relations in successfully

performing schools may reveal an environment where power is productive, mutually beneficial for teachers and administrators in the context of teacher evaluations. Since power is always present, what type of negotiations take place for the effects of power to produce an environment that is productive and liberating rather than coercive and oppressive? Is this possible within a system that places a high value on accountability and is inherently hierarchical?

Second, a mixed methods study could be conducted with equal emphasis on both qualitative and quantitative methods. In other words, the effectiveness of the teacher evaluation system can be analyzed from a qualitative perspective but also include a comprehensive quantitative component. Such a study would explore possible solutions to such an incongruent system and process with the contradictory purposes of formative and summative evaluations.

Third, this study only included teachers' perspective and discourse. A study that includes administrators and the teachers they evaluate with a focus on power relations would be helpful in answering additional questions. Such questions could include:

- How do teachers and administrators negotiate their understanding of the evaluations?

- How do teachers and administrators understand their roles in the evaluation process?

- How does the teacher evaluation system influence the relationship between administrators and teachers?

- What do the administrators and teachers identify as challenges and possibilities in the teacher evaluation system when they work collaboratively?

Lastly, an extensive statewide qualitative study involving all stakeholders could be conducted across the state of Texas. Texas is the second largest state and yet, there are no comprehensive studies of the evaluation system statewide. Including personnel directors, principals, assistant principals, teachers, and any other additional school district personnel involved in the teacher evaluation process would provide numerous pieces of data with additional findings.

Regardless of the possibilities presented, the most important issue is that this study has presented a need for further investigation and dialogue concerning the teacher evaluation system. Foucault (2000) states,

> All my research rests on a postulate of absolute optimism. I don't construct my analyses in order to say, 'This is the way things are, you are trapped.' I say these things only insofar as I believe it enables us to transform them. Everything I do is done with the conviction that it may be of use. (p. 294)

Foucault (2000) is optimistic that change is possible even if the participants aren't, as indicated by Joseph's comment to me, "We can't change anything. We can't change PDAS. We can't change the way it's done as an administrator. That's out of our control" (Joseph, personal communication, March 9, 2011). If the public continues to demand greater accountability and educators desire to improve their professional standing, then the evaluation process must stop being a waste of time and resources. In my last interview with each of the participants, I asked them for any departing comments about the evaluation process. Each of the participants made some comment regarding having some type of additional dialogue with their administrators. Such calls for dialogue demonstrate the critical need for teachers' concerns to be heard, safe spaces to be created

for free exchange of ideas generating possibilities for the future of an educational system that is not dependent on checks and labels, but on the investment in rich, reflective, and dynamic instructional practices.

Summary

The focus of this study has been to provide a deeper understanding of how teachers' negotiate their understanding of the teacher evaluation process through their discourses demonstrating their tensions, complexities, and multiplicities of belief. In this chapter, I have presented a brief synopsis of the study, the contributions to the literature, and answers to the research questions. I concluded the chapter with a discussion about the implications and possible future directions for research as a result of this study. I advocate for creating a safe, dialogic space for hearing teachers' concerns in order for a transformative future of public education.

Epilogue

Whose dog and pony show is it? What does this all mean?   I have completed the journey, finished the dissertation. Now what? Is it just for the sake of earning a degree, completing a program, tout to everyone that I can now put three little letters at the end of name as if this is indicative of some superior knowledge I now possess? Quite simply, no! But, that is where the simplicity stops and the complexity begins.

I began this journey as a personal challenge to grow professionally. So, when it came to making decisions about the topic of my dissertation, I wanted to spend time and resources in an area that I felt I would gain valuable information in order to grow professionally and academically. As a practicing administrator, I believe growth is both necessary and instrumental not only for me but also for all those involved in education and most importantly teachers. Part of my duties as an administrator include encouraging and challenging teachers toward professional growth to ultimately impact their instructional practices, which leads to improved student achievement.

The purpose of the Professional Development Appraisal System (PDAS) is intended to promote professional growth in teachers directly impacting their instructional practices. But, such intent or purpose seems to be poorly accomplished. Both, teachers and administrators spend precious time and resources honoring a bureaucratic process rather than improving instructional practices. Why? Considering the complexity of human nature, there can be no easy answers.

Nonetheless, this study has provided me with new insights. I had an opportunity to reunite with teachers whom I had previously appraised and wondered how their practices had changed. I was pleasantly surprised with their candor about the teacher evaluation

process. But I was also stricken with the hard reality that I had no more used the PDAS evaluation any more effectively than any other administrator apparently. Even more disturbing, I know that I have used the instrument to discipline teachers in the name of improving instructional practices. Why is this disturbing? I must ask myself those challenging questions. Did I actually speak to the teacher about their practices? Did we work together to improve student performance? Did I have those critical conversations with those struggling teachers to explore ways in which to grow professionally?

It seems that if we criticize the system that employs us, that somehow we are disloyal, ungrateful and disruptive members. The educational system implements structures for students to think critically and out of the box. But, we hold prisoners the professionals in charge of the system itself. How then are they to model for the students the practice we prize the most, critical thinking? Both teachers and administrators must begin to think critically about their own practices.

In regards to my practices, this study challenged me to think critically about the power relations within my own negotiations with teachers. Specifically in context of the teacher evaluation system, I have my subjectivities informing my practices. My training informs me that the system is meant to have teachers who are doing what they are supposed to be doing labeled as *proficient*. But, how is that helping them improve their instruction? How does any label help a teacher improve their instructional practices? I remember the first years as an administrator; I wanted to spend time with the teachers discussing the evaluation. The teachers for the most part had a different agenda. They just wanted to be in and out. No discussion. They just wanted to know their score and sign the document.

With the understanding of how power exists in relations, the urgency of knowing the score on the part of the teacher now makes more sense. More importantly, what will I do now? Obviously, no matter what I do, power relations will always be shifting. I will be doing teacher evaluations as part of my duties as an administrator unless I choose to leave my position (I do have a choice after all). My practices have already been impacted by this study. As I conducted a walkthrough recently, I remembered Hannah's words. Teachers already know what they are doing in the classroom. So, instead of simply regurgitating these facts, I ask teachers to reflect on a particular practice. I also had a conversation with the other administrator on campus in regards to teacher evaluations. I posed additional questions to him in order to evoke reflection on his practices as well. I asked that he re-consider how he conducted evaluations and how we could change our practices to encourage teachers to at least reflect on their instructional practices. I can only hope that this will lead to further professional dialogue about the instructional practices occurring on our campus today.

But, I must ask the question: Is asking teachers about their instructional practices a form of quiet coercion on my part? Herein lays the quandary! I am part of the system. I am the guard watching over those who I 'supervise.' I find this extremely unsettling. But, this is my chosen profession because I value the institution, the public school system. I value education believing it can provide better opportunities for our students, our family. So, naturally, I want to be an effective administrator. But, have I become 'widgetized' perpetuating a system of widgets by being the widgetor?

Thus, I present the challenge to myself and other stakeholders in the educational system. How am I actively creating critical conversations with teachers in order to

improve instructional practices in the classroom that are impacting students'

performances? How can I be a visionary leader creating a safe space that encourages

others to reflect on current practices, seek and embrace change? Let's imagine the

possibilities!

References

Allen, D., & Hardin, P. (2001). Discourse analysis and the epidemiology of meaning. *Nursing Philosophy, 2*, 163-176.

Altork, K. (1998). You never know when you might want to be a redhead in Belize. In K. deMarrais (Ed.), *Inside stories* (pp. 111-126). Mahwah, NJ: Lawrence Erlbaum.

Angrosino, M. V. (2008). Recontextualizing observation: Ethnography, pedagogy, and the prospects for a progressive political agenda. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials* (pp. 161-183). Thousand Oaks, CA: Sage.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544-559.

Berman, A. (1988). *From the new criticism to deconstruction: The reception of structuralism and post-structuralism*. Urbana, IL: University of Illinois Press.

Besley, T. A. C. (2007). Foucault, truth-telling, and technologies of the self: Confessional practices of the self and schools. In M. A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational research* (pp. 55-70). New York, NY: Peter Lang Publishing, Inc.

Bhattacharya, K. (2009). Othering research, researching the other: De/colonizing approaches to qualitative inquiry. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory of Research*, 24, 105-150. doi:10.1007/978-1-4020-9628-0

Bloch, M. (2004). A discourse that disciplines, governs, and regulates: The National Research Council's report on scientific research in education. *Qualitative Inquiry, 10*, 96-110.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. Boston, MA: Pearson.

Bové, P. (1990). Discourse. In F. Lentricchia & T. McLaughlin (Eds.), *Critical terms for literary study* (pp. 50-65). Chicago, IL: University of Chicago Press.

Bradbury-Jones, C., Irvine, F., & Sambrook, S. (2007). Unity and detachment: A discourse analysis of doctoral supervision. *International Journal of Qualitative Methods, 6*(4), 81-96.

Brandt, C., Oliva, M., Brown-Sims, M., & Hess, J. (2007). Examining district guidance to school on teacher evaluation policies in the Midwest Region (Issues & Answers Report, REL 2007-No. 030). Washington, D.C.: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=30

Burns, N., & Grove, S. K. (1993). *The practice of nursing research: Conduct, critique, and utilization* (2nd ed.). Philadelphia, PA: W. B. Saunders Company.

Burr, V. (2003). *Social constructionism* (2nd ed.). London, UK: Routledge.

Campbell, D. T., & Stanley, J. C. (1966). *Experimental and quasi-experimental designs for research*. Chicago, IL: Rand McNally.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.

Cherryholmes, C. H. (1988). *Power and criticism: Poststructural investigations in education*. New York, NY: Teachers College Press.

Clegg, S. R. (1989). *Frameworks of Power*. London, UK: Sage.

Colby, S., Bradshaw, L. K., & Joyner, R. L. (2002, April). *Perceptions of teacher evaluation systems and their impact on school improvement, professional development and student learning*. Paper presented at the Annual American Educational Research Association Conference.

Conley, S., & Glasman, N. S. (2008). Fear, the school organization, and teacher evaluation. *Educational Policy, 22*(1), 63-85.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Crotty, M. (1998). *The foundations of social research: Meanings and perspective in the research process*. Thousand Oaks, CA: Sage.

Crowley, S. (1989). *A teacher's introduction to deconstruction*. Urbana, IL: National Council of Teachers of English.

Danaher, G., Schirato, T., & Webb, J. (2000). *Understanding Foucault*. Thousand Oaks, CA: Sage.

Danielson, C. (2001). New trends in teacher evaluation. *Educational Leadership, 58*(5), 12-15.

Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development/Educational Testing Service.

Darling-Hammond, L. & Berry, B. (2006). Highly qualified teachers for all. *Educational Leadership, 11*(1), 14-20.

deMarrais, K. (2004). Qualitative interview studies: Learning through experience. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in*

education and the social sciences (pp. 51-68). Mahwah, NJ: Lawrence Erlbaum

Associates.

deMarrais, K., & Lapan, S. D. (Eds.). (2004). *Foundations for research: Methods of*

inquiry in education and the social sciences. Mahwah, NJ: Lawrence Erlbaum

Associates.

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological*

methods (2nd ed.). New York, NY: McGraw-Hill.

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.).

Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (2008). Introduction: The discipline and practice of

qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The strategies of*

qualitative inquiry (3rd ed.)(pp. 1-44). Thousand Oaks, CA: Sage.

Derrida, J. (1974). *Of grammatology* (G. C. Spivak, Trans.). Baltimore, MD: Johns

Hopkins University Press.

Derrida, J. (1982). *Margins of philosophy* (A. Bass, Trans.). Chicago, IL: University of

Chicago Press.

Derrida, J. (1983). The Time of the Thesis: Punctuations. In: A. Montefiore (ed.),

Philosophy in France Today (pp.34-50). Cambridge, UK: Cambridge University

Press.

Dimitriadis, G., & McCarthy, C. (2003). Creating a new Panopticon: Columbine, cultural

studies, and the uses of Foucault. In J. Z. Bratich, J. Packer & C. McCarthy

(Eds.), *Foucault, cultural studies, and governmentality* (pp. 273-292). Albany,

NY: State University of New York Press.

Doherty, R. (2007). Critically framing education policy: Foucault, discourse and governmentality. In M. A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational research* (pp. 193-204). New York, NY: Peter Lang Publishing, Inc.

Ebmeier, H. (2003). How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum & Supervision, 18*(2), 110-141.

Ellett, C. D., & Garland, J. (1987). Teacher evaluation practices in our largest school districts: Are they measuring up to "state-of-the-art" systems? *Journal of Personnel Evaluation in Education, 1*(1), 69-92.

Eyring, M. (1998). How close is close enough? Reflections on the experience of doing phenomenology. In K. deMarrais (Ed.), *Inside stories* (pp. 139-149). Mahwah, NJ: Lawrence Erlbaum.

Feagin, J. R., Orum, A. M., & Sjoberg, G. (1991). *A case for case study*. Chapel Hill, NC: University of North Carolina Press.

Feeney, E. J. (2007). Quality feedback: The essential ingredient for teacher success. *The Clearing House, 80*(4), 191-197.

Fenwick, T. J. (2004). Teacher learning and professional growth plans: Implementation of a provincial policy. *Journal of Curriculum & Supervision, 19*(3), 259-282.

Fine, M. (1991). *Framing dropouts*. Albany, NY: State University of New York Press.

Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Cambridge, UK: Cambridge University Press.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry, 12*(2), 219-245.

Foley, D. E. (2002). Critical ethnography: the reflexive turn. *International Journal of Qualitative Studies in Education, 15*(4), 469-490. doi:10.1080/09518390210145534

Fontana, A., & Frey, J. H. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed.) (pp. 695-727). Thousand Oaks, CA: Sage.

Foucault, M. (1970). *The order of things: An archaeology of the human sciences* (A. Sheridan-Smith, Trans.). New York, NY: Vintage Books.

Foucault, M. (1977a). *Discipline and punish: The birth of the prison* (A Sheridan, Trans.). New York, NY: Vintage Books.

Foucault, M. (1977b). Nietzsche, Genealogy, History (D. F. Bouchard & S. Simon, Trans.). In D. F. Bouchard (Ed.), *Language, Counter-Memory, Practice: Selected Essays and Interviews* (pp. 139-164). Ithaca, NY: Cornell Univesity Press.

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings 1972–1977* (C. Gordon, L. Marshall, J. Mepham, K. Soper, Trans.). New York, NY: Pantheon Books**.**

Foucault, M. (1984). On the genealogy of ethics: An overview of work in progress. In P. Rabinow (Ed.), *The Foucault reader* (pp. 340-372). New York, NY: Pantheon Books.

Foucault, M. (1994). The ethics of concern of the self as a practice of freedom (R. Hurley

   et. al., Trans.). In P. Rabinow (Ed.), *Ethics: Subjectivity and truth* (pp. 281-301).

   New York, NY: The New Press.

Foucault, M. (1997). *Ethics* (P. Rabinow, Trans.). In Paul Rabinow, (Ed.) *Essential works*

   of Foucault 1954 – 1984 (Vols. 1-3*).* New York, NY: The New Press.

Foucault, M. (2000). Power (R. Hurley et. al., Trans.). In Paul Rabinow, (Ed.) *Essential*

   works of Foucault 1954 – 1984 (Vols. 1-3*).* New York, NY: The New Press.

Gilbert, T. (1995). Nursing: Empowerment and the problem of power. *Journal of*

   Advanced Nursing, 21, 865-871.

Glickman, C. (2002). *Leadership for learning: How to help teachers succeed*.

   Alexandria, VA: Association for Supervision and Curriculum Development.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (1998). *Supervision of instruction:*

   A developmental approach (4th ed.). Boston, MA: Allyn and Bacon.

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2007). *Supervision and*

   instructional leadership (7th ed.). New York, NY: Pearson.

Gold, R. (1958). Roles in sociological field observation. *Social Forces, 36*, 217-223.

Goldhammer, R., Anderson, R. H., & Krajewski, R. J. (1993). *Clinical Supervision:*

   Special methods for the supervision of teachers (3rd ed.). Fort Worth, TX:

   Harcourt Brace Jovanovich.

Grady, M. P., Hebling, K. C., & Lubeck, D. R. (2008, April). Teacher professionalism

   since A Nation at Risk. *Phi Delta Kappan, 89*(8), 603-604, 607.

Grant, B. M. (2005). Fighting for space in supervision: fantasies, fairytales, fictions and fallacies. *International Journal of Qualitative Studies in Education , 18*(3), 337-354. doi: 10.1080/09518390500082483

Hays, P. A. (2004). Case Study Research. In K. deMarrais & S. D. Lapan (Eds.), *Foundations for research: Methods of inquiry in education and the social sciences* (pp. 217-234). Mahwah, NJ: Lawrence Erlbaum Associates.

Hamill, C., & Sinclair, H. (2010). Bracketing - practical considerations in Husserlian phenomenological research. *Nurse Researcher, 17*(2), 16-24.

Holstein, J. A., & Gubrium, J. F. (1995). *The active interview*. Thousand Oaks, CA: Sage.

Holstein, J. A., & Gubrium, J. F. (2008). Interpretive practice and social action. In N. K. Denzin & Y. S. Lincoln (Eds.), *The strategies of qualitative inquiry* (3rd ed.) (pp. 173-202). Thousand Oaks, CA: Sage.

Houston, P. D. (2005, February). NCLB: Dreams and nightmares. *Phi Delta Kappan, 86*(6), 469-470.

Howe, K. R. (2004). A critique of experimentalism. *Qualitative Inquiry, 10*, 42-61.

Johnson, S. M. (2001). The aging of America's teachers. *Harvard University Gazette* (2001, October 4). Retrieved from http://www.news.harvard.edu/gazette/2001/10.04/13-njteachers.html

Kearney, R. (Ed.). (1984). *Dialogues with contemporary continental thinkers*. Manchester, UK: Manchester University Press.

Kecht, M.-R. (Ed.). (1992). *Pedagogy is politics: Literary theory and critical teaching*. Urbana, IL: University of Illinois Press.

Kecht, M.-R. (1992). The challenge of responsibility: An introduction. In M.-R. Kecht (Ed.), *Pedagogy is politics: Literary theory and critical teaching* (pp. 1-24). Urbana, IL: University of Illinois Press.

Kennedy, M. (2008, September). Sorting out teacher quality. *Phi Delta Kapan*, *90*(1), 59–63.

Kessl, F. (2007). Social work as government - A power analytical perspective. In M. A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational research* (pp. 91-100). New York: Peter Lang Publishing, Inc.

Kysilka, M. (2003). No Child Left Behind: What does it really mean? *Curriculum and Teaching Dialogues, 5*(22), 99-104.

Korsgard, S. (2007). *A Poststructuralist approach to opportunities* (Unpublished doctoral dissertation). University of Aarhus, Århus, Denmark.

Lather, P. (2003). Applied Derrida: (Mis)Reading the work of mourning in educational research. *Educational Philosophy & Theory, 35*(3), 257-270.

Lather, P. (2004). This IS your father's paradigm: Government intrusion and the case of in education. *Qualitative Inquiry*,*10*(1), 15-34. doi:10:10.1177/1077800403256154

LeCompte, M. D., Preissle, J., & Tesch, R. (1993). *Ethnography and qualitative design in educational research* (2nd ed.). Orlando, FL: Academic Press.

Leitch, V. B. (1983). *Deconstructive criticism: An advanced introduction*. New York, NY: Columbia University Press.

Lincoln, Y. & Guba, E. G. (1985). *Naturalist inquiry*. Newbury Park, CA: Sage.

Loup, K. S., Garland, J., Ellett, C. D., & Rugutt, J. K. (1996). Ten years later: Findings from a replication of a study of teacher evaluation practices in our 100 largest school districts. *Journal of Personnel Evaluation in Education, 10*(3), 203-226.

MacNaughton, G. (2005). *Doing Foucault in early childhood studies: Applying poststructural ideas* (Vol. 2). New York, NY: Routledge.

Madison, D. S. (2005). *Critical ethnography: Method, ethics, and performance*. Thousand Oaks, CA: Sage.

Marcus, G. (1998). *Ethnography through thick and thin*. Princeton, NJ: Princeton University Press.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Instruction.

Maurer, S. (2007). Thinking governmentality 'from below': Social work and social movements as (collective) actors in movable/mobile orders. In M. A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational research* (pp. 125-138). New York, NY: Peter Lang Publishing, Inc.

Maxwell, J. A. (2004). Reemergent scientism, postmoderism, and dialogue across differences. *Qualitative Inquiry, 10*, 35-41.

Mead, M. (1961). *Coming of age in Samoa*. New York, NY: Morrow Quill.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Milanowski, A. T. (2005). Split roles in performance evaluation. *Journal of Personnel Evaluation in Education, 18*, 153-169.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis.* Thousand Oaks, CA: Sage.

National Commission on Excellence in Education (1983). *A Nation at Risk: The imperative for educational reform*. Washington, DC: Author. Retrieved from http://www.ed.gov/pubs/NatAtRisk/risk.html

Oliva, M., Mathers, C., & Laine, S. (2009). Effective evaluation. *Principal Leadership, 9*(7), 17-21.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed). Thousand Oaks, CA: Sage Publications.

Painter, B. (2001). Using teaching portfolios. *Educational Leadership, 58*(5), 31-34.

Peshkin, A. (1988). In search of subjectivity, one's own. *Educational Researcher*, *17*(7). 17–22.

Peters, M. (1996). *Poststructuralism, politics, and education.* Westport, CT: Bergin & Garvey.

Peters, M. A. (2003). Derrida, Pedagogy and the Calculation of the Subject. *Educational Philosophy & Theory, 35*(3), 313-332. doi: 10.1111/1469-5812.00030

Pongratz, L. (2007). Freedom and discipline: Transformation in pedagogic punishment. In M. A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational research* (pp. 29-42). New York, NY: Peter Lang Publishing, Inc.

Popkewitz, T. S. (2004). Is the National Research Council committee's report on scientific research in education scientific? On trusting the manifesto. *Qualitative Inquiry, 10*, 62-78.

Richards, L. (1999). *Using NVivo in qualitative research*. Thousand Oaks: Sage.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.

Sable, J., and Noel, A. (2008). *Public Elementary and Secondary School Student Enrollment and Staff from the Common Core of Data: School Year 2006–07* (NCES 2009-305).. Washington, DC: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009305

Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Saussure, F. d. (1916). *Course in general linguistics* (R. Harris, Trans.). Peru, IL: Open Court.

Schein, E. H. (2004). *Organizational culture and leadership* (3rd ed.). San Francisco, CA: Jossey-Bass.

Schonberger, V. (2001). The effective supervision, coordination, and improvement of the instructional activities of professional colleagues. *Education, 103*(2), 129-131.

Schrift, A. D. (2006). *Twentieth-century French philosophy: Key themes and thinkers*. Malden, MA: Blackwell Publishing.

Scriven, M. (1991). *Evaluation thesaurus* (4th ed.). Newbury Park, CA: Sage.

Sergiovanni, T., & Starratt, R. (2002). *Supervision: A redefinition* (7th ed.). New York, NY: McGraw-Hill.

Sizer, T. R. (1984). *Horace's compromise: The dilemma of the American high school*. New York, NY: Mariner Books.

Sorin-Peters, R. (2004). Discussion: The case for qualitative case study methodology in aphasia. *Aphasiology, 18*(10), 937-949.

Spivak, G. C. (1974). Foreword. In Derrida, J., *Of grammatology* (G. C. Spivak, Trans.) (pp. ix-lxxxix). Baltimore, MD: Johns Hopkins University Press.

Spradley, J. P. (1980). *Participant observation*. New York, NY: Holt, Rinehart, & Winston.

St. Pierre, E. A. (2000). Poststructural feminism in education: An overview. *Qualitative Studies in Education, 13*(5), 477-515.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stake, R. (2004). *Standards-based and responsive evaluation*. Thousand Oaks, CA: Sage.

Stake, R. (2008). Qualitative Case Studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of qualitative inquiry* (3rd ed.)(pp. 119-150). Thousand Oaks, CA: Sage.

Stronge, J. H., & Tucker, P. D. (2003). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY: Eye on Education.

Sutton, S. R. (2008). *Teachers' and administrators' perceptions of teacher evaluation*. New Castle, DE: Wilmington University.

Taylor, F. W. (1947). *Scientific Management.* Westport, CT.: Greenwood Press.

Texas Administrative Code, 19 TAC §150 (1997).

Texas Education Agency (n.d.). *Accountability Rating System for Texas Public Schools*

and Districts. Austin, TX. Retrieved from

http://ritter.tea.state.tx.us/perfreport/account/

Texas Education Agency (2005). *Professional development and appraisal system (PDAS)*

– Introduction. Austin, TX. Retrieved from http://www5.esc13.net/pdas

Texas Education Agency (2005). *PDAS training for new teachers* [powerpoint slides].

PDAS Teacher Manual. Austin, TX. Retrieved from http://www5.esc13.net/pdas

Texas Education Code, 2 TEC § 21 (1995).

Tunnell, K. D. (1998). Interviewing the incarcerated: Personal notes on ethical and

methodological issues. In K. deMarrais (Ed.), *Inside stories* (pp. 127-138).

Mahwah, NJ: Lawrence Erlbaum.

Tymoczko, M., & Gentzler, E. (Eds.). (2002). *Translation and power.* Boston, MA:

University of Massachusetts Press.

U.S. Department of Education (January 8, 2002). No Child Left Behind Act of 2001.

Public Law 107-11-. Retrieved from

http://www.ed.gov/policy/elsec/leg/esea02/index.html

Wain, K. (2007). Foucault: The ethics of self-creation and the future of education. In M.

A. Peters & T. A. C. Besley (Eds.), *Why Foucault? New directions in educational*

research (pp. 163-180). New York, NY: Peter Lang Publishing, Inc.

Walkerdine, V. (1984). Developmental psychology and the child-centered pedagogy: The

insertion of Piaget into early education. In J. Henriques & e. al. (Eds.), *Changing*

the subject (pp. 157-174). London, UK: Methuen.

Weiss, C. H. (1973). Where politics and evaluation research meet. *Evaluation, 1*, 37-45.

Williamson, R., & Blackburn, B. (2009, March). One teacher at a time. *Principal Leadership, 9*(7), 44-47.

Wise, A. E. (1988, January). The two conflicting trends in school reform: Legislated learning revisited. *Phi Delta Kappan, 69*(5), 328-333.

Wolcott, H. (1992). Posturing in qualitative research. In M. D. LeCompte, W. L. Millroy, & J. Preissle (Eds.), *The handbook of qualitative research in education* (pp. 3-51). San Diego, CA: Academic Press.

Wolcott, H. F. (1999). *Ethnography: A way of seeing*. Walnut Creek, CA: AltaMira Press.

Wolcott, H. F. (2009). *Writing up qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Wolf, M. (1992). *Thrice told tale.* Stanford, CA: Stanford University Press.

Wood, L. A., & Kroger, R. O. (2000). *Doing discourse analysis: Methods for studying action in talk and text*. Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Young, R. (1996). *Intercultural communication: Pragmatics, genealogy, deconstruction*. Philadelphia, PA: Multilingual Matters LTD.

Zepeda, S. (2002). Linking portfolio development to clinical supervision: A case study. *Journal of Curriculum & Supervision, 18*(1), 83-102.

Zepeda, S. (2006). High stakes supervision: We must do more. *International Journal of Leadership in Education, 9*(1), 61-73.

Zimmerman, S., & Deckert-Pelton, M. (2003). Evaluating the evaluators: Teachers'

perceptions of the principal's role in professional evaluation. *NASSP Bulletin, 87*,

28-37.

Appendix A

Research Timeline

Time (in days & weeks)	Duration	Description of activity	Participant's role
This activity occurred throughout the study	• Varied	• Researcher's Reflexive Journal	N/A
Week 2	• 6 hours • 1 hour • 2 hours	• Research PDAS • Analyze findings • Contact participants	• Respond to invitation
Week 3	• 1 hour • 1 hour • 6 hours	• Preparations for interview • 1st Interview with Participant A • Transcription • Coding of transcription	• Respond to open-ended questions
Week 4	• 4 hours • 1 hour • 4 hours	• Preliminary analysis • Collection of documents • Document Analysis	• Submit PDAS documents
Week 5	• 3 hour • 1 hour • 30 minutes	• Create Wordle product • Peer review of codes • Schedule follow-up interview with Participant A	• Respond to invitation
Week 6	• 1 hour • 6 hours • 4 hours • 1 hour • 2 hours • 3 hours	• Follow-up (2nd) interview with Participant A • Transcription • Coding of transcription • Member check of follow-up interview • Review/Rewrite Interview Questions for Participant B	• Participate in follow-up interview • Review codes and provide feedback
Week 7	• 1 hour • 1 hour • 6 hours	• Preparations for interview • 1st Interview with Participant B • Transcription • Coding of transcription	• Respond to open-ended questions
Week 8	• 4 hours • 1 hour • 4 hours	• Preliminary analysis • Collection of documents • Document Analysis	• Submit PDAS documents
Week 9	• 1 hour • 30 minutes	• Peer review of codes • Schedule follow-up interview with Participant B	• Respond to invitation
Week 10	• 1 hour • 6 hours • 4 hours • 1 hour	• Follow-up (2nd) interview with Participant B • Transcription • Coding of transcription • Member check of follow-up interview	• Participate in follow-up interview • Review codes and provide feedback
Ongoing till the completion of the study	• Varied & Ongoing	• Data Analysis & Representation • Peer Debriefing & Writing	N/A

Appendix B

FORM A

Research Involving Human Subjects
Certification for Exemption from Review by the Institutional Review Board (IRB)
Texas A & M University-Corpus Christi

IRB # _____

A, B, C. Principle Investigators, Information

Dalia Torres
Doctoral Student
Department of Educational Administration and Research
College of Education, Texas A&M University-Corpus Christi
2602 Widgeon Drive
Corpus Christi, TX 78410
(361) 779-4664 (C)
dtorres3@stx.rr.com

Faculty Advisor
Kakali Bhattacharya, Ph.D.
Assistant Professor
College of Education, Texas A&M University-Corpus Christi
Faculty Center 224
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 825-6017
kakali.bhattacharya@tamucc.edu

D. Title of Project (Doctoral Dissertation):

Eyes are Watching: A Foucauldian Power/Knowledge Analysis of the Teacher Evaluation Process

E. External Funding:
None

F. Grant Submission Deadline:
None

G. Starting Date:
June 2010

H. Estimated Completion Date:
December 2010

I. Research Project

1.   Objectives of Project.

Research Purpose
The purpose of the study is to conduct a Foucauldian power/knowledge narrative constructed from the perceptions of three teachers at one intermediate school in South Texas.

Research Questions
1. What are the cultural, political and strategic conditions encompassing the teacher evaluation process?
2. What relations and practices are enabled by the cultural, political and strategic conditions of the teacher evaluation process?
3. What are possibilities in the participants' behavioral changes in terms of the relationship between the evaluation process and pedagogy?

2.   Subjects.

Purposeful sampling will be used to recruit the five teachers. All participants will be volunteers and will be informed that they may leave the study at any time. A maximum of three participants for the study will be selected from the teachers assigned to an exemplary intermediate school. At least one of the teachers selected will have 0 – 2 years, 3 – 10 years, and more than 10 years teaching experience. All participants will be asked to sign a consent form (see attached).

3.   Methods or Procedures.

This will be qualitative study
The research design will be a critical ethnography using a Foucauldian power/knowledge analysis. The data will consist of interviews (see attached), observations, and archival data including teacher evaluation documents (formal evaluations and walkthroughs), lesson plans, teacher notes, memos, school policies and procedures.

4.   Category for exempt research

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, or observation of public behavior that is not exempt under the previous paragraph, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

J. Certification
Principal Investigator: Dalia Torres
Signature _____Date: _____
Co-Principal Investigator: Dr. Kakali Bhattacharya
Signature _____Date: _____

Appendix C

Informed Consent Form

I, _____, am being asked to participate in a research study titled "Eyes are Watching: A Foucauldian Power/Knowledge Analysis of the Teacher Evaluation Process" being conducted by Dalia Torres, a Doctoral Student in the Department of Educational Administration and Research at Texas A & M University - Corpus Christi (361-779-4664) under the direction of by Dr. Kakali Bhattacharya College of Education, Texas A&M University-Corpus Christi (361- 825-6017).

This form provides information about the study. Dalia Torres, the Principal Investigator, will also describe the study to me and answer any questions. My participation is entirely voluntary and (**Right to Withdraw**) I can refuse to participate without giving any reason and without penalty. I can ask to have all of the information about me returned to me, removed from the research records, or destroyed.

The reason for the study is to explore the perceptions of teachers in an exemplary intermediate school with a specific focus on the teacher evaluation process.

If I volunteer to take part in this study, I will be asked to do the following things:
1) Attend three (3) one-hour interviews with the interviewer.
2) Clarify any follow-up questions the interviewer might have when interpreting my words.
3) Provide documents of previous teacher evaluations and/or walkthroughs or consent for release of those records from the school district.

I understand that
- **(Confidentiality)** The researcher will audiotape conversations and interviews, which will later be transcribed that occur between the researcher and me. Both the audio tapes and transcripts will be kept confidential. If the results are published or presented at scientific meetings, identify of the participants will not be disclosed.
- The data will be kept by the researcher and will be shared while maintaining confidentiality with Dr. Kakali Bhattacharya.
- The researcher will analyze the data and keep it for one year for educational and research purposes.
- **(Compensation) P**articipation in the study will not cost me anything and I will not receive any money for my participation.
- (**Risks**) There are no specific risks associated with the type of information that will be solicited for the study. Nonetheless, if I experience some discomfort or stress during observations or conversations, then I can choose to discontinue my participation in the study without any penalty
- (**Benefits**) There is no direct benefit for me for participating in the project.

No information about me, or provided by me during the research, will be shared with others,

except if it is necessary to protect my welfare (for example, if I were injured and need physician care) or if required by law. I will be assigned a pseudonym which will be used in interview transcript and all other data documents.

The researcher will answer any further questions about the research, now or during the course of the project.

Voluntary Consent: I certify that I have been informed about the study's purpose, procedures, possible risks and benefits; that I have been given the opportunity to ask questions before I sign; and that I can ask questions at any time. Additionally,
I know that if I have any questions about my rights as a research participant, I can contact Renee Gonzales, IRB Compliance Officer at Texas A&M University – Corpus Christi at (361) 825-2497. I have received a copy of this form; by signing it, I voluntarily agree to participate in the study.

_____   _____   _____
 Printed Name of Participant   Signature of Participant   Date

 Dalia Torres_____   _____   _____
Printed Name of Principal Investigator   Signature of Principal Investigator   Date
Telephone: (361) 779-4664
Email: dtorres3@stx.rr.com

Please sign two copies, keep one and return one to the researcher.
Dissertation advisor: Dr. Kakali Bhattacharya; (361) 825-6017

Appendix D

The Panopticon Design
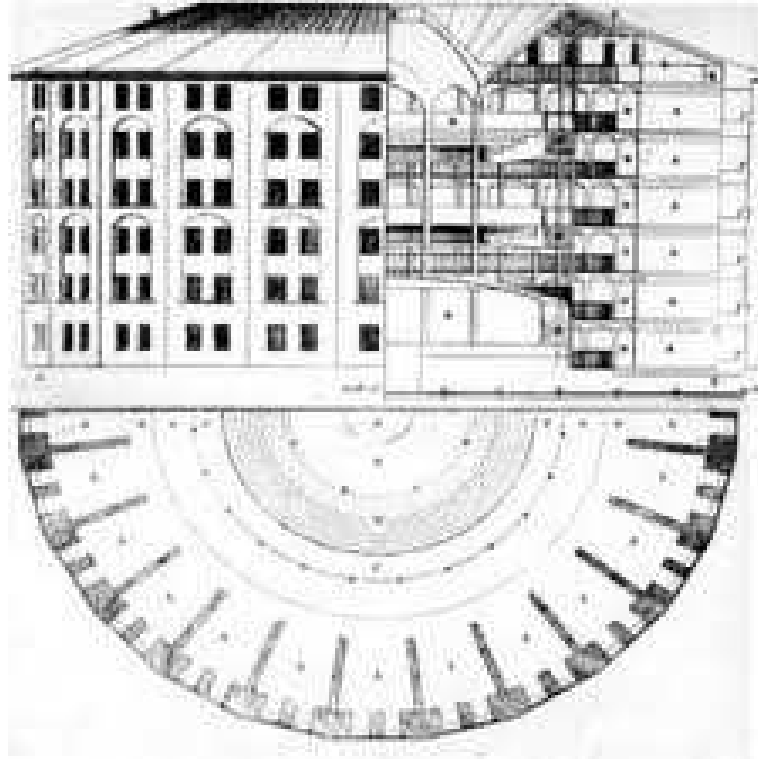
Appendix E

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
2004 REVISION

□ Observation Summary
□ Summative Annual Appraisal

Name: _____   Appraiser: _____   Date: _____   Campus: _____   Assignment/Grade: _____

Beginning Time: _____   Ending Time: _____

Domain I: Active, Successful Student Participation in the Learning Process

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Engaged in learning	1.___	1.___	1.___	1.___	
2. Successful in learning	2.___	2.___	2.___	2.___	
3. Critical thinking/ problem solving	3.___	3.___	3.___	3.___	
4. Self-directed	4.___	4.___	4.___	4.___	
5. Connects learning	5.___	5.___	5.___	5.___	
SUBTOTAL					

Total: 20 to 25 Exceeds Expectations
12 to 19 Proficient
4 to 11 Below Expectations
0 to 3 Unsatisfactory

Comments:

Strengths _____   Areas to Address _____

Domain II: Learner-Centered Instruction

	Exceeds (X 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Goals and objectives	1.___	1.___	1.___	1.___	
2. Learner-centered	2.___	2.___	2.___	2.___	
3. Critical thinking and problem solving	3.___	3.___	3.___	3.___	
4. Motivational strategies	4.___	4.___	4.___	4.___	
5. Alignment	5.___	5.___	5.___	5.___	
6. Pacing/sequencing	6.___	6.___	6.___	6.___	
7. Value and importance	7.___	7.___	7.___	7.___	
8. Appropriate question-ing and inquiry	8.___	8.___	8.___	8.___	
9. Use of technology	9.___	9.___	9.___	9.___	
SUBTOTAL					

Total: 37 to 45 Exceeds Expectations
23 to 36 Proficient
7 to 22 Below Expectations
0 to 6 Unsatisfactory

Comments:

Strengths _____   Areas to Address _____

Revised June 2004

1

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

Ending Time: _____

2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain III: Evaluation and Feedback on Student Progress

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Monitored and assessed	1.___	1.___	1.___	1.___	
2. Assessment and in-struction are aligned	2.___	2.___	2.___	2.___	
3. Appropriate assess-ment	3.___	3.___	3.___	3.___	
4. Learning reinforced	4.___	4.___	4.___	4.___	
5. Constructive feedback	5.___	5.___	5.___	5.___	
6. Relearning and re-evaluation	6.___	6.___	6.___	6.___	
SUBTOTAL					

Total: 25 to 30 Exceeds Expectations
15 to 24 Proficient
5 to 14 Below Expectations
0 to 4 Unsatisfactory

Comments:

Strengths	Areas to Address

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)	TOTAL
1. Discipline procedures	1.___	1.___	1.___	1.___	
2. Self-discipline and self-directed learning	2.___	2.___	2.___	2.___	
3. Equitable teacher-student interaction	3.___	3.___	3.___	3.___	
4. Expectations for behavior	4.___	4.___	4.___	4.___	
5. Redirects disruptive behavior	5.___	5.___	5.___	5.___	
6. Reinforces desired behavior	6.___	6.___	6.___	6.___	
7. Equitable and varied characteristics	7.___	7.___	7.___	7.___	
8. Manages time and materials	8.___	8.___	8.___	8.___	
SUBTOTAL					

Total: 34 to 40 Exceeds Expectations
20 to 33 Proficient
6 to 19 Below Expectations
0 to 5 Unsatisfactory

Comments:

Strengths	Areas to Address

Revised June 2004

2

Name: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ Appraiser: _____ Ending Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain V: Professional Communication

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Written with students	1.___	1.___	1.___	1.___
2. Verbal/non-verbal with students	2.___	2.___	2.___	2.___
3. Reluctant students	3.___	3.___	3.___	3.___
4. Written with parents, staff, community members, and other professionals.	4.___	4.___	4.___	4.___
5. Verbal/non-verbal with parents, staff, community members, and other professionals.	5.___	5.___	5.___	5.___
6. Supportive, courteous	6.___	6.___	6.___	6.___
SUBTOTAL				TOTAL

Total: 25 to 30 Exceeds Expectations
15 to 24 Proficient
5 to 14 Below Expectations
0 to 4 Unsatisfactory

Comments:

Strengths | Areas to Address

Domain VI: Professional Development

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Campus/district goals	1.___	1.___	1.___	1.___
2. Student needs	2.___	2.___	2.___	2.___
3. Prior performance appraisal	3.___	3.___	3.___	3.___
4. Improvement of student performance	4.___	4.___	4.___	4.___
SUBTOTAL				TOTAL

Total: 16 to 20 Exceeds Expectations
9 to 15 Proficient
3 to 8 Below Expectations
0 to 2 Unsatisfactory

Comments:

Strengths | Areas to Address

Revised June 2004

3

Name: _____   Appraiser: _____   Date: _____   Campus: _____   Assignment/Grade: _____

Beginning Time: _____   Ending Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VII: Compliance With Policies, Operating Procedures, and Requirements

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Policies, procedures, and legal requirements	1.___	1.___	1.___	1.___
2. Verbal/written directives	2.___	2.___	2.___	2.___
3. Environment	3.___	3.___	3.___	3.___
SUBTOTAL				

TOTAL

Total:	13	to	15	Exceeds Expectations
	9	to	12	Proficient
	3	to	8	Below Expectations
	0	to	2	Unsatisfactory

Comments:

Strengths   Areas to Address

Name: _____ Date: _____ Appraiser: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ Ending Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM

2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance Of All Students on the Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatis-factory (x 0)
1. Aligns instruction	1.___	1.___	1.___	1.___
2. Analyzes TAKS data	2.___	2.___	2.___	2.___
3. Appropriate sequence	3.___	3.___	3.___	3.___
4. Appropriate materials	4.___	4.___	4.___	4.___
5. Monitors student performance	5.___	5.___	5.___	5.___
6. Monitors attendance	6.___	6.___	6.___	6.___
7. Students in at-risk situations	7.___	7.___	7.___	7.___
8. Appropriate plans for intervention	8.___	8.___	8.___	8.___
9. Modifies and adapts	9.___	9.___	9.___	9.___

SUBTOTAL 1-9

TOTAL 1-9

Comments:

PLUS 10. Campus Performance Rating of:

A. Exemplary 4
   Recognized 2
   Academically Acceptable 1
   Academically Unacceptable 0

B. Meets AYP 1
   *Needs Improvement 0

*If needs improvement, list in the spaces below indicators from page 6.

Participation	Performance
___	___

Graduation Rate/Attend | Participation & Performance

TOTAL A + B ___

FINAL TOTAL DOMAIN VIII
(Sum of 1-10)

Teacher's Subsequent Years on Campus

	Exceeds Expectations	40 to 50
Teacher's 1st Year on Campus	Proficient	24 to 39
Total 37 to 45	Below Expectations	8 to 23
23 to 36	Unsatisfactory	0 to 7
7 to 22		
0 to 6		

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)

Strengths | Areas to Address

Signature of Appraiser: _____ Date: _____
My appraiser has given me a copy of this Observation Summary Report
Signature of Teacher: _____ Date: _____

Observation Summary

Signature of Appraiser: _____ Date: _____
My appraiser and I have discussed this Summative Annual Appraisal Report
Signature of Teacher: _____ Date: _____

Summative Annual Appraisal

Revised June 2004

5

AYP Needs Improvement Indicators

1. Reading Performance and/or Participation
   - 1a. Performance Only
   - 1b. Participation Only
   - 1c. Performance and Participation

2. Mathematics Performance and/or Participation
   - 2a. Performance Only
   - 2b. Participation Only
   - 2c. Performance and Participation

3. Graduation Rate

4. Attendance

5. Reading and Mathematics
   - 5a. Reading Performance Only and Math Performance Only
   - 5b. Reading Performance Only and Math Participation Only
   - 5c. Reading Performance Only and Math Performance and Participation
   - 5d. Reading Participation Only and Math Participation Only
   - 5e. Reading Participation Only and Math Performance and Participation

6. Reading Performance Only and Graduation Rate

7. Reading, Mathematics, and Graduation Rate
   - 7a. Reading/Performance, Math/Performance and Graduation Rate
   - 7b. Reading/Performance, Math/Participation and Graduation Rate
   - 7c. Reading/Performance, Math Performance/Participation and Graduation Rate

8. Mathematics and Graduation Rate
   - 8a. Mathematics/Performance and Graduation Rate
   - 8b. Mathematics/Participation and Graduation Rate
   - 8c. Mathematics Performance/Participation and Graduation Rate

8

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Beginning Time: _____ Ending Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
2004 REVISION

Example – 1st Year on Campus – Reported but Not Scored

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance of All Students on The Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Aligns instruction	1. ___	1. ✓	1. ___	1. ___
2. Analyzes TAKS data	2. ___	2. ✓	2. ___	2. ___
3. Appropriate sequence	3. ___	3. ✓	3. ___	3. ___
4. Appropriate materials	4. ___	4. ✓	4. ___	4. ___
5. Monitors student performance	5. ✓	5. ___	5. ___	5. ___
6. Monitors attendance	6. ___	6. ✓	6. ___	6. ___
7. Students in at-risk situations	7. ✓	7. ___	7. ___	7. ___
8. Appropriate plans for intervention	8. ___	8. ✓	8. ___	8. ___
9. Modifies and adapts	9. ___	9. ✓	9. ✓	9. ___
SUBTOTAL 1-9	10	18	1	0

TOTAL 1-9 ___ 29

PLUS 10. Campus Performance Rating of:

A.
- Exemplary 4
- Recognized 2
- Academically Acceptable 1
- Academically Unacceptable 0

B.
- Meets AYP 1
- *Needs Improvement 0

*If needs Improvement, list in the spaces below indicators from page 6.

TOTAL A + B ___

Participation	Performance	Participation & Performance
___	___	___

Graduation Rate/Attend

Note: Criterion 10 not calculated for 1st Year on Campus" teacher.

FINAL TOTAL DOMAIN VIII ___ 29 (Sum of 1-10)

Teacher's 1st Year on Campus

Total:	37 to 45	Exceeds Expectations
	23 to 36	Proficient
	7 to 22	Below Expectations
	0 to 6	Unsatisfactory

Teacher's Subsequent Years on Campus
- 40 to 50
- 24 to 39
- 8 to 23
- 0 to 7

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)

Comments:

This is N. Learner's first year to teach on this campus. The classroom shows evidence of careful preparation and the resulting benefit for students. Working relationships that have been developed with parents and other student support entities are used to provide a relevant and meaningful learning environment.

Strengths	Areas to Address
Communication with and willingness to seek information from other educators can be seen through initiation of opportunities to meet and learn. Students' engagement is evident in their participation in the learning opportunities offered to them in this classroom.	Alignment of the curriculum across disciplines and grade levels needs continuing study. Skill development in working with students exhibiting inappropriate classroom behavior might be explored. Along with other areas, a broader range of intervention techniques could be included in this study.

Signature of Appraiser: _____ Date: _____

My appraiser has given me a copy of this Observation Summary Report.

Signature of Teacher: _____ Date: _____

Observation Summary

Signature of Appraiser: _____ Date: _____

My appraiser and I have discussed this Summative Annual Appraisal Report.

Signature of Teacher: _____ Date: _____

Summative Annual Appraisal

Revised June 2004

7

Name: _____   Appraiser: _____   Date: _____   Campus: _____   Assignment/Grade: _____

Beginning Time: _____   Ending Time: _____

Example – Subsequent Year(s) on Campus – Scored – Campus "Meets AYP"

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance of All Students on The Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Aligns instruction	1._✓_	1.___	1.___	1.___
2. Analyzes TAKS data	2._✓_	2.___	2.___	2.___
3. Appropriate sequence	3._✓_	3.___	3.___	3.___
4. Appropriate materials	4._✓_	4._✓_	4.___	4.___
5. Monitors student performance	5._✓_	5.___	5.___	5.___
6. Monitors attendance	6.___	6._✓_	6.___	6.___
7. Students in at-risk situations	7.___	7._✓_	7.___	7.___
8. Appropriate plans for intervention	8.___	8.___	8._✓_	8.___
9. Modifies and adapts	9._✓_	9.___	9.___	9.___
SUBTOTAL 1-9	25	9	1	0

TOTAL 1-9 = 35

PLUS 10. Campus Performance Rating of:

A.
- Exemplary 4
- Recognized 2
- Academically Acceptable 1
- Academically Unacceptable 0

B.
- Meets AYP 1
- *Needs Improvement 0

*If needs improvement, list in the spaces below indicators from page 6.

TOTAL A + B   5

FINAL TOTAL DOMAIN VIII   40   (Sum of 1-10)

	Participation	Performance
Graduation Rate/Attend	_✓_	_✓_
	Participation & Performance	

"Teacher's 1ST Year on Campus	Teacher's Subsequent Years on Campus
Total:	Exceeds Expectations	Proficient	Below Expectations	Unsatisfactory
37 to 45	40 to 50
23 to 36	24 to 39
7 to 22	8 to 23
0 to 6	0 to 7

Comments:

A. Learner continues to be a leader on this campus by participation in campus/district committees, working closely with team members to analyze data and researching meaningful instructional opportunities. Students in this classroom can be observed to benefit from the thoughtful application of the understanding of their individual learning styles. High expectations provide challenge and a sense of satisfaction for students through their achievement of learning goals.

Strengths

The high level and quality of instruction and instructional materials show a comprehensive understanding of the curriculum. Work with other teachers/ grade levels/departments has been an asset to the entire campus. Learning goals are well defined for students.

Areas to Address

A more comprehensive understanding of the obstacles encountered by individual students may need to be sought. This knowledge can be used to create a more individualized and successful instructional environment. Look for ways to involve and guide students in the creation of their own academic goals.

Signature of Appraiser: _____   Date: _____

My appraiser has given me a copy of this Observation Summary Report.

Signature of Teacher: _____   Date: _____

Observation Summary

Signature of Appraiser: _____   Date: _____

My appraiser and I have discussed this Summative Annual Appraisal Report.

Signature of Teacher: _____   Date: _____

Summative Annual Appraisal

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)

Revised June 2004

8

Name: _____ Appraiser: _____ Date: _____ Campus: _____ Assignment/Grade: _____

Example – Subsequent Year(s) on Campus – Scored – Campus "Needs Improvement" on AYP

Beginning Time: _____ Ending Time: _____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
2004 REVISION

☐ Observation Summary
☐ Summative Annual Appraisal

Domain VIII: Improvement of Academic Performance of All Students on The Campus

	Exceeds (x 5)	Proficient (x 3)	Below (x 1)	Unsatisfactory (x 0)
1. Aligns instruction	1.	1.	1.	1.
2. Analyzes TAKS data	2.	2.	2.	2.
3. Appropriate sequence	3.	3.	3.	3.
4. Appropriate materials	4.	4.	4.	4.
5. Monitors student performance	5.	5.	5.	5.
6. Monitors attendance	6.	6.	6.	6.
7. Students in at-risk situations	7.	7.	7.	7.
8. Appropriate plans for intervention	8.	8.	8.	8.
9. Modifies and adapts	9.	9.	9.	9.
SUBTOTAL 1-9	25	9	1	0

TOTAL 1-9 35

PLUS 10. Campus Performance Rating of:

A. Exemplary 4
   Recognized 2
   Academically Acceptable .. 1
   Academically Unacceptable . 0

B. Meets AYP 1
   "Needs Improvement 0

TOTAL A + B 2

*If needs improvement, list in the spaces below indicators from page 6.

FINAL TOTAL DOMAIN VIII 37

8a		
Participation	Performance	Participation & Performance
8b		
Graduation Rate/Attend		

(Sum of 1-10)

Teacher's 1ST Year		**Teacher's Subsequent Year/s on Campus**
Total: 37 to 45	Exceeds Expectations	40 to 50
23 to 36	Proficient	24 to 39
7 to 22	Below Expectations	8 to 23
0 to 6	Unsatisfactory	0 to 7

**Campus performance rating or AYP not scored as per Commissioner's Rules, Ch. 150.1002(f)

Comments:

A. Learner continues to be a leader on this campus by participation in campus/district committees, working closely with team members to analyze data and researching meaningful instructional opportunities. Students in this classroom can be observed to benefit from the thoughtful application of the understanding of their individual learning styles. High expectations provide challenge and a sense of satisfaction for students through their achievement of learning goals.

Strengths	**Areas to Address**
The high level and quality of instruction and instructional materials show a comprehensive understanding of the curriculum. Work with other teachers/grade levels/departments has been an asset to the entire campus. Learning goals are well defined for students.	A more comprehensive understanding of the obstacles encountered by individual students may need to be sought. This knowledge can be used to create a more individualized and successful instructional environment. Look for ways to involve and guide students in the creation of their own academic goals. Seek opportunities to work with campus to improve graduation rate for all students.

Signature of Appraiser: _____ Date: _____

My appraiser has given me a copy of this Observation Summary Report.

Signature of Teacher: _____ Date: _____

Observation Summary

Signature of Appraiser: _____ Date: _____

My appraiser and I have discussed this Summative Annual Appraisal Report.

Signature of Teacher: _____ Date: _____

Summative Annual Appraisal

Revised June 2004

9

Appendix F

Name:	_____	Appraisal Year:	_____
Appraiser:	_____	Date Submitted:	_____
Campus:	_____	Assignment/Grade:	_____

PROFESSIONAL DEVELOPMENT AND SUPPORT
TEACHER SELF-REPORT FORM
Contributions to The Improvement of Academic Performance
of All Students on Campus

The following are general rules for use of the Teacher Self-Report (TSR):
(1)   *Based upon the nature of the teaching assignment, TEKS/TAKS objectives may vary in content and level of difficulty.*
(2)   *Context for the objectives include (1) teaching field, (2) assignment and/or (3) varying characteristics of the teacher's students.*
(3)   *Depending upon the classroom context, objectives may be identified for:*
      a.   *A subset of the TEKS/TAKS objectives.*
      b.   *A subset of classes assigned to the teacher.*
      c.   *A subset of the teacher's students.*
(4)   *The TSR requires the least amount of writing necessary to communicate the point or make the example (limited to one-half page per item).*

Section I*
The data requested in Section I must be presented to the principal within the first three weeks after the orientation. The teacher may elect to revise this section prior to the annual summative conference.

1.   Which academic skills (TEKS/TAKS objectives) do you directly teach or reinforce in your classes?

READING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES..			
1	3,4,5,6,7,8	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	3,4,5,6,7,8	The student will apply knowledge of literary elements to understand culturally diverse written texts.	
3	3,4,5,6,7,8	The student will use a variety of strategies to analyze culturally diverse written texts.	
4	3,4,5,6,7,8	The student will apply critical thinking skills to analyze culturally diverse written texts.	
1	9,10,11	The student will demonstrate a basic understanding of culturally diverse written texts.	
2	9,10,11	The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.	
3	9,10,11	The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.	

Name: _____   Appraisal Year: _____

Appraiser: _____   Date Submitted: _____

Campus: _____   Assignment/Grade: _____

WRITING

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES..			
1	4,7	The student will, within a given context, produce an effective composition for a specific purpose.	
2	4,7	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	4,7	The student will recognize appropriate organization of ideas in text.	
4	4,7	The student will recognize correct and effective sentence construction in written text.	
5	4,7	The student will recognize standard usage and appropriate word choice in written text.	
6	4,7	The student will proofread for correct punctuation, capitalization, and spelling in written text.	
1	10,11	The student will, within a given context, produce an effective composition for a specific purpose.	
2	10,11	The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar usage, and sentence structure.	
3	10,11	The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.	

MATHEMATICS

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES..			
1	3,4,5,6,7,8	The student will demonstrate an understanding of numbers, operations, and quantitative reasoning.	
2	3,4,5,6,7,8	The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning.	
3	3,4,5,6,7,8	The student will demonstrate an understanding of geometry and spatial reasoning.	
4	3,4,5,6,7,8	The student will demonstrate an understanding of the concepts and uses of measurement.	
5	3,4,5,6,7,8	The student will demonstrate an understanding of probability and statistics.	
6	3,4,5,6,7,8	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

Name: _____ Appraisal Year: _____
Appraiser: _____ Date Submitted: _____
Campus: _____ Assignment/Grade: _____

1	9,10,11	The student will describe functional relationships in a variety of ways.	
2	9,10,11	The student will demonstrate an understanding of the properties and attributes of functions.	
3	9,10,11	The student will demonstrate an understanding of linear functions.	
4	9,10,11	The student will formulate and use linear equations and inequalities.	
5	9,10,11	The student will demonstrate an understanding of quadratic and other nonlinear functions.	
6	9,10,11	The student will demonstrate an understanding of geometric relationships and spatial reasoning.	
7	9,10,11	The student will demonstrate an understanding of two-and three-dimensional representations of geometric relationships and shapes.	
8	9,10,11	The student will demonstrate an understanding of the concepts and uses of measurement and similarity.	
9	9,10,11	The student will demonstrate an understanding of percents, proportional relationships, probability, and statistics in application problems.	
10	9,10,11	The student will demonstrate an understanding of the mathematical processes and tools used in problem solving.	

SCIENCE

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES..			
1	5,8	The student will demonstrate an understanding of the nature of science.	
2	5,8	The student will demonstrate an understanding of the life sciences.	
3	5,8	The student will demonstrate an understanding of the physical sciences.	
4	5,8	The student will demonstrate an understanding of the earth sciences.	
1	10,11	The student will demonstrate an understanding of the nature of science.	
2	10,11	The student will demonstrate an understanding of the organizations of living systems.	
3	10,11	The student will demonstrate an understanding of the interdependence of organisms and the environment.	
4	10,11	The student will demonstrate an understanding of the structures and properties of matter.	
5	10,11	The student will demonstrate an understanding of motion, forces, and energy.	

Name: _____ Appraisal Year: _____
Appraiser: _____ Date Submitted: _____
Campus: _____ Assignment/Grade: _____

SOCIAL STUDIES

Objective	Grades where TEKS/TAKS objectives are tested	TEKS/TAKS Objectives	Check all that apply
ALL OBJECTIVES...			
1	8,10,11	The student will demonstrate an understanding of issues and events in U. S. History.	
2	8,10,11	The student will demonstrate an understanding of geographic influences on historical issues and events.	
3	8,10,11	The student will demonstrate an understanding of economic and social influences on historical issues and events.	
4	8,10,11	The student will demonstrate an understanding of political influences on historical issues and events.	
5	8,10,11	The student will use critical-thinking skills to analyze social studies information.	

OTHER OBJECTIVES

With the approval of the principal, certain high school teachers may substitute other standardized measures and related objectives which are addressed in the AEIS system. This may include SAT/ACT, AP, TASP, and end-of-course examinations. Specify below.

2. What processes do you use to assess the needs of your students with regard to academic skills (TEKS/TAKS objectives)?

Check all that apply

Disaggregated TEKS/TAKS data _____
Curriculum-correlated assessment materials _____
Teacher-designed assessment process/materials _____
Diagnostic observations _____
Other standardized test results _____
Cumulative classroom performance data _____
Other (describe) _____

Name: _____ Appraisal Year: _____
Appraiser: _____ Date Submitted: _____
Campus: _____ Assignment/Grade: _____

PROFESSIONAL DEVELOPMENT AND SUPPORT
TEACHER SELF-REPORT FORM
Contributions to The Improvement of Academic Performance
of All Students on Campus

Section II*

The data requested in Sections II and III must be provided to the principal at least two weeks before the annual summative conference. Limit all responses to one-half page per response.

3. Describe a specific instructional adjustment (e.g., materials, sequencing, etc.), which you have made based on the needs assessment of your students.

4. Describe the approaches you have used to monitor classroom performance and to provide feedback to students regarding their progress in academic skills (TEKS/TAKS objectives).

5. Describe how you assisted your students who were experiencing serious attendance problems.

6. Describe your approach in working with students who were failing or in danger of failing.

Name: _____   Appraisal Year: _____
Appraiser: _____   Date Submitted: _____
Campus: _____   Assignment/Grade: _____

Section III**

7. List or describe, in the space provided below, your professional development activities for the past year related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: inservice, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities.

8. As a result of your professional development activities described above, what have you been able to use in your classroom that has positively impacted the learning of students?

9. Be prepared to discuss three target areas for continued professional growth. In order to organize your thoughts, you may wish to make notes below, but it is not required.

Appendix G

Name:_____   Appraiser:_____

Campus:_____   Assignment/Grade:_____

Period of Intervention: From:_____   To:_____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE

1. Domain(s) in which the teacher is in need of assistance.

2. Professional-improvement activities and dates for completion.

3. Evidence that will be used to determine that professional-improvement activities have been completed.

4. Directives for changes in teacher behavior and time lines.

5. Evidence that will be used to determine if teacher behavior has changed.

_____   _____
Signature of Appraiser   Date

_____   _____
Signature of Principal   Date

My appraiser, principal, and I have discussed this intervention plan. My signature does not indicate whether I agree or disagree with this plan.

_____   _____
Signature of Teacher   Date

Revised June 2001

Name:_____   Appraiser:_____

Campus:_____   Assignment/Grade:_____

Period of Intervention: From:_____   To:_____

PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
INTERVENTION PLAN FOR TEACHER IN NEED OF ASSISTANCE

This plan has been successfully completed.   ____

This plan has not been successfully completed.   ____

This plan was not successfully completed for the following reasons:

Further action to be taken:

_____   _____
Signature of Appraiser   Date

_____   _____
Signature of Principal   Date

My appraiser and I have discussed the evaluation of the completion of this plan. My signature does not indicate whether I agree or disagree with the evaluation of this plan.

_____   _____
Signature of Teacher   Date

Revised June 2001

Appendix H

Spradley's (1980) Participant Observation Matrix (pp. 82-83)

Descriptive Question Matrix (p. 82)

	SPACE	OBJECT	ACT	ACTIVITY
SPACE	Can you describe in detail all the places?	What are all the ways space is organized by objects?	What are all the ways space is organized by acts?	What are all the ways space is organized by activities?
OBJECT	Where are objects located?	Can you describe in detail all the objects?	What are all the ways objects are used in acts?	What are all the ways objects are used in activities?
ACT	Where do acts occur?	How do acts incorporate the use of objects?	Can you describe in detail all the acts?	How are acts a part of activities?
ACTIVITY	What are all the places activities occur?	What are all the ways activities incorporate objects?	What are all the ways activities incorporate acts?	Can you describe in detail all the activities?
EVENT	What are all the places events occur?	What are all the ways events incorporate objects?	What are all the ways events incorporate acts?	What are all the ways events incorporate activities?
TIME	Where do time periods occur?	What are all the ways time affects objects?	How do acts fall into time periods?	How do activities fall into time periods?
ACTOR	Where do actors place themselves?	What are all the ways actors use objects?	What are all the ways actors use acts?	How are actors involved in activities?
GOAL	Where are goals sought and achieved?	What are all the ways goals involve use of objects?	What are all the ways goals involve acts?	What activities are goal seeking or linked to goals?
FEELING	Where do the various feeling states occur?	What feelings lead to the use of what objects?	What are all the ways feelings affect acts?	What are all the ways feelings affect activities?

(p. 83)

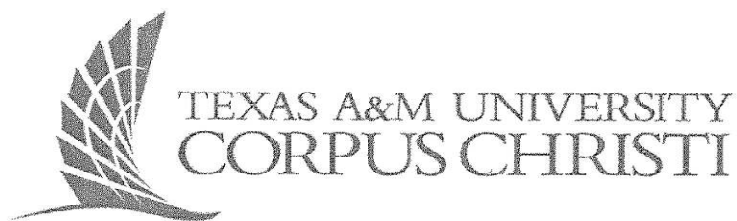|	EVENT	TIME	ACTOR	GOAL	FEELING
SPACE	What are all the ways space is organized by events?	What spatial changes occur over time?	What are all the ways space is used by actors?	What are all the ways space is related to goals?	What places are associated with feelings?
OBJECT	What are all the ways that objects are used in events?	How are objects used at different times?	What are all the ways objects are used by actors?	How are objects used in seeking goals?	What are all the ways objects evoke feelings?
ACT	How are acts a part of events?	How do acts vary over time?	What are the ways acts are performed by actors?	What are all the ways acts are related to goals?	What are all the ways acts are linked to feelings?
ACTIVITY	What are all the ways activities are part of events?	How do activities vary at different times?	What are all the ways activities involve actors?	What are all the ways activities involve goals?	How do activities involve feelings?
EVENT	Can you describe in detail all the events?	How do events occur over time? Is there any sequencing?	How do events involve the various actors?	How are events related to goals?	How do events involve feelings?
TIME	How do events fall into time periods?	Can you describe in detail all the time periods?	When are all the times actors are "on stage"?	How are goals related to time periods?	When are feelings evoked?
ACTOR	How are actors involved in events?	How do actors change over time or at different times?	Can you describe in detail all the actors?	Which actors are linked to which goals?	What are the feelings experienced by actors?
GOAL	What are all the ways events are linked to goals?	Which goals are scheduled for which times?	How do the various goals affect the various actors?	Can you describe in detail all the goals?	What are all the ways goals evoke feelings?
FEELING	What are all the ways feelings affect events?	How are feelings related to various time periods?	What are all the ways feelings involve actors?	What are the ways feelings influence goals?	Can you describe in detail all the feelings?

Appendix I

TEXAS A&M UNIVERSITY
CORPUS CHRISTI

June 24, 2010

Ms. Dalia Torres
2602 Widgeon Drive
Corpus Christi, TX 78410

Dear Ms. Torres,

I have reviewed your IRB application for the research project entitled "Eyes are Watching: A Foucauldian Power/Knowledge Analysis of the Teacher Evaluation Process" (IRB# 98-10). The project is deemed as Exempt under §46.101(b)(2) and not subject to 45CFR46. You are authorized to begin the project as outlined in your application.

Please contact me if you have any questions.

Sincerely,

Erin L. Sherman

Erin L. Sherman, CRA
Interim Research Compliance Officer
Texas A&M University – Corpus Christi
6300 Ocean Dr. Unit 5844
Corpus Christi, TX 78412
Tel: (361)825-2497
erin.sherman@tamucc.edu