

CONNECTIONS BETWEEN TEACHERS' SENSE OF EFFICACY, CLASSROOM
PRACTICE, AND PERCEPTIONS OF ACCOUNTABILITY

by

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I am going to dedicate this difficult journey to my daddy, Eddie Vandygrift, and my strong, very strong momma, Glenda Vandygrift. Both of them fought battles of mass proportion. In those battles, they taught me to have grit and perseverance. I dedicate this labor of love to my wonderful husband and children who gave up their wife and mom for three years to fulfill a dream. They supported me every step of the way and gave me encouragement on those hard days when there seemed to be no way to finish this challenge.

To all the teachers in Tennessee and the United States: Hold true to your beliefs as a teaching professional and hope that our state and country devise the most appropriate measure of accountability for teacher effectiveness.

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ABSTRACT

This qualitative study explored teacher perceptions to understand how teachers in Tennessee see the impact of accountability on their instructional strategies, classroom management, and student engagement. Each of the three categories is defined by The Teacher Sense of Efficacy Scale, which was administered to the purposeful group of nine teachers at one urban elementary school in Tennessee (Tschannen-Moran & Hoy, 2001). Each teacher in the study shared their voice through journal reflections of daily practices and two interviews. The reflections were open to teacher discretion with guidance from the What? So What? Now What? structure on daily practices with students and was used to guide questions for the second interview (Driscoll and Teh, 2001; Rolfe, et al., 2001). The first interview was to develop the relationship between researcher and participant and establish perspective of accountability with the nine participants. The second interview was to conduct a member check for accuracy of interpreted meaning from initial interview and journal reflections. When all participant data was collected responses were coded to discern categories and themes that the teachers shared through their voice on high stakes accountability in Tennessee (TDOE, 2010; Hanushek & Raymond, 2005). The data collected from all nine participants through the process of coding to themes answered the following research questions for this study:

1. How do teachers in this school perceive state and local accountability mandates?
2. What changes in practice related to instructional practices, student engagement and classroom management do teachers in this school report as a result of local/state accountability mandates?

3. Are there any patterns in responses from participants in relation to their efficacy rating?

This study is important because of the need to document how teachers perceive and react to the current RTT accountability movement in Tennessee (TDOE, 2010). Thus, my goal is to understand how nine teachers at this school make sense of accountability mandates and how these understandings impact instructional decisions. While listening to teachers' voices in their written reflections and through interviews, nine teachers in an elementary school described through the lens of efficacy how they continue teaching every day under this high stakes accountability system (Bandura, 1986, 1993, 1997; Tschannen-Moran & Hoy, 2001; Hanushek & Raymond, 2005; Kress, Zechmann, & Schmitten, 2011).

Keywords: efficacy, high stakes accountability, teacher practice, instructional strategies, classroom management, and student engagement, uncertainty, compartmentalization, as well as maximization and minimization of autonomy

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CHAPTER I

INTRODUCTION

Accountability is an ethical concept – it concerns proper behaviour, and it deals with the responsibilities of individuals and organisations for their actions towards other people and agencies. The concept is used in practical settings, notably in describing arrangements for governance and management in public services and private organisations. Used synonymously with concepts of transparency, liability, answerability and other ideas associated with the expectations of account-giving (Levitt, R., Janta, B., & Wegrich, K. (2005).

From Teacher to Administrator

As a previous classroom teacher for twenty years and now school administrator, I have experienced concerns similar to what teachers are currently facing with accountability. Federal and state laws have created a precarious accountability environment, and teachers need their voices to be heard regarding their practice. Accountability based on students' test scores and observation scores have increased the pressure on teachers for high performance as defined by Tennessee's accountability system.

Daily, teachers navigate laws, practice pedagogy, prepare their students for the next grade level, and for life. The impact of accountability (teachers' observation scores along with state testing) on those practices has become increasingly evident as teachers continue to do what is right by the law and continue to try to hold true to personal beliefs regarding classroom practice.

Instructional strategies, classroom management, and student engagement as defined by Tschannen-Moran & Hoy (2001) as classroom practices along with the lens of efficacy to look at how accountability impacts practice (Ballard & Bates, 2008). Teachers

have an abundance of hurdles to jump as laws continue to define teacher practice through the No Child Left Behind and Race to the Top Acts (Linn, 2003, 2010). Being compliant with accountability expectations, teachers compromise personal beliefs of practice. Teachers have the charge of getting students to learn while adhering to increasing levels of change in state standards, testing of those standards, and strict evaluation expectations (Sheldon & Biddle, 1998; Ballard & Bates, 2008).

While the general idea of accountability empowers teachers to find the best way for students to learn and provides order in education, high stakes accountability adds strict testing regimen, observation expectations, and stress to perform (Darling-Hammond, 2012). Teachers are overwhelmed with the swift changes in mandates expectations. Some take the law, new standards, as well as testing expectations and continue to find ways to increase student learning. Others place priority on law instead of pedagogy in order to keep their jobs resulting in less student learning (Botzakis, 2004; Marshall, 2005; Crocco & Costigan, 2006). I wonder as an administrator why teachers react so differently to accountability.

History of Changing Accountability

Educational law has molded teacher practice since the law for compulsory education in 1918 enacted in the United States (Barrett, 2009). By 1981, education in America was graduating students that were falling behind their foreign counterparts (USDOE, 1983). At that time, the National Commission on Excellence in Education (NCEE) set out to examine the quality of education in the United States. A Nation at Risk was released in 1983 to communicate findings of the NCEE analysis of education.

Findings from the study revealed curriculum dilution and homogenization until there was no longer a *central purpose* (USDOE, 1983, pp.61-62). Expectations and achievement of students diminished across the nation. The Commission challenged high schools to address three distinct trends of change: 1) Americans spent much less time on school work than competitive counterparts, 2) ineffective use of class time and homework, and 3) schools were not spending enough time developing students' study skill habits and/or their drive to learn (USDOE, 1983).

Eighteen years later, the No Child Left Behind Act (NCLB) of 2001 was passed, putting the first federal accountability system on educators in the United States. New policies, initiatives, and laws continued to track students, teachers, schools, districts, states, and our nation's learning progress. Accountability was to be tracked and reform of failing schools would take place over the next thirteen years. Annual tests were to be administered to students to determine levels of achievement and growth. Growth was reported in the form of Adequate Yearly Progress (AYP), which was directly connected to teaching performance (USDOE, 2001; Braden & Schroeder, 2004).

When Race to the Top (RTT) was enacted in 2009, due to schools still receiving failing status and lack of student learning achievement and growth, accountability increased even further especially for the states that received initial federal grants for education (USDOE, 2009). Two states received initial grants through this process: Tennessee and Delaware. RTT was a law written in the American Recovery and Reinvestment Act of 2009 (ARRA). States receiving funds from RTT were held to a high standard to track annual student, teacher, and district growth.

As a result of the federal law, RTT was born in Tennessee and called First to the

Top (FTT). Tennessee applied for one of the first two grants provided by the United States Department of Education. Measuring teacher effectiveness and student learning became more of a focus (TDOE, 2010). FTT added stricter observation criteria coupled with tracking of students' learning growth year-to-year according to performance on state standardized tests. FTT stated that Tennessee would monitor more closely teachers' level of effectiveness based on student learning. Not only would the teachers be charged with all students learning, but they were also charged with helping students gain at least one year's learning according to state testing expectations (Costigan & Crocco, 2004; Crocco & Costigan, 2006; Darling-Hammond, 2005, 2012).

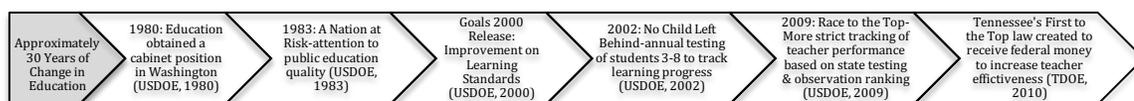


Figure 1: Timeline of National Law Developed to Track Teacher Effectiveness

Over the past thirty-five years, as seen in *Figure 1: Timeline of National Law Developed to Track Teacher Effectiveness*, expectations of teachers have changed with a strong emphasis on measuring teachers' effectiveness by the annual amount/level of student learning (USDOE; 1983, 2000, 2001, 2009). The federal and state governments have issued laws to increase student achievement, and, consequently, teaching practices have been affected (Reeves, 2004). When NCLB was enacted in 2001, the nature of what teachers were accountable for changed immensely regarding student learning growth and tracking progress. Even further, changes were made when Tennessee received the Race to The Top grant. A greater emphasis was put on students gaining a year of knowledge in all subjects, and teachers became responsible for growing all students at least one learning

year (USDOE; 1983, 2000, 2001, 2009).

Influence of Increased Accountability on Teachers

Accountability demands increase anxiety in educators, impact instructional practices, and result in restricted student learning (Sheldon & Biddle, 1998; Bernstein, 2000; Botzakis, 2004). Teacher anxiety is rising in classrooms and school buildings due to test score pressures (Crocco & Costigan, 2007). When educators become stressed and feel pressures of effectiveness scores (as determined by observation and end of the year test scores), they become micromanagers of learning (Reeve, 2009). Freedom and creativity decrease in the classroom due to lack of teacher confidence in getting all required information taught before the state test (Crocco & Costigan, 2006). Teachers teach the standard(s) and narrow views on educating students for life in order to get all information covered prior to testing (Barrett, 2009). Due to accountability pressures out of educator control (Maslow 1943, 1968, 1971; Porges 1995, 2001, 2003; Willis, 2010), teachers change practices with students (Barrett, 2009). Teachers compromise classroom practice beliefs such as high student engagement lesson due to the time it takes and fear of not covering material that will be on the test. In the age of accountability in education, a delicate balance for teachers “between autonomy and accountability” is present (Crocco & Costigan, 2006, p. 514). Some teachers acquiesce due to accountability being too great to continue proven practices, and others move forward empowered by scores and data.

The Research Problem

Accountability mandates are impacting teachers in what and how they teach. What we know from the literature is that some teachers are leaving the profession due to accountability pressures (Sheldon & Biddle, 1998; USDOE, 2007; Dufour, Dufour, & Eaker, 2008; Teleshaliyev, 2013; Tucker, 2014). Teachers who continue to stay in the field have reported how accountability pressures impact their level of autonomy in choosing instructional strategies (Deci, et al., 1982; Guskey, 1984; Bernstein, 2000; Costigan & Crocco, 2004; Ballard & Bates, 2008; Barrett, 2009), how they manage the classroom (Deci, et al., 1982; Woolfolk, 1990; Brown, 2009; Wong, et al., 2012), and how they design instruction to engage students (Freire, 1970; Guskey, 1988; Sheldon & Biddle, 1998; Mark, 2000; Darling-Hammond, 2005; Brown, 2009). Despite accountability pressure and the number of teachers leaving the profession, some teachers persist and flourish. What we do not know from the literature is how teachers manage to navigate accountability pressures and mandates. Quantitative studies have shown that as accountability increases, more and more stress is put on teachers to increase student learning resulting in varied responses such as stress, narrowing instruction to only tested content, using didactic strategies rather than high engagement strategies, etc. (Sheldon & Biddle, 1998; Costigan & Crocco, 2004; Ballard & Bates, 2008; Donaldson, 2012; Teleshaliyev, 2013; Tucker, 2014). However, literature suggests that teachers with high levels of efficacy have the ability to thrive under the weight of accountability (Bandura, 1989; Bray-Clark & Bates, 2003; Klassen and Chiu, 2010). Research from Bandura (1997, 2001), Tschannen-Moran & Hoy (2001), and Ryan & Deci (2003) indicates that

teachers with high efficacy or autonomy can take hard situations, such as high-stakes accountability, and find ways to overcome stress.

Statement of Purpose and Research Questions

Educators in Tennessee as well as many states across the nation are in a difficult position due to the emphasis placed on teacher effectiveness based on the high stakes accountability (Hanushek & Raymond, 2005; Darling-Hammond, 2012). The purpose of this qualitative study was to examine nine teachers' perspectives on the impact accountability on instructional strategies, classroom management, student engagement through the lens of efficacy. The teachers in this study ranked high on the TSES.

Efficacy as defined previously by Bandura (1986) and restated by Bray-Clark and Bates (2003) "is a task-specific belief that regulates choice, effort, and persistence in the face of obstacles and in concert with the emotional state of the individual" (p. 14), therefore efficacy is a productive lens to examine teachers in practice with high stakes pressures. Despite increased teacher accountability through RTT and its influence on Tennessee's First to the Top law, teachers with high efficacy stay and continue to find ways to stay true to classroom practices in elementary school. Three research questions that guided this study.

Research Questions

1. How do teachers in this school perceive state and local accountability mandates?

2. What changes in practice related to instructional practices, student engagement and classroom management do teachers in this school report as a result of local/state accountability mandates?
3. Are there any patterns in responses from participants in relation to their efficacy rating?

Importance of the Study

This study is important because of the need to document how teachers perceive and react to the current RTT accountability movement in Tennessee. Teachers touch Tennessee's students every day. Teachers have a direct hand in student learning and looking at accountability's impact on classroom practice is vital for student learning. After listening to teachers' voices in their written reflections and through interviews, nine teachers in an elementary school described how they continue teaching every day. All nine teachers in the same urban school in Tennessee reflected on day-to-day practice, accountability's impact on practice and the manner in which they continued to work in the system (Patton, 2015). Testing and evaluation pressures impacted teachers practice and attitudes. Teacher evaluations, based on number rankings across the country, affect teachers' practice (Costigan & Crocco, 2004; Crocco & Costigan, 2006; Darling-Hammond, 2005). Educational law passed in America regarding assessing of students and teachers' performance is taking a toll on the profession and student learning (Rice & Malen, 2003).

Intellectual Merit

In the process of review of articles, text, and online sources, accountability effects were defined, but there was no evidence or action research that outlined how teachers overcame. Some quantitative and very little qualitative research exists showing what current accountability in Tennessee does to teachers' practice and student learning.

Broader Impact

This dissertation will provide levels of understanding of teachers' perceptions of accountability in one urban middle Tennessee elementary school. The data collected will add to the body of research on accountability as well as how teachers scoring on the high-end of efficacy scale are navigating day-to-day instruction with high stakes restrictions. The nine teachers in this study gave a voice to all teachers feeling daily pressures to perform on their evaluation of their teaching practice effectiveness.

CHAPTER II

CONNECTION TO LITERATURE

“It is my contention that, among other things, accountability must entail broadly shared responsibility if it is going to have the positive effects that it is expected to have without having unintended negative effects” (Linn, 2003; p.1).

In this chapter, I first define accountability and describe what it looks like in Tennessee and the impact on teachers and their practice. Next, discourse about the effects of changing accountability and its affective, cognitive, and pedagogical effects on teachers classroom practice is discussed. Finally, I discuss efficacy and how teachers’ levels of efficacy contribute to positive navigation of accountability and increased student learning.

Accountability

Diminished positive conversations between students, teachers, administrators, and policymakers have occurred as a result of recent educational law (Sheldon & Biddle, 1998; Bates & Ballard, 2008). The power of decision-making in the classroom has shifted from teachers to lawmakers without regard to the educators’ knowledge of practice and student performance. Shared responsibility of accountability among teachers, students, parents, administrators, policymakers, and researchers is ideal (Linn, 2003; Ballard & Bates, 2008).

Do all stakeholders see accountability in the same way? Ballard and Bates (2008) set out to determine viewpoints of students, parents, and teachers when it comes to assessments in the classroom. An open-ended questionnaire was used as the primary

source of data. As testing can be a sensitive topic especially with teachers, the open-ended approach was chosen in hopes to get more truthful responses from participants.

Ballard and Bates (2008) shared explanation of the administered survey.

Participants in the study consisted of seventeen fourth-grade students, fourteen parents of fourth-grade students, and fifteen teachers. The students and parents were all from the same classroom but not necessarily connected in relationship. Seven teachers were from the same school as the students and parents and “eight taught at a different public school district in the same state” (p. 567). At least one participant as well as one from special education, fine arts, and reading represented each grade kindergarten through fifth grade. There were three distinct groups based on experience: 1) teachers with one to four years of experience, 2) five to fifteen years of experience, and 3) over fifteen years of experience. “All the teachers who participated had administered a standardized test previously” (p. 567).

Three surveys were designed for the study and included both open-ended and close-ended questions that addressed the following four domains:

- Effect and impact of standardized testing
- Relationship between classroom instruction and standardized tests
- Accountability
- Factors that influence testing

The part of the Bates & Ballard study particularly telling as related to this study was the responses from the teachers. To further understanding of the teachers’ perceptions in the Bates and Ballard (2008; p. 568) study, the following open-ended questions were asked:

- 1) Please share your experience with and feelings toward standardized testing.
- 2) If you believe teachers do teach to the test, for what reasons does this occur?
- 3) Of these choices, including other, who do you believe is most responsible for a student's performance? Why?
- 4) Which do you feel are the most reliable means of teacher evaluation? (e.g., principal watches a lesson 3 times a year, weekly classroom visits, portfolios of work, professional development including evidence of implementation, etc.)
- 5) Please list any contributing factors that might influence students' test performance.
- 6) What are the other ways, besides standardized testing, that you determine your students' ability/potential?

Questions one through six of the Ballard and Bates study directly correlate to this study due to their analysis of the effects standardized testing on teachers, students, and parents. Particularly interesting is the parallel to this study to Ballard and Bates (2008) questions one, four, and six pertaining to teachers. These three looked directly at experiences and feelings related to standardized tests, discourse of most reliable means of determining teacher evaluation, and other ways that students' ability and potential can be revealed besides state testing.

Results from the Ballard and Bates study were communicated via each participant type (teacher, student, and parent) in correlation to the four domains mentioned earlier. The teacher responses will be the only reported findings for this study (2008). The effect

and impact of standardized testing as seen by teachers were positive and, if used properly, were appropriate. Teachers feel that tests can drive instruction. When too much emphasis is put on the scores, pressure is increased on teachers, and this sometimes leads to “unrealistic expectations” (p. 571). Teachers believed that test bias occurred in how “questions were worded” (p. 571) and expressed concern for students who do not perform on grade level during high-stakes testing. “Standardized tests do not reflect students’ ability and the testing environment is sometimes unnatural to students” (p. 571). There was also mentioned concern by teachers in this study regarding the format of testing and the lack of attention on the tests regarding “broader subject-matter standards” (p. 571). Teachers mentioned feeling helpless for students taking the assessment when they were not on grade level. Teachers felt that they have no control over the number and type of questions used on a standardized test.

In the domain of relationship between classroom instruction and standardized tests, “teachers believed the main reasons for teaching about the test were to get good scores on the state-mandated tests and the fact that the test scores are published as public information creates competition within and among schools, school districts, and states within the nation” (p. 572). Greater instruction emphasis is placed on what will be on high stakes tests, and teachers were in agreement that there are better ways to assess students in order to “determine a student’s ability or potential” (p. 573). When looking at student success on standardized tests, teachers in the Bates and Ballard study determined that, “Regardless of who is or is not responsible for student performance, all the teachers surveyed agreed that it is not fair to hold teachers solely accountable for student performance on standardized tests” (p. 574).

The Ballard and Bates (2008) study showed the fourth domain's factors that influence testing to be the following: "home environment, the child's health, and the child's attitude toward the tests" (p. 575). In that description, a teacher's abilities are restricted in making headway with successful student performance on standardized tests.

Tennessee's Accountability Model

The state high stakes measurement standard in Tennessee is the Tennessee Educator Acceleration Model (TEAM) and was created by the RTT Law along with state education leaders. *Figure 2: Teacher Effectiveness Percentages for 2015-2016* shows the breakdown of teacher percentages added together for a final effectiveness score at the end of each year (TDOE, 2015). Tennessee's Value-Added Assessment System (TVAAS) shows gains students make on the state assessment.

Thirty-five percent of teachers' annual evaluations would be based on individual value-added student achievement data as measured by the Tennessee Value Added Assessment System (TVAAS), while the other 15 percent would be based on other objective measures of student achievement. The remaining 50% of the evaluation would be based on subjective measures of teacher quality, such as classroom observations. (Anonymous, 2012)

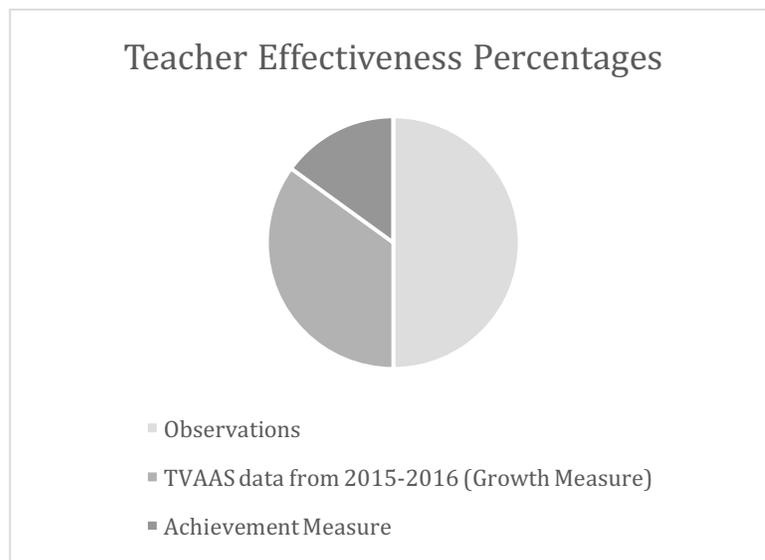


Figure 2: Teacher Effectiveness Percentages

This study heard teachers' voices on the current accountability system in Tennessee. In other countries, strict teacher accountability systems are in place with little regard to the input of the teachers the systems are set to measure (Kleinhenz & Ingvarson, 2004; Ballard & Bates, 2008; Teleshaliyev, 2013). Through interview questioning, views on impact of accountability on practice were examined through the lens of high efficacy. Each of the nine participants in the study has ranked high on The Sense of Efficacy Scale in the areas of instructional practices, classroom management, and student engagement. All are factors in strong student learning as determined by the members in the study by Tschannen-Moran & Hoy (2001).

While Ballard and Bates (2008) found in their qualitative study a strong connection between student achievement on standardized tests and a direct link to using a standards-based approach when teaching, Tennessee practice added strict student achievement guidelines (TDOE, 2010). Findings also showed teachers having a general

positive attitude toward standardized testing as long as it was used properly to drive instruction. Teachers liked the data provided by the test to look for trends and patterns of student performance. They also saw information guidance from year to year. However, when too much emphasis was placed on results, teachers felt pressure and unrealistic expectations (Kleinhenz & Ingvarson, 2004; Ballard & Bates, 2008; Darling-Hammond, 2012; Teleshaliyev, 2013).

Teachers' Perceptions of Accountability Worldwide

Teachers want to be heard and given opportunity to voice pedagogical differences regarding accountability and high-stakes testing. Teachers are seeking leaders to listen and understand teachers as collaborative partners in education reform in order to build a community of trust (Marshall, 1995). Discourse among teachers varies regarding accountability and the effects on teaching practices as well as student learning but share a common feeling of unrealistic expectations from administration and politicians regarding test pressures to perform (Ballard and Bates, 2008).

Law that filters from federal levels to teachers in the classroom evoke varied reactions. Teleshaliyev (2013) found in his study that teachers will respond to top-down initiatives directed from legislators, state personnel, and district leaders to preserve professional and personal status. Teachers have to follow federal and state laws in order to continue to be employed even if there is disconnection with teacher classroom practice beliefs (TDOE, 2010; Darling-Hammond, 2012).

In response to changing policies, teachers request attention to all responsible parties involved in creating reform. When designing and implementing education policy,

administrators, parents, teachers and students should be equally accountable for student achievement (Ballard and Bates, 2008). Kleinhenz and Ingvarson's (2004) study revealed contention in connection between policy makers' decisions on student achievement and teachers' accountability and the classroom. Leaders seeking to listen and understand teacher perceptions build a community of trust (Marshall, 1995). Discourse among teachers varies regarding accountability as well as effects on teaching styles and student learning. When the divide between teachers and actual policy implementation input continues, tensions and frustrations grow in teachers and have a negative effect on student learning (Jones & Egley, 2006).

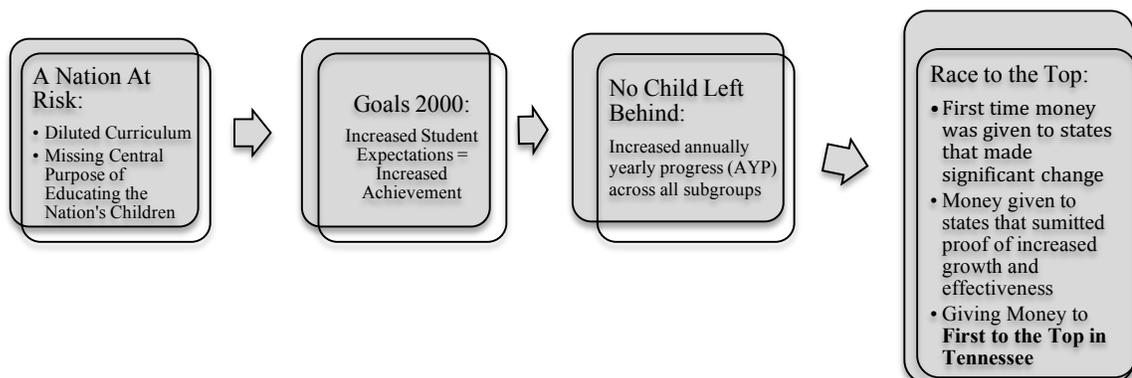


Figure 3: Quick Change in Education Law

Over the past thirty years, teachers globally have experienced stronger measures of accountability (Teleshaliyev, 2013; Hall & McGinity, 2015). Educational laws in the United States have been handed down to education systems as seen in *Figure 3: Quick Change on Education Law* by governing bodies and implementation has been

problematic (Darling-Hammond, 2012; Donaldson, 2012). Reform has come in the form of accountability that questions teachers' institutional and individual autonomy (Hall, & McGinity, 2015). Government entities set rules in order to regulate people who work in the organization of public schools. These rules are a set of standards that govern teachers and hold them accountable (Hoyle & Wallace, 2007).

“Accountability systems can have two kinds of consequences: intended and unintended (Hanushek & Raymond, 2002, p. 2).” Intended consequences are those that are intended by the accountability system in other words those consequences expected when accountability system is put in place. Unintended are those consequences that occur that are unforeseen at the onset of placement of the accountability system. Hanushek and Raymond conducted a quantitative study looking at state accountability systems and NAEP results in mathematics progress from grades four to eight (2002). Overall analysis concluded that states without an accountability system should have less gain in achievement than states that have accountability systems. Further delineation was made between states with accountability and those with high-stakes accountability. Growth in achievement gains differed in that states without consequential accountability showed an increase of 1.6 percent as opposed to 1.2 percent in high stakes states.

High Stakes Accountability and Teacher Retention

Another interesting finding by Hanushek and Raymond (2005) include interviews with each state department across the nation reported increased teacher and administrator exit rates in states with high-stakes accountability. A supportive workplace, instead of punitive circumstances, will keep teachers in the field and increase student achievement

(Deci, et al, 1982). A number of policies from the national and state level lead to stress and burnout as a result from undue pressure from high-stakes testing. (Grant, 2007).

Psychological Theories Explaining Teachers' Responses to Accountability

When consequences are placed on performance, fear is perpetuated by the punitive nature (Porges, 1995; 2001; 2003; Willis, 2010) of evaluations and student test scores that are parts of high stakes accountability (Hanushek & Raymond, 2005; Kress, Zechmann, & Schmitten, 2011; Darling-Hammond, 2012). An adult learner's emotional response consciously or unconsciously shapes future behaviors in education (Porges, 1991, 2001, 2003; Immordino-Yang & Faeth, 2010).

We identify three categories of human costs. The first category is task costs—the time and effort that individuals in the organization expend to meet work demands. The second category is costs—tolls paid collectively in the form of worker turnover and loss of community, trust, and collegiality between employees. The third category is psychological costs—burdens borne by individuals often in the form of a general loss of professional efficacy and self-worth (p.640).

The quote above is taken directly from research from Rice and Malen (2003) along with the idea that “all education policies and practices carry cost (p.637).” High stakes accountability taxes teachers' day-to-day work with students, which is an evident trend in recent educational research.

Motivation theory as described by Maslow identifies individual motives that drive people to do what they do. “Freedoms to speak, to seek information, to defend oneself, justice, fairness, honesty, and orderliness are basic need conditions” (Maslow, 1943; p. 383). When federal and state law foils freedoms with regulations, teachers react with an

emergency response. An emergency response can manifest in many different ways and affect motivation (Bandura, 1977; Porges, 1995; 2001; 2003; Willis, 2010) for all things professionally.

Bandura on Social Cognitive Theory

Bandura's social cognitive theory explains reactions in the brain when fear is present. Cognitive process of efficacy can be changed based on the experience the subject is living. "The more dependable the experiential sources, the greater are the changes in perceived self-efficacy" (Bandura, 1977; p. 191). Bandura goes on to provide a treatment to participants from four principal sources: "performance accomplishments, vicarious experiences, verbal persuasion, and physiological states" (p. 191). His participants were severe phobics who received treatments to determine relationship to the phobia and diminishing phobia thus changing behavior. Tasks were given to participants and maintained for the duration or quit at various points due to perseverance. Bandura used the information to develop a "relationship between perceived self-efficacy and behavioral changes" (p. 191).

Bandura's social cognitive lens was chosen to more deeply understand efficacy in light of accountability as placed on teachers. "In this conceptual system, expectations of personal mastery affect both initiation and persistence of coping behavior" (p.193). One profound and connected piece to his study states, "The apparent divergence of theory and practice can be reconciled by postulating that cognitive processes mediate change but that cognitive events are induced and altered most readily by experiences of mastery arising from effective performance" (Bandura, 1977; p.191). The more successful an experience

is showing mastery of performance: the more cognitive change occurs. So with that being said, is it possible that accountability has had a negative impact on teachers' cognitive functions in day-to-day work due to the nature of rating? The following statement from Bandura's research answers that question,

Both the anticipated satisfactions of desired accomplishments and the negative appraisals of insufficient performance thus provide incentives for action. Having accomplished a given level of performance, individuals often are no longer satisfied with it and make further self-reward contingent on higher attainments (p. 193).

Efficacy

“People fear and tend to avoid threatening situations they believe exceed their coping skills, whereas they get involved in the activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating”
(Bandura, 1977, p.194).

Teacher Sense of Efficacy

Efficacy is defined as “beliefs that influence thought patterns and emotions that enable actions in which people expend substantial effort in pursuit of goals, persist in the face of adversity, rebound from temporary setbacks, and exercise some control over events that affect their lives” (Bandura, 1986, 1993, 1997; Tschannen-Hoy, 2001. p. 787). Levels of efficacy may assist teachers in overcoming changing pressures from state and federal law. Bandura provided evidence that teachers should have a continuum of effect qualities in order to pinpoint their perception of their state of being and influence

(Bandura, 1993, 1997). Another point was made by Bandura (1977) as one of learned helplessness:

Theorizing and experimentation on learned helplessness might well consider the conceptual distinction between efficacy and outcome expectations. People can give up trying because they lack a sense of efficacy in achieving the required behavior, or they may be assured of their capabilities but give up trying because they expect their behavior to have no effect on an unresponsive environment or to be consistently punished. (p. 205)

Tschannen-Moran and Hoy and Efficacy

Tschannen-Moran and Hoy (2001) conducted a meta-analysis of other efficacy measurement scales created over the past thirty years and looked at validity, reliability, and practicality. The scales on efficacy that were analyzed for benefits related to teachers were: RAND (Rotter, 1966; Armor et al. 1976), Guskey's (1982; 1988) interpretation of the RAND instrument; Rose and Medway's (1981) instrument; Bandura's (1997), Ashton and Webb's (1986), and Pintrick and Schunk's (1996). Tschannen-Moran and Hoy determined the most usable to be Bandura's (1997) scale. The team of educators took Bandura's thirty-item scale and formed a consensus to keep 23 items and discard seven. With the narrowed items from Bandura's scale, the team of researchers added 29 more items specific to teachers' daily work with students for a total of 52 items administered in the first study. After the first study, the scale was further reduced to 32 items for the second study and further reduced the scale to two forms: a short item scale with 12 items and a long scale with 24 items. The last scale was officially given the name Ohio State Teacher Efficacy Scale-OSTES and remains today (p. 796). The scale is currently referred to as the OSTES or the TSES. "Finally the factor structure, reliability, and validity of the new measure were examined as well as the appropriateness of the new

scale for both preservice and inservice teacher populations (p. 796)” which can be seen in *Appendix B*. The team of teachers that worked on the TSES study focused on producing an instrument to yield valid and reliable, as well as one with practical relevance that teachers and administrators could use. The model assesses personal competence as compared to “resources and constraints in particular teaching contexts” (Tschannen-Moran & Hoy, 2001. p. 795).

The Teacher’s Sense of Efficacy Scale (TSES) measures teachers’ level of self-efficacy (Tschannen-Moran & Hoy, 2001). It was chosen because of noteworthy use at Ohio State University where it was referred to as The Ohio State Teacher Efficacy Scale (OSTES). The scale itself was developed and refined by educators to measure educators’ sense of efficacy of practice. The birth of the scale came about during a seminar that “included two researchers and eight graduate students” (Tschannen-Moran & Hoy, 2001, p. 795). “The graduate students included two teacher educators, two full time doctoral students, and four practicing teachers. All eight had teaching experience, ranging from 5 to 28 years, with a mean of 11.9” (Tschannen-Moran & Hoy, 2001 p 795).

Instructional practices as defined by the TSES is as follows: instructional strategies, classroom management, and student engagement as shown in *Figure 4: Three Subcategories of the Teacher Sense of Efficacy Scale*. Over the period of the study, participants reflected on how individual philosophy of teaching practice has changed due to accountability pressures.

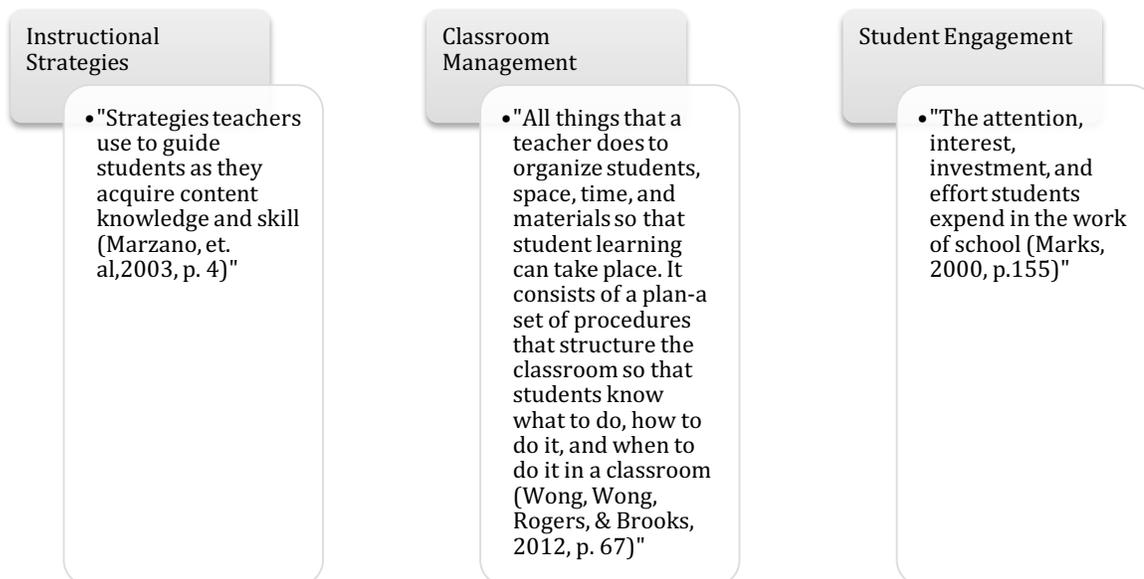


Figure 4: Three Subcategories of the Teacher Sense of Efficacy Scale

Instructional strategies, as defined by the questions on the long form address the following: use of a variety of assessment strategies, use of alternate explanations or examples for students who are confused, ability to craft good questions, implementation of alternative strategies, response to difficult questions from students, ability to adjust a lesson to address levels of individual students, ability to gauge student comprehension of what has been taught, and capability to provide appropriate challenges for students (Tschannen-Moran & Hoy, 2001). The questions used in the efficacy scale are reflective of this definition of Marzano et al. (2003); "Strategies teachers use to guide students as they acquire content knowledge and skill" (p. 4).

Classroom management questions on the long form address the following: ability to control disruptive behavior, ability to get students to follow classroom rules, ability to

calm a disruptive or noisy student, ability to establish a classroom management system with each group of students, ability to keep a few problem students from disrupting the whole lesson, ability to be clear about student expectations, and ability to establish routines that keep activities running smoothly (Tschannen-Moran & Hoy, 2001). Wong, et al. (2012) summed up the questions in the classroom management domain as

All things that a teacher does to organize students, space, time, and materials so that student learning can take place. It consists of a plan-a set of procedures that structure the classroom so that students know what to do, how to do it, and when to do it in a classroom (p. 67).

Student engagement questions on the long form address the following: ability to develop autonomy in students and schoolwork, ability to assist students to value learning, ability to motivate low interest students, ability to empower families to help students to do well, ability to increase understanding in failing students, ability to inspire critical thinking in students, ability to foster creativity in students, and ability to get to the most difficult students. Marks (2000) sums up section three of the TSES questions as “The attention, interest, investment, and effort students expend in the work of school” (p.155).

Reflective Practice and Efficacy

The meta-analytic studies reviewed by Bandura and Tschannen-Moran and Hoy provide quantitative data on teacher efficacy (Bandura, 1977, 1986, 1993, 1997, 2001; Tschannen-Moran & Hoy, 2001). Teacher reflection was mentioned to be a possible tool to increase efficacy; however, little evidence was found that showed the influence of reflection on efficacy. “Effective teachers continually practice self-evaluation and self-critique as learning tools” (Stronge, 2007, p.30). Becoming aware of one’s own thinking and problem solving through reflection of behavioral, social, and cognitive interactions

helps teachers' daily practice (Driscoll, 2005; Dufour, Dufour, & Eaker 2008; Lezotte and Snyder, 2011; Eaker & Keating, 2012). In looking at the evidence from research, self-reflection was chosen as one aspect of this study to track teachers thinking on day-to-day practice to look for traces of accountability effects on teacher practice.

High Teacher Efficacy and Student Performance

High levels of efficacy in a teacher have been found to bring about positive change in students both academically and behaviorally (Rose & Medway, 1981; Guskey, 1984; Woolfolk & Hoy, 1990, 1990; Bandura, 1977, 1986, 1993, 1997, 2001; Tschannen-Moran & Hoy, 2001). "When teachers are confident, they communicate the belief of their own efficacy to students" (Stronge, 2007, p. 31). It is clear in research that efficacy creates the will of an individual to solve problems in a particular context.

Teachers' sense of efficacy had a strong positive link not only to student performance but to the percent of project goals achieved, to the amount of teacher change, and to the continued use of project methods and materials after the project ended (Tschannen-Moran & Hoy, 2001, p.785).

Teachers with high levels of efficacy are more likely to use innovative teaching to fit the students' learning needs as well as encourage students' autonomy and reduce control in the classroom (Guskey, 1988). Furthermore, teachers' perceived efficacy is connected to increased student motivation (Ashton & Webb, 1986) and increased student self-direction (Rose & Medway, 1981). Other findings suggest efficacy is reciprocal in the classroom as a teacher with high efficacy has high-achieving and well-mannered students (Ross, 1998).

Teachers are tasked with finding the best methods for student learning and by doing so, students learning increases as well as teachers' pride (Ballard & Bates, 2008). Students have the drive to succeed when the teacher cultivates the notion. Teachers have the power alone to empower students to increase motivation and responsibility. Research shows as students' autonomy increases, so does learning beyond outside limiting factors, such as home or family background, socio-economic status, and other uncontrollable circumstances (Deci, et al., 1982, Dweck, 2007; Hattie, 2009; Pink, 2009). As pressures increase on teachers, increased pressure filters down to students resulting in less learning progress. Research from varied studies shows how rigid assessments constrict control and autonomy of learning as well as reduce intrinsic motivation (Deci, et al., 1982; Flint & Johnson, 2011). Students' learning flourishes in an environment allowing choice, engagement, and deep questions (Reeve, 2009).

Research Gap

Bandura (1997, 2001), Tschannen-Moran & Hoy (2001), and Ryan & Deci (2003) have all conducted meta-analytical studies on efficacy and autonomy in teachers. In the research, findings of trace conclusions of teachers with high efficacy thrive in tough teaching situations. All three studies suggest that teachers with high efficacy navigate accountability in a positive way; however, there is no direct correlation in the research due to it being a fairly new process for teachers. Most efficacy evidence has been quantitative in nature and a need for a qualitative perspective is necessary to further define a true picture of teacher efficacy.

Research focuses on student learning and how students are being harmed, but little has been added to the scholarly literature pertaining to effects on teachers (Donaldson, 2012). More strict guidelines of holding teachers accountable for student learning have come with the release of the federal law RTT and the responsive state law FTT; however, since the release of the new laws, little research has been done concerning effects on teacher practice (Darling-Hammond, 2012; Donaldson, 2012)

In chapter two, high-stakes accountability was shown to lead to negative beliefs, reactions, and ways of coping in some teachers. Others use high-stakes accountability to thrive in their environment and practice. What we do not know is why some teachers thrive under accountability. Do teachers with high efficacy indeed cope positively with the strict ranking system placed on teachers?

CHAPTER III

METHODOLOGY

Qualitative methodology: “Those research methodologies that require the collection and analysis of narrative data; utilize an inductive approach to reasoning” (Mertler, 2014, p. 285).

This chapter provides the steps taken to answer the three research questions for the study. The rationale and research design is shared as well as the conceptual framework to more clearly define steps taken to prepare for gathering of research data. Setting and participants thoroughly explained as pertains to this study. The information in this chapter shows how the researcher was mindful of bias, validity, and reliability to insure accuracy in reporting findings about teachers’ perceptions of accountability’s impact on their classroom practice.

Purpose

The purpose of this qualitative study was to examine nine teachers’ perspectives on the impact of accountability on instructional strategies, classroom management, student engagement through the lens of efficacy. The teachers in this study ranked high on the TSES. Educators in many states across the nation are in a difficult position due to the emphasis placed on effectiveness based on the high stakes accountability (Hanushek & Raymond, 2005; Darling-Hammond, 2012).

Efficacy was a productive lens to examine teachers in practice with high stakes pressures. Efficacy as defined previously by Bandura (1986) and restated by Bray-Clark and Bates (2003), “is a task-specific belief that regulates choice, effort, and persistence in

the face of obstacles and in concert with the emotional state of the individual” (p. 14). Despite increased teacher accountability through RTT and its influence on Tennessee’s First to the Top law, teachers with high efficacy stay and continue to find ways to stay true to classroom practices in elementary school.

The framework built on the idea that teachers have perceptions of, react to and compromise classroom practice due to accountability pressures. The researcher studied nine teachers’ perspective on the impact accountability had on classroom practice through the lens of efficacy in instructional practices, classroom management, and student engagement. Participant voices captured through interviews and journal reflections to answer research questions. The first interview held in order to build relationship with participants and get some basic understanding of participants’ perceptions of accountability. Teachers shared personal experiences and attitudes of classroom events while documenting reflections prior to the second interview session (Patton, 2015). The main reason for gaining teacher perception of how accountability impacts practice was to portray genuine voices of teachers in the field. Impact on practice gave voice to how teachers are changing to fit the strict laws and mandates. Looking at reactions and general behaviors to accountability of teachers with moderate to high efficacy gave understanding of the impact of accountability. The researcher analyzed through coding for themes and interrelations in practice of the nine teachers through reflection journal entries, interviews, and responses on the TSES. Then an examination of patterns among teachers that scored higher on the efficacy scale and how they continued in the field with the pressures of high stakes accountability as seen in *Figure 5: High Stakes Accountability on Teacher Practice Conceptual Framework*.

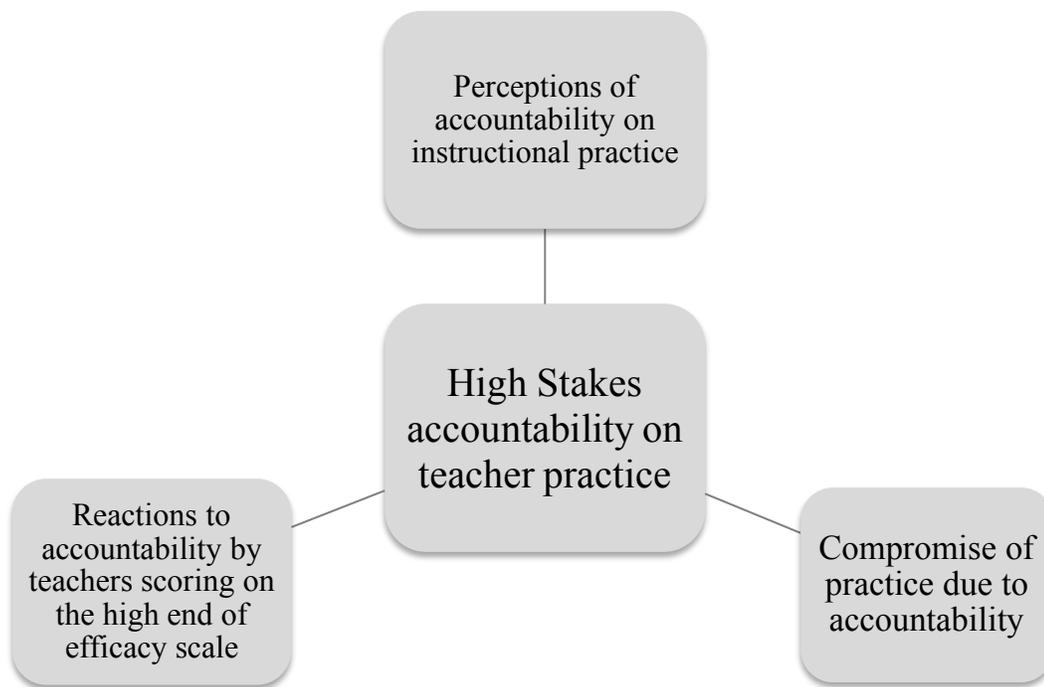


Figure 5: High Stakes Accountability on Teacher Practice Conceptual Framework

Research Design and Rationale

This study used a basic qualitative design to understand how teachers that scored on the high end of the TSES scale are able to navigate accountability pressures related to instructional strategies, classroom management, and student engagement in day-to-day practice. As Patton (2015) described, “Qualitative inquiry means going into the field—into the real world of programs, organizations, neighborhoods, street corners—and getting close enough to the people and circumstances there to capture what is happening” (p.56). Thus, my goal was to understand how nine teachers at this school made sense of accountability mandates and how these understandings influenced

instructional decisions.

The design as shown in *Figure 6: Research Design* guided the researcher through phases that included completion of TSES, interview one, teacher reflections, and interview two that revealed teacher realities on accountability's impact on classroom practice (Marshall & Rossman, 2011; Creswell, 2013; Brinkman & Kvale, 2015; Patton, 2015). Participants completed the TSES prior to starting research to determine a group of teachers with high efficacy for this study. The first interview was conducted to get an idea of the study group's perception of accountability's impact on classroom practice. Between interviews one and two, participants completed journal reflections about classroom practices that were broadly coded to design further semi-structured questions in the second interview. The first interview and journal reflections were then coded for meaning in order to form semi-structured questions for the second interview and in order for researcher to conduct a member check of meaning. The researcher then coded all responses into categories, themes, and interrelated explanations of participants' perceptions of accountability's impact on classroom practice (Harry, 2005; Marshall & Rossman, 2011; Creswell, 2013; Brinkman & Kvale, 2015; Patton, 2015).

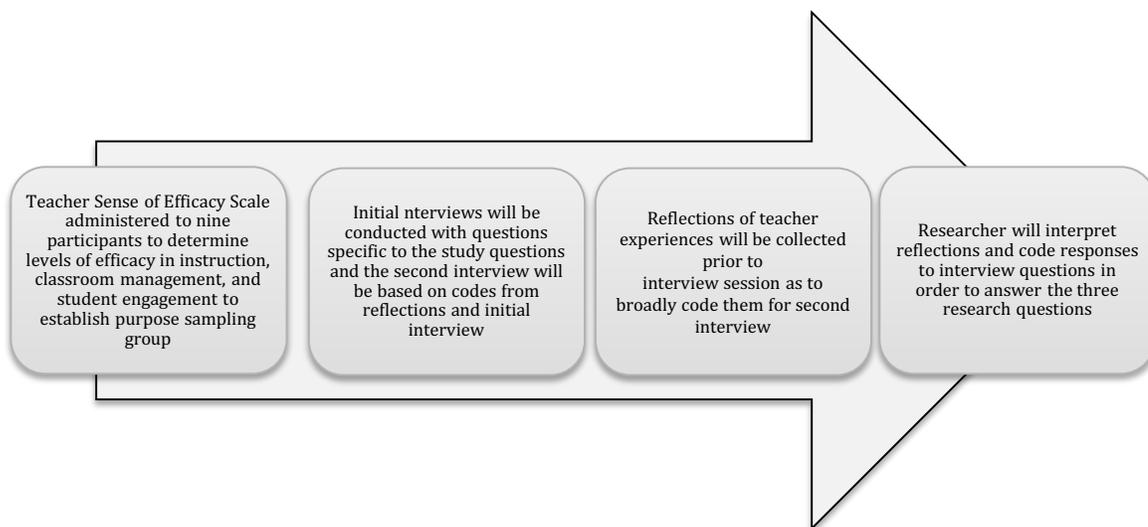


Figure 6: Research Design and Rationale

Context of the Study

Setting

The district is comprised of twelve schools with the same grade level structure pre-kindergarten through six. All schools in the district used the same determiners for teacher accountability. The benchmark used to track students' and teachers' performance was produced by Northwestern Education Association and was called Measures of Academic Progress (MAP). Evaluation models were consistent throughout the district and equated based on the Tennessee Educator Acceleration Model (TEAM). Tennessee required training to ensure administration read as well as understood the language and meaning behind all levels of the TEAM rubric.

The Tanger City Schools system began in 1891 and was set apart from the surrounding county school district. Every school in the district had a kindergarten through sixth grade structure. Twelve elementary schools made up the district, and one of

the elementary schools was in this study. The urban elementary school had an approximate student population of seven hundred sixty-seven and demographics are shown in *Table 1: School of Study Student Demographics*.

Table 1: School of Study Student Demographics

Gender		Free/Reduced Lunch		ELL (English Language Learner)		Special Education	
Female	Male	Free/Reduced	None Free/Reduced	Receive ELL services	Do not receive ELL services	Receive Sp.Ed. services	Do not receive Sp.Ed. services
352 46%	415 54%	307 40%	460 60%	74 10%	693 90%	118 15%	649 85%
Total: 767		Total: 767		Total: 767		Total: 767	

Sampling of Participants

Participants

The identified school had fifty-six teachers available to participate in this study. Only general education teachers were asked to participate in the study thus narrowing the possible pool of participants to thirty-eight. All kindergarten through sixth grade teachers were invited to complete the Teachers' Sense of Efficacy Scale following a faculty meeting. Teachers in grade levels kindergarten through sixth grades were invited to participate in a short survey, *Teachers' Sense of Efficacy Scale (TSES) (Appendix A)*. The script (*Appendix B*) was read to the teachers. There were no inclusion or exclusion criteria for the participants other than they must be a kindergarten through sixth grade

level classroom teacher at the researcher's school of employment. Eleven chose to participate and were given the survey instrument to complete privately.

A purposeful group of nine participants was chosen out of the eleven that volunteered to complete the survey (Patton, 2015). Upon completion of the survey, I calculated results and found nine participants with moderate to high self-rating as determined by the TSES scale, two of which were novice general education teachers in the building (Mary and Racheal). Mary was in her first year of teaching. The nine chosen all scored on the high end of the TSES scale subcategories of instructional practices, classroom management, and student engagement.

Participants' descriptive information is shown in *Table 2: Demographics of General Education Teachers in the Study* as well as *Table 3: Participant Demographics used in Data Interpretation*. An informal meeting was held with the nine chosen participants to introduce the reflection journaling process and to share more about the study's purpose regarding practice. Participants chose to reflect on any number of classroom practice that took place in the Spring Semester of 2016. Each participant was given a pseudonym as seen in table below. They chose the event and avenue of reporting such as using paper-pencil or electronic reflective feedback.

Table 2: Demographics of General Education Teachers in the Study

Years of Teaching Experience		Degrees Obtained		Gender	
Over 10 Years	Under 10 Years	Bachelor's Only	Higher than a Bachelor's	Female	Male
56%	44%	44%	56%	9	0
Total: 9		Total: 9		Total: 9	

Table 3: Participant Demographics used in Data Interpretation

Participant All Female	Years of Experience	Grade Currently Teaching	Number of Schools Taught	Grade Levels Taught Overall	Additional Degrees
Beth	Six years	Third grade	2	First Third Sixth	One
Jennie	Eight years	Third grade	2	Kindergarten Third	None
Susanne	Twenty-four years	First grade	2	Pre-K First	None
Eve	Seventeen years	Fifth grade	5	Pre-k Second Third Fourth Fifth	Two
Mary	One year	Second grade	1	Second	None
Racheal	Three years	Fifth grade	1	Fifth	One~changed careers
Sarah	Fifteen years	Kindergarten	2	Kindergarten Second	One~changed careers
Jessica	Fifteen years	Fifth	2	Fourth Fifth Sixth	One
Kay	Twelve years	First grade	2	Kindergarten First Second	One

Participants were asked to volunteer to take the TSES at the end of a faculty meeting after teachers filled out permission to be used in the study. When they completed the scale, they placed them into an envelope and the researcher scored them. The scores determined the participants of the study.

Scores were calculated, and due to the lens of moderate to high efficacy, nine participants were chosen whose scores fell on the high end of the TSES scale based on

the original study of Tschannen-Moran and Hoy (2001) as shown in *Table 4: Means for TSES subscales and total score for the long form.*

Table 4: Means for TSES Subscales and Total Scores

TSES Long form	<i>Mean</i> <i>Out of 9</i>	<i>SD</i>	<i>alpha</i>
<i>TSES (OSTES)</i>	<i>7.1</i>	<i>.94</i>	<i>.94</i>
<i>Engagement</i>	<i>7.3</i>	<i>1.1</i>	<i>.87</i>
<i>Instruction</i>	<i>7.3</i>	<i>1.1</i>	<i>.91</i>
<i>Management</i>	<i>6.7</i>	<i>1.1</i>	<i>.90</i>

An initial meeting with the nine participants took place and was recorded via a handheld recorder to get participants accustomed to being recorded and to build relationship prior to the first and second interviews. The process of reflection as seen in *Figure 7: Reflection Journal Entry* was reviewed, and teachers were guided to use the format but could reflect by using any media. Two responded via Office 365, five responded via email, and two chose to handwrite reflections. Narrative broad coding was completed on the reflections and then they were deleted or destroyed. The narrative broad coding examined the teachers' comments and revealed categories of meaning.

Teacher Reflection

Teachers reflected any number of times on any teaching event. Reflecting in that way gave teachers freedom to discuss events from day-to-day instruction and practices. Teachers were encouraged to be introspective regarding their perceptions of motivation and satisfaction during classroom practice (Stronge, 2007). Teachers were guided as how to reflect with the three W's model on classroom practices that gave them a sense success with students as seen in *Figure 7: Reflection Journal Entry*.

Reflection Journal Entry
Name: _____

- **What: description of teaching event**
- **So what: analysis of teaching event**
- **Now what: proposed action following teaching event**

Figure 7: Reflection Journal Entry

Teachers used this format for journal reflections: 1) What: description of teaching event; 2) So what: analysis of teaching event; 3) Now what: proposed action following teaching event (Driscoll and Teh, 2001; Rolfe et al., 2001).

Results of the journal reflections were used in the second interview focusing on efficacy of practice and accountability. The researcher collected the artifacts to form questions of inquiry with individual teachers and crafted questions connected to

instructional strategies, classroom management, and or student engagement. The reflections provided an informal, authentic, and transparent way to gain teacher feedback regarding teacher practices in order to analyze for broad codes related to engagement, instruction, and management for the second interview. The goal of the reflections was to determine how each teacher felt about accountability affects practice and to connect the perceptions with experiences from the classroom.

Interview Questions

During the interview process in the first interview and second interview as seen in *Figure 8: Each Data Source and Purpose*, the researcher used a semi-structured interview protocol with base questions on efficacy and accountability and further probes were given as participants answered (Mertler, 2014). Interview questions developed in two phases. During the first phase, questions were developed with research question one in mind: How do teachers in this school perceive state and local accountability mandates? The researcher let the questions pave the way for participants to share perceptions. As needed, the researcher asked clarifying probes (Patton, 2015) which gave participants the opportunity in the interview to verify meaning of responses. The conversation starter and questions for the initial interview are located in *Interview Questions for First Interview (Appendix D)*.

Data Collection Procedures and Data Sources

Completing TSES	Information Meeting	Initial Interview	Reflection Journal Entries	Second Interview
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Administered to obtain purposeful homogeneous group of teachers with high efficacy.	Conducted to build relationship with nine participants and to discuss reflection format	Asked each teacher the same questions as listed in Interview Question section to answer research question: How do teachers in this school perceive state and local accountability mandates?	An informal tool to get authentic and transparent teacher feedback regarding teacher practices in order to cipher broad codes related to instruction, management, and engagement for the second interview.	Broad coding used from reflections will drive the session and will answer research question: What changes in practice related to instruction, engagement, and management do teachers in this school report because of local/state accountability mandates?
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Figure 8: Each Data Source and Purpose

In the second interview, a member check of participants was conducted by reviewing accuracy for the first interview and journal reflections to verify meaning taken by the researcher to be true and valid (Mertler, 2014). Then, the next set of questions as seen in the *Second Interview Question Protocol (Appendix E)* were based on the meaning found in the reflections and the first interview regarding instructional strategies, classroom management, and student engagement as well as any other findings not easily categorized in those three areas. This interview protocol provided answers to research questions two and three: What changes in practice related to instructional strategies, classroom management, and student engagement do teachers in this school report as a result of local and state law accountability mandates? Are there any patterns in responses

from participants in relation to their efficacy rating *as calculated in Table 5: Teacher Sense of Efficacy Overview*.

Table 5: Teacher Sense of Efficacy Overview

Participant	Instructional Strategies	Classroom Management	Student Engagement	Overall Average
Study baseline TSES	7.3	6.7	7.3	7.1
Beth	7.5	7.5	8	7.6
Jennie	8	7.87	7.6	7.82
Susanne	7.75	8.87	8	8.21
Eve	7.75	7.87	6.37	7.33
Mary	4.37	4	4.37	4.2
Racheal	6.5	7.75	6.37	6.87
Sarah	7.12	7	7.37	7.16
Jessica	7.87	8.62	8.25	8.25
Kay	6.5	8.13	6.8	7.14
Overall participant average	7.04	7.51	7.01	7.18

The second interview provided an opportunity for member checks to be conducted to maintain validity and reliability of the data collected from the teachers' stories in interviews and journal reflections. Furthermore, it gave a more precise look of each teacher's perception of accountability on practice and impact on instructional decisions.

Table 6: Research Questions and Sources of Data

Research Questions	Research Source
How do teachers in this school perceive state and local accountability mandates?	Interview One and Two
What changes in practice related to instructional practices, classroom management and student engagement do teachers in this school report as a result of local/state accountability mandates?	Interview One and Two as well as individual participant reflections
Are there any patterns in responses from participants in relation to their efficacy rating?	Interview One and Two, individual participant reflections, and TSES scores

Data Analysis and Timeline

All of the participants' interview responses and journal reflections were decoded and analyzed according to the three research questions as well with the three categories of the TSES: instructional strategies, classroom management and student engagement as seen in *Table 6: Research Questions and Sources of Data*. I recorded all sessions via handheld recorder. Since then, the recordings were deleted. Then I listened to the commentary and typed a narrative that replicated the conversation as well as organized codes and themes that emerged from each interview as seen in *Appendices I-K Jennie, Mary, & Jessica*. The reflective journals gave participants freedom to write on any experience to see what was on their minds as they taught students; therefore, a more transparent voice was given to participants as they discussed accountability on efficacy of practice (Marshall & Rossman, 2011; Creswell, 2013).

The timeline to gather research data began in December 2015 and concluded in May 2016. TSES scores, interviews, and participant reflections were coded, categorized and themed in May and June of 2016 as seen in timeline in *Figure 9: Timeline of Research*. During the month of June 2016, the researcher coded and reported findings.

Timeline	Event
December 2015	<ul style="list-style-type: none"> • Initial TSES long-form administered • Participants selected by researcher
January 2016	<ul style="list-style-type: none"> • Selected and notified participants • Conducted informational meeting about study and reviewed format of reflections
January-March 2016	<ul style="list-style-type: none"> • Teachers reflections completed • Researcher refined interview questions • Journal reflections of teachers turned in to give researcher time to broadly code any findings related to efficacy
May 2016	<ul style="list-style-type: none"> • Individual interviews • Transcribed recorded interviews • Analyzed and coded interviews
May & June 2016	<ul style="list-style-type: none"> • Saturation of data through coding and occurrences • Reported findings

Figure 9: Timeline of Research

Coding

Processing qualitative data was complex because data is about interpreting individuals' perceptions in narrative form to answer questions. Commentary, participant's attitudes, and written responses were part of making meaning of narrative data in qualitative research study. A standard measure of classification and sorting information is not constant because meaning constructed from experience was fluid; therefore, a measure of sets, like ideas, groups, and categories has to be applied to all parts of data or artifacts collected by the researcher. The researcher made meaning according to data collected in organic forms and distilled the data into categories, themes, and interrelated explanations during the research study (Harry, et al., 2005; Saldana, 2009; Marshall & Rossman, 2011; Creswell, 2013).

Coding occurred in stages on a continuum of meaning evolving as it was reviewed repeatedly for deeper meaning in categories and interrelated explanations upon further interpretation. Themes occur when deeper or underlying meanings begin to emerge and are given labels to sort into groups after multiple reviews (Harry, et al., 2005; Saldana, 2009; Marshall & Rossman, 2011).

...coding aims to ask what is happening in these data and invokes short analytic labels in the form of gerunds to identify specific processes and treat them theoretically....When researchers define a set of tentative codes, they use these codes to compare, sort, and synthesize large amounts of data. Throughout the process, grounded theorists write memos elaborating their codes by identifying their properties, the conditions which the codes arise, and comparisons with specific data and their codes. (Charmaz & Bryant, 2008)

Initial open coding occurred with teacher reflections, with the initial analysis of interviews, and levels of coding occurred during intake of data from all sources. As the interviews were analyzed, initial codes and categories began to be visible. Continued

analytical review of the individual interviews developed overall themes and further analysis supported inferred themes and set the findings. Then an interrelated explanation was determined after data saturation was achieved. A visual of the order is shown in *Figure 10: Levels of data analysis* (Harry, et al., 2005).

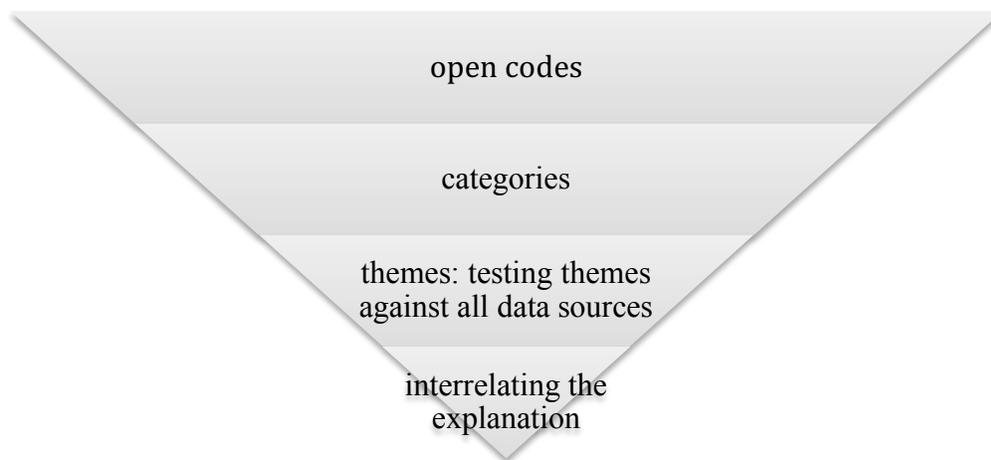


Figure 10: Levels of Data Analysis

Some open codes expected to occur in the first analysis of teacher reflections: confinement to scripted curriculum or scope and sequence, having to adhere to decisions made by outside entities pertaining to classroom practices, and celebrations of student learning.

In coding and synthesizing responses from participants, I used NVIVO a qualitative data generator that assisted in coding, categorizing or sorting for meaning, and themes. The computer program was able to take the eighteen interviews after transcription and allow coding to happen more quickly. As coding occurred the codes or nodes as signified by NVIVO, were added directly into the document. While pouring

over each teacher's interviews and reflections multiple times, categories changed into themes over time as seen in *Figure 11: Category Changes During Data Analysis*.

Initial coding review	Reviewing categories for meaning to the study	Synthesis provided themes
Change Classroom Management Instructional Strategies Introspective or reflective Know what's best for kids Passion for profession Perception of accountability Planning to teach Professional learning Reactions to accountability pressures Student Engagement Student expectations Time to learn To much at once What drives your teaching What impacts day-to-day practices	Efficacy Perceptions accountability Reactions to accountability pressures What impacts day-to-day practices	Efficacy Perceptions accountability Reactions to accountability pressures What impacts day-to-day practices **Removed subcategories: FLOW Class environment Student expectations Compliance to use rubric

Figure 11: Category Changes During Data Analysis

Issues of Validity and Reliability

Role of the Researcher

As the researcher of this study, teaching bias was put aside. Taking time to talk, share, and reflect with each participant was essential to build trust with participants. Getting a better understanding of how they felt and what they perceived as influences in the present culture evolved from rich conversations through questioning and reviewing of individual teacher reflections. Being both the researcher and administrator added

limitations to the authenticity of the participants' responses. Teachers were reassured by the researcher that their responses, during individual interviews, would not be scrutinized or directly impact them in the future. Deliberate precautions were taken to reassure each participant of the journey and its reflective process. The initial informational meeting began breaking down barriers that the participants and researcher had due to the alternate reality of teachers and administrator. Once participants began journal reflections, many concerns of trust they appeared to have at the information meeting seemed to dissipate more and more as they completed reflections. Participants also got reassurance from the researcher that there was no trap intended in the reflections. The written accounts of daily events would be used to further examine participants' views on accountability's impact on practice. No punitive or harmful effects would follow the teachers in any facet due to being participants in the study.

Validity

Ethics used in the research process was of utmost importance. The researcher became well versed in the background of problem, in the methodology used to discover individual beliefs, and in the systematic reflection over time in order to stay true to the teachers' voices in this study (Creswell, 2003, 2013; Mertler, 2014). Due to the researcher also being an administrator, steps were taken in the initial informal meeting with the nine participants to build trust and understanding as well as further interviews. Neutral ground was developed in order for teachers to feel safe to be open about daily work with students in light of accountability (Onwuegbuzie, et al., 2009; Marshall & Rossman, 2011; Brinkmann & Kvale, 2015). The role of the researcher was to relate to

the circumstances the teachers were in, give them time to reflect, and provide insight that would increase administrative understanding after the study was complete. Looking at individual teachers' perceptions and painting an accurate picture of how accountability impacted teacher practice, the researcher's role was dynamic and flexible (Brinkmann & Kvale, 2015; Mertler, 2014). Validation within a qualitative study did not occur in one or a few stages of the research but flowed throughout the entire process to ensure accurate and trustworthy findings. Validation occurred at seven stages as seen in *Figure 13: Brinkman and Kvale's Seven Stages of Validity Applied to This Study* and was used as a guide throughout the study to stay true to the participants' perceptions and to communicate findings accurately.

Validity Process	Definition
Thematizing	Sound theoretical framework used in the study and logic developed from theory as connected to the research questions.
Designing	The design of the study will give validity to the methods, matter, and purpose of the study. Interviews and knowledge gained in the process will maximize human function and minimize negative consequences to participants.
Interviewing	Trustworthiness of participant's responses, quality of the interviews/focus group questions, and constant reflection on gathered data will keep study truthful.
Transcribing	The researcher will have to take great pride in changing oral responses into written transcripts to preserve validity.
Analyzing	Correlation of questions converted to written text and sound interpretation is made throughout the study.
Validating	Reflection is vital in making sure concrete application is made and appropriate decisions are made for participants.
Reporting	Oral word will be converted to written language and given to participants for notations and corrections of intended meaning.

Figure 12: Brinkman and Kvale's Seven Stages of Validity Applied to this Study

Reliability

Data saturation was one form of reliability in this study. Data was looked at multiple times to find consistencies in participants' responses. Data saturation was defined as an overlapping of meaning or understanding from different sources aligning ideas and purely representing findings from the study (Marshall & Rossman, 2011). Patton (2015) states, "saturation is analyzing patterns as fieldwork proceeds and continuing to add to the sample until nothing new is being learned (p.271)." When participant's responses from interviews were interpreted, the researcher categorized and thematized until overlaps in meaning occur and no longer got new perceptions about efficacy of practice and impacts of accountability.

A member check was conducted with participants in the second interview to determine if findings from the first interview and journal reflections were consistent with participants intended meaning.

Close attention was paid to remove bias as administrator/teacher to hear teachers true voice regarding accountability and practice. Several committee members reviewed my questions prior to the interviews to determine if bias had been removed to insure no pointed questions had been listed to ask participants.

Limitations of this Study

Limitations

The researcher was the Assistant Principal in the building. Keeping the role of assistant principal and the researcher separate was a challenge. Often when creating interview questions, questions would read more from an administrator's perspective than

a researcher's perspective. Refinement of questions occurred to remove the administrative lens from the study. Teachers' perspectives remained confidential and a framework of trust was maintained in order for genuine communication of ideas to occur.

Participants were limited to teachers of grades kindergarten through sixth grade as this is the school district structure. Only females were in the study because only one male is in the general education population at the school of study, and the male did not volunteer to be a participant.

Delimitations

As the researcher, I chose to conduct the study at the school where I work as assistant principal. I also chose to craft this study around the idea that high efficacy assists teachers in dealing with obstacles while continuing to stay true to beliefs about teacher practices (Bandura, 1989).

Accountability was chosen as it is an ever-present reality circling education and the researcher wanted a more clear understanding of how teachers with high efficacy felt accountability affected teacher practice (Linn 2003).

CHAPTER IV

RESEARCH FINDINGS

Overview

This chapter shows findings to research questions regarding participants in this studies perception of accountability's impact on classroom practice. Findings are reported after each of the three questions. The answers to the research questions are further defined by themes the participants in this study narrated through interview answers and journal reflections.

The purpose of this qualitative study was to examine nine teachers' perspectives on the impact accountability has on classroom practice through the lens of efficacy in instructional practices, classroom management, and student engagement. Teachers' perspectives of what impacts classroom practices and how they changed day-to-day instructional decisions in an accountability state were examined. The small group of teachers all ranked on the high end of the Teacher Sense of Efficacy Scale (TSES).

Efficacy was a productive lens to examine teachers in practice with high stakes pressures. Efficacy as defined previously by Bandura (1986) and restated by Bray-Clark and Bates (2003) "is a task-specific belief that regulates choice, effort, and persistence in the face of obstacles and in concert with the emotional state of the individual" (p. 14). Despite increased teacher accountability through RTT and its influence on Tennessee's First to the Top law (TDOE, 2010), teachers with high efficacy stay and continue to find ways to stay true to pedagogical practices in elementary school. Three research questions guided this study.

Research Questions

1. How do teachers in this school perceive state and local accountability mandates?
2. What changes in practice related to instructional practices, student engagement and classroom management do teachers in this school report as a result of local/state accountability mandates?
3. Are there any patterns in responses from participants in relation to their efficacy rating?

TSES Broad Analysis

A purposeful group of nine participants was chosen out of eleven that volunteered to complete the survey (Patton, 2015). The nine chosen scored on the high end of the TSES scale subcategories.

The average score of the participants in this study was 7.51, a difference of .81 greater than the original study. The mean scores ranged from 4.20 to 8.25. The other two factors were close in not being more than .29 between scores. Mary's scores were lower than the rest in the study and as compared to original study. The two lowest overall scores appeared with both the newest teachers in the study, as it was Mary's first year to teach and Racheal's third year.

Answering Research Question One: How do teachers in this school perceive state and local accountability mandates?

After the coding phase of this study, themes began to surface. In looking at answers to question one, I wanted to look for patterns in participants' responses regarding how they perceived state and local accountability mandates. Looking across the data, two themes emerged from the first interviews related to how participants classified accountability. Categories either fell in the in-house accountability theme or state perceived accountability theme. In-house was the term for the parts of accountability that happened in the school building found to be positive by participants. Observation feedback and conversations, focusing on part of the Tennessee Educator's Accelerated Model (TEAM) rubric and not as a checklist, as well as increased agency from watching students learning were valued by participants. The perceived state categories of accountability as seen by participants were quickly changing state test formats, changing standards, strict Response to Intervention time frames for teaching ELA and math, and enormity of the TEAM rubric as a checklist.

Teachers felt if they had fewer changes at once and more time to learn the mandates, they would be better teachers for their students. They also perceived state testing, the enormity of the TEAM rubric for evaluations, and unclear expectation to be punitive in nature and felt ill prepared to be successful with classroom practices.

There was a clear difference in participants' perceptions about testing and observations. In house accountability was perceived by participants to help them improve their practices. State accountability perceptions by participants were perceived to produce frustration.

To understand the in-house and state themes more deeply, each theme was synthesized for a clearer look at teacher perspective of accountability to fully answer question one. As the data was coded, categorized, and themed, participants gave meaning to what they thought was holding them accountable and how it impacted day-to-day classroom practices.

Observations and the TEAM Rubric

Observations were the most powerful and most talked about piece of accountability among the participants. Teachers welcomed the observations because they wanted feedback on their day-to-day practice because “Observations to me are more immediately applicable and more of what I can do. They provide more tangible things I can change in my field immediately” (Racheal, second interview). Each teacher felt value in the process of observations as Jennie captured, “I do like to get feedback and know my strengths and what I still need to work on.” Participants felt strongly about the narrative feedback from conversations with the administrator rather than the numbers that rank them on the TEAM rubric.

Value of administrators’ observations was further described as helpful “because you are with us all the time. Central Office (C.O.) is kind of like OZ and tells us what to do, and we don’t really see them. We value you all’s [sic] opinion more” (Sarah, second interview). Further statements to the value of observations:

It is the day-to-day coming in seeing what I am doing that gives you a more accurate measure of accountability (Kay, first interview).

It made me more aware. It made me realize that I might not be doing something that I should have been doing (Jessica, first interview).

So having a second person in the room watching for those things or watching from a different level because I really don't know how to engage yet or I am still working on how to measure the depth of understanding. It helps to have someone else there that can really take that a little further than me (Mary, second interview).

Beth captured both views of observations in this statement: "Like sitting down and have conversations of this would be better than this ... Those things are more helpful than the numbers on the rubric (first interview)." Along with the positive associated with observations, participants also shared aspects that were difficult.

Enormity of the rubric. Another concern from participants was the enormity of having to focus on the entire TEAM rubric as opposed to being able to focus on one or two parts to improve their craft. Six of the nine participants voiced the amount of items on the rubric as being overwhelming and too much to do in one lesson. Interestingly, the two newer teachers, Mary and Rachael, both discussed the enormity of the rubric but voiced that it was helpful to give them boundaries for a lesson and structure for daily instruction. Scores and narrative feedback were given in post-conferences after an observed lesson. Teachers in the study preferred the narrative feedback in post-conference as opposed to the number ranking.

Susanne said it best as to the enormity of the rubric, "There's no way you can touch each of those things on the rubric and there is no way that every day that can be met" (first interview). Her comment showed that if one tried to cover the entire rubric with all the best practices in instruction, it would be too hard and would be too hard to hit everything on the rubric every day.

Participants perceived the scoring rubric for observations to be a good tool for instruction but not in its entirety. Mary said, “I would say no the rubric as a whole doesn’t necessarily influence every lesson I plan but elements of it do” (first interview).

Another statement that seized the participants’ perception of the observation rubric was when Jennie commented,

Definitely, there are a lot of things as I have looked back at the rubric and it is a lot that you know you are to be adding to a lesson. There is a lot you need to be hitting and sometimes it is a lot when trying to hit every single thing in every single lesson. I think it is easy to do more in some lessons than others. It is kind of stressful. I mean thinking about how extensive the rubric is and making sure that I am doing that on a daily basis (first interview).

Announced versus unannounced observations. Another sub-theme of observations was the observation protocol from the state that describes two types of observations a teacher can have in a year. One is labeled *announced* which comes with a pre-conference to go over the plan for instruction during a set date that both the observer/administrator and teacher is aware. The other type is an *unannounced* where the observer/administrator can pop in any time with the same scoring criteria and give an impromptu evaluation on the classroom practice taking place in the room at the time. There were mixed perceptions of the two different protocols.

Some of the teachers in the study liked not knowing an observation was going to occur and others wanted to be ready. Two of the three fifth grade teachers in this study favored unannounced because the observer/administrator saw what was done every day and not pre-planned to hit areas on the rubric. Eve shared, “I would prefer to have an unannounced visit because I fret and think too much about a planned visit. I feel like you really need to see me on a daily basis to know whether I am effective or not” (first

interview). Both Eve and Jessica shared the same view of letting the observer of the observation see what they do on a regular basis. The two teachers had over fifteen years of experience and felt confident in what they were doing for children.

The other seven participants would rather have an announced observation because “An unannounced just stresses me out. It puts me in alert for just those few weeks that they are happening it is so stressful” (Beth, first interview). Mary further stated, “it is like a Russian Roulette kind of situation” (first interview). The rest of the teachers in the study preferred an announced to an unannounced observation as voiced by Jennie when she said, “You always feel more comfortable when it is announced. You always feel more prepared. You have had time to think about it and think it through. I feel more at ease” (first interview).

Inter-rater reliability. Another sub-theme to observations was the idea of inter-rater reliability or common scoring among raters (administrators). Mary, Racheal, Sarah, and Kay mentioned the idea of consistency among raters/administrators as they scored an observation using the TEAM rubric. In her first interview, Kay shared her concerns, “Depending on who is coming in to observe me, it could be two very different scoring models.” The rubric was somewhat open to interpretation and could be seen by the observer of the lesson in different ways than other observers. Participants shared they trusted both their administrator as observers but knew that rating a teacher by two different people could result in two different interpretative scores.

Observation scores were a favored part of teacher accountability. Participants voiced that even with the enormity of the rubric, with inter-rater reliability the post-conference provided valuable feedback to improve classroom practice.

Teacher Perception of Student Testing

In Tennessee, 15% of a teacher's level of effectiveness score relies on an achievement measure. Participants talked about testing differently. Kindergarten through second grade teachers view accountability in testing based on the 15% responsibility as determined by the state. Those in the study chose the Measurement of Academic Progress or MAP from Northwestern Education Association (NWEA) as their achievement measure for 2015-2016. The achievement measure chosen by teachers of kindergarten through second grades was an *off the shelf* assessment given as a benchmark and summative assessment in this school's district. The provided *off the shelf* assessment enables teachers to have choices each year (TDOE, 2016).

Primary grade participants. Primary grade teachers' and intermediate grade teachers' differed in their perspectives regarding the MAP test. K-2 teachers (Susanne, Mary, Sarah, and Kay) chose MAP as their 15% portion on their Level of Effectiveness (L.O.E.) worksheet. The kindergarten teacher in the study had the most to say about testing students for accountability purposes. Sarah shared, "Accountability and state testing is very tough with state testing because they are five years old and to have us accountable for what a five year old does is difficult and at 15%" (first interview). She also stated, "That it is tough to motivate them to do well and do their best when they are just five. I think we are asking a bit much to test them" (first interview). Sarah selected the MAP testing for her 15% achievement measure. Primary grade teachers have this choice because there was no state mandated tests in these grade levels.

Kay, a first grade teacher, said, "The 15% testing the state wants us to choose a lot of times depends on the class that you had and the make-up of the class" (second

interview). She was talking about the difference in performance levels of six year olds year-to-year and the testing format expectations presented to track progress. Those participants talked about MAP as being the state testing in the interviews.

Intermediate grade participants. Teachers of grades three through five (intermediate grades) found MAP as a helpful tool to track student achievement progress for 15%. This perspective varied from that of the primary grade teachers. Intermediate grade level teachers found the MAP test helpful for goal setting purposes. TCAP/TNReady, the state test, and the growth measure of 35% was found to be inappropriate by intermediate grades. Grades that are tested by the state assessment have a role in tested students' learning. The idea is for those grades to have 15% dedicated to achievement and 35% dedicated to growth so not one type of assessment measure carries so much weight.

Overall observation scores quantify the other 50% for the year for the total 100% L.O.E. at the end of the year. Beth, Jennie, Eve, Mary, and Kay from intermediate grades found the state assessment to be "... so cloak and dagger like you can see this and if we had more of an idea of what the assessment was going to look like it would maybe make me feel better but the way that part of the accountability is done it is not the best way" (first interview). The participants in intermediate grades had much to say regarding testing being uncertain. They could not control how a child would perform the day of the test, they don't feel like they get enough information about the test content and format for the children to be successful on the test, and the reporting of effectiveness from state testing has changed the last two years.

Eve shared how teachers felt about what test scores said about their effectiveness when she said,

Testing will show that they are not good enough. If you can come watch me, I can prove that I am good enough. If you are just going to look at numbers on a piece of paper that may not show that I am good enough (second interview).

All the intermediate grade teachers in this study shared similar sentiments about testing. They did not feel the numbers were an accurate measure of what they did in their rooms with their children each day.

Age appropriateness of testing. Interestingly both kindergarten and third grade teachers shared further concern about the testing not being appropriate for the students' ages and grade levels. Sarah shared her students had technical difficulties and the length of the test was developmentally inappropriate,

I do not think they are being assessed on the material. I think it is if they can operate a computer. There are 57 questions in math and reading and that is overwhelming to a five-year-old. Manipulating the computer is the hardest thing. It is even harder than the test. They have a hard time with the mouse and the clicking and dragging (second interview).

The two third grade teacher participants also shared similar concerns to Sarah's for their students and the state-testing format. Jennie stated,

... For the first time I had kids crying and breaking down when they were doing test practices and that broke my heart seeing them break down over the test and seeing them like that getting so down that they couldn't produce. That made teaching frustrating this year for sure (second interview).

Participants wanted their students to feel success; therefore, not being able to explain the format in which the test is administered was quite frustrating.

Accountable for All the Changes?

Participants shared many different types of changes for which they felt they were accountable. According to participants' narratives, standards changed several times, testing formats changed, testing platform changed (paper versus computer), regimented schedules changed for Tier 1 instruction for ELA, and math, intervention, and changed reporting of test scores for teacher effectiveness.

Beth, a third grade teacher, shared these sentiments, "I think especially with the testing and all the changes this year is [*sic*] very scary and not knowing what to expect" (first interview). Each participant shared at least one account of the change they have experienced from the state. Beth summed it up in this statement, "Everything changes and they (TDOE) want to point their finger at the teachers when nothing goes right. Well we don't know what we are supposed to be doing at this point because it changes every other year" (first interview).

The following paragraphs will develop these sub-themes to state changes in which participants voiced their accountability.

Change in standards. Participants shared that standards changed often and so did the state assessments that match the new standards. As standards changed at the state level, it directly impacted teachers and students as they worked to be successful with those standards on the state test.

Then it changes again, and now your standards have changed again or now your testing format is going to change again so I think that is what is hard (Beth, second interview).

Teachers feel so overwhelmed with all the new standards and all the things we had to get to and cover and they are like we don't have time for those science experiments that the kids need (Jeannie, second interview).

We have standards to meet, we have guidelines; you have to get this, buddy, I think that is how we feel (Sarah, second interview).

Changes to tier 1 instructional time. The State Department has established guidelines for teaching standards in English Language Arts (ELA) and math with set amounts of time for each grade level. Those set times for Tier 1 instruction mandates for (ELA) and math have changed over the last two years, and expectations of teachers' teaching has been put in writing as seen in *Tables 7 and 8: Tier 1 instruction for Grades Kindergarten Through Fifth*. Strict guidelines are highly encouraged from the state department to implement in schools (TNCore.org).

Table 7: Tier 1 Instruction for Grades Kindergarten Through Second

Tier 1	Kindergarten	First	Second
ELA	150 minutes daily 2 ½ hours	150 minutes daily 2 ½ hours	150 minutes daily 2 ½ hours
Math	60 minutes daily	60 minutes daily	75 minutes daily 1 hour 15 minutes

Table 8: Tier 1 Instruction for Grades Third Through Fifth

Tier 1	Third Grade	Fourth Grade	Fifth Grade
ELA	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)	Minimum of 90 minutes daily (120 minutes recommended)
Math	90 minutes daily	90 minutes daily	90 minutes daily

In looking at *Tables 7 and 8*, and the strict teaching time regulation for ELA and math, teachers feel required to uphold those requirements presented to them from the state.

The observations, curriculum changed several years ago, or the RTI time it demanded more of ELA and it was hard for me to integrate social studies and science into that because what the reading series was having us to do was correlating with my time frame (Susanne, first interview).

Susanne shared her accountability to the time set by the state for English Language Arts and math instruction and shared the difficulty with those changes in time restrictions as well as how science and social studies often get left out of the instructional day.

Change in response to intervention (RTI²). The State Department has mandated time set aside daily for student instruction in ELA and math for all students to fill in gaps or to enrich students' learning. Response to Intervention (RTI²) is a mandate that Tennessee has passed down to the Local Education Agency (LEA) to implement and govern. Strict guidelines are highly encouraged from the state department to implement in schools (TDOE, 2015). RTI² coupled with the state's mandated Tier One instruction times in English Language Arts and math have caused a shift in the classroom. "It started when we started having to take the hour away with RTI. You don't want to incorporate any science or social studies while kids are out of the room" (Susanne, first interview). Susanne was talking about her frustration with losing one hour for intervention with her students each day. She was referring to that loss of instructional time in the day when she could be teaching science and social studies.

Beth also shared her frustration with changes that were good, but difficulty came from the rapid speed with which they were required to be implemented,

I have been teaching 10 years and with RTI² and Tiers, and I think a lot of the changes are good and they work but things change so rapidly that you don't have time to get in that flow to see what really works (second interview).

All the participants talked about rapid changes that they felt accountable to implement for students to learn and the difficulty getting everything in the instructional day. Compromise of practice occurred due to participants having to leave something out in the day in order to get in all the requirements the state has placed on them.

Changes in testing format. Testing format changed as standards changed, and the state changed the way students would show knowledge and understanding of current standards. Jennie shared her take on changes when she said,

I mean having them read two non-fiction texts to compare and contrast and form an essay blows me away that we are having kids do that at this age. I have a hard time asking them to do that. I have not always spoken up about things that I am being asked to do and I can go with it. But this year, I think this is enough (first interview).

Jennie was talking about the new format of testing students this year in grades three through eight. She was talking from the perspective of a third grade teacher who had eight and nine year olds in her class. The students were asked to read multiple passages of non-fiction texts, developed a compare and contrast essay, and typed the essay on the computer. Participants also discussed in their interviews their concerns of the changing format just before testing occurred. Teachers had to switch gears and teach children how to use the paper format of the test after spending the bulk of the year practicing how to do it on the computer.

Participants felt uncertainty concerning what classroom practices to implement because of rapid changes in testing format. Beth captured the feeling of uncertainty as she said, “You don’t have time to perfect your craft because it changes all the time and how they (students) are going to be tested” (second interview).

Participants shared dialogue regarding the many changes in testing formats. Much frustration was shared in this sub-theme of changes as seen in Beth's comment below.

I am not necessarily happy with the current state of anything in education in Tennessee. Testing is all cockamamie. That is the scary part the not knowing and now it's going to change again (inflection in voice/frustration). Then it will probably change again in a couple of years so that to me is the frustrating part on teachers (first interview).

Changes in reporting of testing results. Testing format changed as well as the reporting of testing results. Participants felt when results were reported differently after testing than what was understood prior to testing participants felt, "You (teachers) have to decide what to pick and like last year it changed. The scale changed at the end of the year. When you think you have a certain score and it changes, that is frustrating" (Jennie, first interview).

Participants wanted to know what to expect and how to be successful. With so many changes at a time and not being positively impacted by the changes, efficacy has decreased (Bandura, 1977). Below is a visual breakdown from the narrative that answered question one about how teachers perceive accountability and further conversations from the second interview on changes that teachers felt accountable. The participants had similar narrative data across both interviews and journal reflections.

Table 9: Breakdown of Participant Responses

Theme	Participant that Responded								
	Beth (3)	Jennie (3)	Susanne (1)	Eve (5)	Mary (2)	Racheal (5)	Sarah (K)	Jessica (5)	Kay (1)
Observations	X	X	X	X	X	X	X	X	X
Announced	X	X	X	X	X	X	X	X	X
Unannounced	X	X	X	X	X	X	X	X	X
Enormity of TEAM rubric	X	X	X		X			X	X
15% and 35% measures	X			X	X	X	X	X	X
Changes	X	X	X	X	X	X	X	X	X
Standards	X	X	X	X			X		X
Tier 1 set instruction times/RTI	X		X		X		X		
Testing Format	X	X				X	X		
Reporting Testing Results	X	X		X		X			

In the *Table 9: Breakdown of Participant Responses*, the researcher added the table to pull the narrative together in understanding which participant had responses to the sub-titles listed to answer question one. The Xs indicate which participants responded to the themes distilled from all narrative data. The rows that contain all Xs for participants were due to obtained feedback from purposeful questions from each interview designed to get deeper information regarding initial themes. Each participant shared something regarding those themes like *observations*, *unannounced*, and *announced* as well as *changes*.

The largest connection made when looking at the breakdown of participants' responses was the frustration of teachers in grades three through five. As the table shows, four out of the five intermediate teachers shared narrative data regarding reporting testing results. In intermediate grades, teachers that receive state test data are more directly impacted by change in testing results.

Answering Research Question Two: What change in practice related to instructional practices, student engagement, and classroom management do teachers in this school report as a result of local/state accountability mandates?

Participants were specifically asked in both interviews how accountability impacted their practices in each of the three factors of the TSES. Reflections had richer narrative data for this question as participants were able to freely capture any event regarding classroom practice about which to write. In doing so, more themes surfaced from reflections that answered question two regarding instructional practices, student engagement, and classroom management. Participants shared insight to what they consider holds their practice accountable. There were a lot of different kinds of accountability as stated by Sarah, "We have a boss, we have teachers, parents, we have administration, C.O. (Central Office) we have a lot of accountability" (second interview). The participants shared the many parts of accountability that impact classroom practice: observations, testing format, standards, RTI², Tier 1 planned instructional time mandates, data from local and state testing, and time in the day. As question two was answered, a thorough look at each of the three categories instructional strategies, classroom

management, and student engagement was shared across all data sources for overall findings.

Instructional Strategies

The impact of accountability on instructional strategies was related to the TEAM rubric, standards, district initiatives, and state testing. The items on the rubric mentioned by participants' responses were differentiation, questioning, thinking deeply, and grouping. The strategies mentioned that were district initiatives were mentor sentences and gifted training strategies: Socratic, Scamper, and Depth and Complexity Icons. Interestingly the rubric items and district initiatives evoked similar thinking pathways for student learning.

Beth wrote about using Socratic, Scamper, and Depth and Complexity Icons for her class because,

Knowing that I have to do something to help push them toward the growth that they need. Knowing that they are going to have to take this test at the end of the year, and I want them to show off all their hard work and do well (reflection).

Beth and Jessica both have a gifted cluster homeroom. The homeroom has a small group of gifted or high achievers and no students that are in Special Education. Findings in research show that growing knowledge in students that are high-achievers is an arduous task. They require a different level of content delivery to meet the needs of their learning styles and level of academic knowledge thus adding to the level of accountability (Sanders & Horn, 1998). In Tennessee, certified gifted children fall under the Special Education umbrella due to their having an Individual Education Plan (IEP) for learning. Having an IEP increases accountability for teachers to make sure they

adhere to what a federal binding document outlines for students (Tennessee Code Annotated (TCA) Title 49, Chapter 10).

When looking at all the data multiple times, it became clear that state accountability “restricts in a sense by those standards. We try. Even as a seasoned teacher thinking about how I can make this fun is difficult” (Sarah, second interview).

Even with these positive strategies mentioned in interviews and reflections, there was an overwhelming sense of stress to get standards covered and to practice for testing. Minimal narrative data was found to yield positive impacts of accountability.

Positive moments were talked about when a strategy went well and there was reciprocal empowerment from teacher-to-student and student-to-teacher as students enjoyed learning. Beth got very excited to share instructional strategies of problem solving and critical thinking through a Rub Goldberg session with her students,

We did Rube Goldberg’s the other day and they were like “this is the best thing ever” I think everybody feels so overwhelmed with the number of standards and just how much we have to cram in to what time we have and our schedules and our one hour of intervention and 20 minute recess and 20 minute break and the this and the that and you just feel like you have to go, go, go that you know that a lot of us may feel if we do something like this we are not teaching (second interview).

Participants shared stories of times they tried a more engaging practice with their students even with accountability pressures. All participants mentioned more modeling for students so they have a better understanding of what the learning expectations are. All mentioned the idea of using engagement strategies to add more appeal and joy to learning. Participants shared they wanted to vary classroom practice from scripted learning because they saw more engagement in practices that brought out students’ creativity and autonomy.

Sarah reflected on bringing fun back into learning,

To me, blocks are math based. Legos are math based. Literacy: talking and communication at the kitchen as well as talking and solving problems. We have a scale to weigh things. They can have a fake knife where they can cut apples in half. I don't know that other people at higher levels would consider that (second interview).

Sarah was referring to bringing back some practices that she had once used to give opportunities to her kindergarteners to explore while learning critical concepts through exploration.

When participants implemented alternative strategies, they became aware of how students responded positively. Participants saw when they used a variety of assessment strategies, students performed at a higher level. When participants provided appropriate challenges for students, student autonomy in learning increased. The students' learning increased autonomy of practice in teachers as well as stated by participants, and accountability diminished autonomy of practice in the area of instructional strategies.

Classroom Management

Classroom management themes that surfaced were time management with all the expectations placed on teachers for students to "show what they know" (Beth, first interview), student behavior challenges, and the relinquishment of control over student learning. Participants again were empowered by change in instructional strategies and student engagement that provided space for students to be independent learners and do more learning work on their own.

Student behavior challenges. Coded responses from participants in the area of classroom management emphasized the theme of teachers working under the pressure to

get it all in with the students they have and the time they have. Jennie mentioned, “I definitely think it is a learning process and know how to balance it all” (first interview).

Last year, Susanne had a severe Attention Deficit with Hyperactivity Disorder (ADHD) student who took up a lot of time from the rest of her class. “The only way we are going to learn is to have peace” (first interview). She went on to say later in her second interview when further probing to inquire to what she meant by *peace* she said: “With all that has been added to us and taking away outside help for discipline issues that are reality, it just makes it horrible sometimes.” Susanne was talking about all the mandates the past couple of years, the removal of strict consequences in elementary school, and more and more students coming to school with excessive misbehaviors making a terrible combination for student learning.

Beth had a similar experience this year with a student the first half of the year and said, “Thinking of management and thinking about environment when you do that (stop and correct) constantly it was hard to get through anything we did” (first interview). She went on to say later in her interview, “He would get mad and I’d have to leave and once that flow is interrupted it is hard to get it back.”

One interesting theme that surfaced was the idea of releasing teacher control over student learning and letting them have more autonomy over their learning. Both teachers were very excited about the students’ ownership of learning and how it felt to let students facilitate.

During a group classroom discussion on our current study of honeybees, I realized I was a facilitator not a controller of the conversation. The students were asking and answering each other’s questions. (Kay, reflection)

I celebrated student success in making connections between two stories without my leading them there! (Jessica, reflection)

Both Kay and Jessica gave students the room in class to construct their own learning. They took the time during instruction to turn it over to the students to learn with and from each other. The results were positive for both teachers and their students.

Time management for test success. Another theme in the sub-category of TSES of classroom management that surfaced was the idea if the management was present students would be ready to “show what you know” (Beth, first interview) on the end of the year test as stated in some form by participants Beth, Mary, Sarah, and Kay as seen in the following narratives.

Manage your time well so when it does come time to show what you know on the test they are not to going to know anything if they (students) haven't spent time working. (Beth, first interview)

So, I think if I want everyone to be as successful as they can for whatever that looks like if that be my last evaluation or be a test score or observation then they have to be engaged to know what is going on for that to be reflected accurately. (Mary, first interview)

Yes of course if you do not have the management you are not going to be effective at all. (Sarah, first interview)

Sometimes we do all we can do, but it still isn't enough. The student's attitude and her parents' parenting style have left me without options and at the end of the day I will be accountable. (Kay, reflection)

Building autonomy in students. Many participants discussed a classroom practice that allowed the teacher to step back and let the students take ownership of learning. Mary captured this in her narrative of a classroom practice event when her students were writing thank you notes to other adults in the building as part of an assignment. They were able to choose what adult in the building to write to and took

ownership and pride in the letters that they wrote (reflection). Participants through all the grade levels shared many stories that engaged students in learning and took pride in sharing how students really got into learning.

Two other participants talked about how in science and social studies they stepped back and let the students take ownership over sharing and asking each other questions about content. They had joy watching students sharing and learning from each other as the teachers facilitated.

Participants in the study knew that classroom management was the avenue for students to learn and to do well on the test at the end of the year. Each participant shared multiple accounts of how misbehaviors disrupted learning but shared how using time management strategies and building autonomy in students will increase student learning. Participants were empowered by the strength in opportunities for students to have choice and autonomy the children had during those lessons. When teachers used alternative strategies, they saw the class run itself as the learning progressed.

Student Engagement

Themes that emerged for student engagement revealed the struggles participants had in finding ways to actively engage students with accountability pressures.

Participants overall lowest score collectively and with most individuals on the TSES were in the area of student engagement. This was the lowest participant ranked practice on the TSES as confirmed by the Fives and Buehl study practicing teachers' lowest score on the TSES is in student engagement (2010). Of all the participants in the Fives and Buehl

study which used the TSES with inservice and preservice teachers, practicing teachers scored lowest in student engagement (Fives & Buehl, 2010).

In this study themes that surfaced were the difficulty to motivate low interest students as well as the most difficult students and teachers' abilities to develop autonomy, inspire creative thinking, and foster creativity in students due to time constraints and preparation for testing.

Most difficult students. A sense of concern in maintaining student engagement for learning was evident. Beth shared, "It is hard to teach an effective lesson when you can't finish a sentence without a child interrupting or yelling at you" (reflection). She had a twice-exceptional child who was bi-polar and gifted. The same participant mentioned feeling behind and not making growth in the winter benchmark assessment and linked the lack of growth to lost time due to student outbursts (reflection). Interestingly, three of her six reflections were related to engaging students in state testing practices to get them ready for testing. Knowing that this example sounds like classroom management, it is also tied to keeping students engaged for the *flow* of learning to occur (Beth, first and second interview).

Contrary to Beth's experience were participants who talked about a time when covering the standards, their students were very engaged during an activity as listed below:

They have been fully engaged and the questions they were asking were great!
(Jennie, reflection)

I had really great discussions with each group and really felt accomplished afterwards. (Jessica, reflection)

They spent a long while writing the notes and making sure that everything was neat and spelled correctly. (Mary, reflection)

They saw children their age and younger being arrested for protesting and that was all it took to hook the rest of them. Even kids who weren't paying attention, all of a sudden were. (Eve, reflection)

Participants shared both struggles and success with students and student engagement. As in Beth's and Susanne's previous stories, when a disruptive student due to medical diagnosis was in the classroom, it was difficult to maintain classroom management so that student engagement occurred. Participants wanted to engage their students but were hindered at times by student misbehaviors.

Limited by time constraints. Pressure to get lessons in and move on with the next skill or concept was a theme from most of the participants. Evidence indicated that teachers did not have enough time to get in all subject content or to provide engaging practices due to feeling rushed to get all skills addressed before the test. Several participants also shared the struggle in motivating students to get homework returned, completed, or completed correctly. Participants linked student work ethic in getting work returned and completed to student engagement. Teachers felt there was not enough time in the day to get in all of the instruction for students to be engaged. Mention of so much to cover and not enough time to do so occurred in each participant's narratives as seen in the following statements:

I think, Let's slow down and let them grasp addition, we are pushing them too fast to get too much in. (Sarah, second interview)

I'm not sure if the constant questioning makes me a better teacher or makes me better at teaching to the test? (Kay, reflection)

A lot more on your plate and more things to stress the teacher to get done. (Beth, second interview)

She also goes on to say later in her second interview that she can have innovative lessons after testing because, “Now I can do this without feeling like I am taking time away from these 50 million other things that I need to be doing.”

Getting it in before the test. When looking at student engagement, teachers were pressured to keep students focused on learning due to pressures of getting all the standards and expectations covered before the test. They felt that alternative strategies to the textbooks would decrease time to cover more material that may be assessed. Participants felt uncertain as to when and how to vary strategies and take the time to develop autonomy with students in fear of missing content that would be on the test. The times that participants varied from didactic teaching or using the *banking method* (Freire, 1970; p. 72) of teaching content and students taking in content, students were more engaged. Participants shared when they tried new strategies that encouraged creativity and inquiry as well as giving students choice in learning, a higher level of engagement occurred resulting in rich learning. Teachers mentioned that a sense of fulfillment or joy of teaching followed classroom instruction when instruction occurred to bolster student autonomy and/or allowed for creativity and inquiry.

Although the three factors of teacher practice from the TSES were highlighted individually to show depth of each practice and to share teachers’ responses to answer question two, often they are seen together. It was common for the participants to discuss two of the practices at once. For instance, classroom management and instructional strategies or classroom management and student engagement were often discussed

together by participants. The perception of the participants was that classroom management was present with the other two practices at all times in order for learning to occur.

Answering Research Question Three: Are there any patterns in responses from participants in relation to their efficacy rating?

Pattern One to Answer Question Three

There were some interrelating themes of explanation as discussed by Harry et al. (2005) among all participants in the study. The themes were interrelated and led to the idea that accountability is valued, which comes from within the school building (in-house). The part of accountability that caused angst was directed to the state department. As I examined the themes that surfaced from all data sources more deeply for participant meaning, the interrelated theme of in-house versus state perceived accountability was made clear. With the idea of in-house accountability and state accountability having different value in the words from participants, I realized there was more to the interrelated theme than first thought.

Participants shared repeatedly the differences in what improved practice and what frustrated them and constricted practice. So the two themes that emerged are interrelated by either increasing autonomy of practice or decreasing autonomy of practice as participants viewed accountability. All participants in the study expressed parts of accountability maximized teacher practice: observation feedback from administrators in the building, grades three through six using MAP scores as a growth monitoring tool with

students, and focus on parts of the rubric for improvement rather than a checklist or number ranking. Accountability that compromised teacher practice or minimized it came directly from the state in the form of speed of changes from the state in new initiative or mandate such as, RTI², standards, state testing formats, enormity of the TEAM rubric used as a checklist and testing reporting toward teacher effectiveness scores. In *Figure 13: Teacher Instructional Practices* the interrelated themes illustrate which sub-themes of accountability either maximize practice or minimize practice.

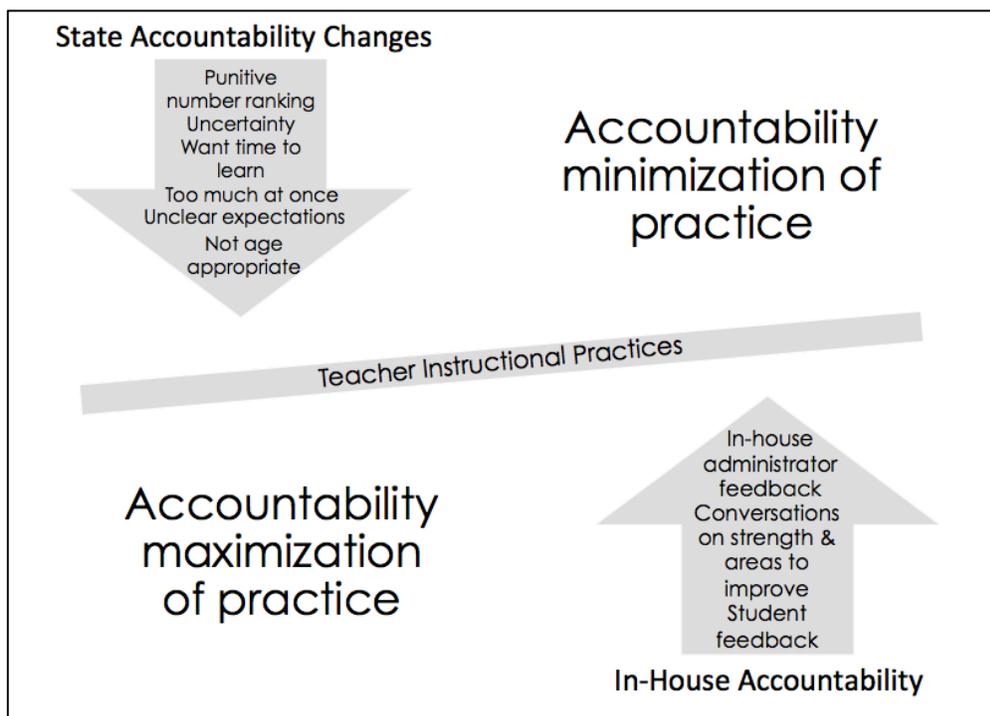


Figure 13: Teacher Instructional Practices

State accountability sub-themes of changes such as punitive number ranking on the TEAM rubric, uncertainty felt by teachers, wanting time to learn, too much at once to be digested for classroom practice success, unclear expectations of mandates from the

state, and state testing that was seen by participants as not age appropriate all reduced or minimized autonomy of teacher practice. Participants did not value or trust perceived state parts of accountability that added frustration, uncertainty, and sense of failure of classroom practices resulting in their being more conservative in teaching from textbooks rather than using alternative strategies that fostered creativity and inquiry.

In-house sub-themes such as administrator feedback, conversations on strengths and areas to improve, feedback from students' attitudes and work performance during classroom practices increased or maximized autonomy of teacher practice. Participants had more value, confidence and trust in the accountability measures on them in-house such as observation scores and conversations held with principals regarding classroom practices.

Coping Strategies of Participants with Higher Efficacy

Compartmentalization. I wondered why it was more difficult to sieve connections to the practices listed above from the interviews and not the reflections. Then one participant captured the idea of keeping accountability separate from classroom practice until it is needed for testing or observation. In her last interview she said,

I think I have not ever really thought about it until I was reviewing these questions and having to think about it. You just think of it all is embedded in everything you do. I didn't really realize how you really do separate the two (Kay).

Kay discovered an idea of compartmentalization and being able to separate accountability from instructional practice. Evidence from interviews and reflections provided a theme of accountability being separate from individual teaching practice. Because the reflections allowed freedom for participants to openly share thoughts, more

connections to practice and accountability were found that further strengthened the theme of compartmentalization as a coping strategy for participants as seen in the following comments.

I see waves of everybody being super anxious about this thing and that kind of goes away and everybody flipped out about the writing and then they calmed down about the writing stuff. (Mary, second interview)

The accountability piece is part of it but even more I'm just trying to do what is best for my kids more so than a score that I get on a piece of paper. Even though I want to do well. (Beth, first interview)

It makes you upset with all the state testing this year. It makes you angry, but I think you just have to put a barrier between what you are doing for your kids and accountability. I think if you know that you are doing the right thing for your children the accountability is going to be there. (Kay, first interview)

Eve explains, "I got past it. I guess from just hearing time and time again it is going to be harder to maintain that level 5 status. I think the year I went to a level 4, I lost it.... I may not get that again, but I am going to still do the best that I can do.... if I get a 5, great! If I don't, okay" (first interview).

Sarah also shares similar sentiments, "That is why I don't worry about it because I was meant to be a teacher and that is what I am doing and I don't feel like there will be a day that someone tells me I can't" (first interview). Both participants have over fifteen years experience, multiple grade level and school changes and teach fifth grade currently.

Teacher agency. As stated by Moate & Ruohotie, "Agency is recognized as teachers' ability to enact pedagogical convictions and understanding of what is educationally beneficial. Moreover, the notion of teacher agency highlights the complexity of education and the required sensitivity of educators (2014; p.8)." This sub-theme of agency emerged as a coping strategy used by participants when faced with

pressures of accountability. Teachers identified success with their agency within and the agency increased by student successes.

Agency in self. Each participant in the study held herself accountable for student learning and was convicted to deliver classroom practices that grew students. This was shaped nicely by Racheal in her first interview, “You are only as accountable as you want yourself to be.”

Racheal has a personal conviction and knows “what is educationally beneficial” (Moate & Ruohotie, 2014; p. 8) for her students. She went on to say that, “It is my passion. It is my purpose. I think that is my driving force to want them to be good people” (first interview). Susanne shared her agency when she says,

My job is to make sure that if they have or haven’t learned it is my job to fill in those gaps to read. I feel that I am teaching that life long skill that they are going to use the rest of their life. It is my job to make sure they can read well no matter what. I have to teach them how to read better. (second interview)

Susanne talked about teacher agency when she had the purposeful job to teach first graders how to read. That drive for student success and knowledge of what she needed to teach the children for first grade learning and life was agency.

“You want to grow readers and writers and children who are fluent with math so that they have that understanding to get through life and move to that next level” (Beth, second interview). Each participant shared that drive to foster success in each student who entered her classroom. All nine participants shared narrative data on their sense of agency as they saw it in their personal conviction to teach and when students increased autonomy in learning.

Finding agency in student learning. When teachers used practices that led students to be creative, to use inquiry, and to build student autonomy, teacher's agency increased resulting in maximization of classroom practices. When students learning progressed through high student engagement classroom practices fulfillment and joy of teaching was shared by participants. The participants had several examples of times when they chose to use instructional strategies that increased agency and maximized practice: a Socratic Seminar, Civil Rights unit where they involved students' families, conducting interactive instruction, or merely turning the learning over to the class for them to ask and answer each other's questions. Participants were emphatic when sharing stories of practices that built student autonomy as learners and fostered creativity and/or inquiry. Those events clearly maximized autonomy in participants' practice.

Self-talk. It was interesting to see patterns of successes and concerns from each of the nine participants. All of the participants had moments of reassuring self-talk when being interviewed or writing reflections of daily practices. As I continued to sift through themes, a reoccurring message began to take shape being able to cope with accountability pressures through self-talk. Several pieces of dialogue were shared. Some accounts show participants shielding themselves from what others are saying about accountability:

I read this thing the other day and I really like it. It is called don't let them throw their garbage on you. I just try to go on. (Beth, first interview)

Honestly, I try not to let it bother me too bad. When I am doing the best, I can do and being all I can be that is the best I can do. I try not to focus too much on that and then you hear someone talking about it and it does affect me but I try hard not to think about it every day. (Jennie, first interview)

For me it's not to take accountability personally; not to take it as a black mark on who you are but to take it as a way to be better. (Mary, first interview)

I really try to breathe and think how would I want people to handle my own children. They are just kids and I think we get caught up in they got to do this. (Sarah, first interview)

There is a lot of self-talk that goes on throughout the day. A lot of self talk all the time. Did I accomplish what I wanted to accomplish, did I care. (Jessica, second interview)

Self-talk is a way that teachers can mentally look at situations dealing with accountability and classroom practice coupled with agency. Narratives also showed that self-talk accompanied compartmentalization when thinking about classroom practices to use for instruction. Each interview and reflection had one or more of the coping strategies participants used as they wrestled with classroom practice and accountability.

All participants cope with accountability in unique ways, but some consistent themes that occurred were compartmentalizing, teacher agency, and self-talk. Participants referred to those coping strategies either individually or together as ways they cope with accountability. It was a way for them to continue to return to autonomy of practice when faced with the adversity of accountability.

Conclusion

Teachers in this study navigated accountability for student learning to occur. These teachers scored on the high end of the TSES and, as determined by self-efficacy research, should be productive and find ways to thrive in the tough situation of accountability in Tennessee. Findings show that all nine have struggled with accountability to the point of frustration that minimized participants instructional strategies as seen in *Figure 14: Data Map of Research* and *Figure 15: Evidence*

Supporting Conceptual Framework and Research Questions. They found value in different parts of accountability and had angst with others.

Categories	Themes	Interrelating the Explanation
Professional Learning	In-house	Accountability maximization of practice: what part of Tennessee accountability strengthens teacher autonomy of practice
Observations	State and In-house	
Announced observations	State and In-house	
Unannounced observations	State and In-house	
Efficacy of Practice	In-house	
Accountability	State and In-house	Accountability minimization of practice: what part of Tennessee accountability diminishes teacher autonomy of practice
State Accountability: RTI ² , strict teaching time allocations Tier 1, change	State	
Reactions to Accountability Pressures	State and In-house	
Standards	State and In-house	

Figure 14: Data Map of Research

The participants made clear two types of accountability as they saw it in Tennessee. In-house accountability, which took the form of observations and conversations with the principal about practice, was favored by participants and positively shaped their instructional practices. The second type of perceived accountability was directly connected by participants to the state with frequent changes in standards, testing format, and testing reporting for teacher effectiveness, and strict teaching regulations driven by RTI. The perceived state accountability decreases effective classroom practice. The interrelated explanation is that teachers in this school see two sides to accountability: accountability that maximizes practice and accountability that minimizes practice (Harry, et al., 2005).

Evidence Supporting Conceptual Framework and Research Questions		
Perceptions of accountability on instructional practice	Reactions to accountability by teachers scoring on the high end of efficacy scale	Compromise of practice due to accountability
Overall the number ranking of state testing and the TEAM rubric hindered perception of accountability on instructional practice. Overall the observation feedback and student-teacher/teacher-student empowerment during innovative practice increased autonomy.	Frustration and uncertainty restrict instructional strategies and student engagement due to changes in testing format, reporting scores, and changing standards leave participants with high-end efficacy to cope by using compartmentalization, personal accountability, and self-talk or reflective practices.	Accountability expectations of testing, digesting changing standards, and new RTI ² time constraints compromised pedagogical beliefs and decisions made regarding instructional practices.

Figure 15: Evidence Supporting Conceptual Framework and Research Questions

Participants used compartmentalization, teacher and student agency, as well as self-talk to navigate constrictions on classroom practices due to accountability (Hanushek and Raymond, 2005; Kress, Zechmann and Schmitten, 2011).

CHAPTER V

IMPLICATIONS

This chapter will provide some practical use of this study's findings; themes and interrelated explanations that can be used by administrators in the field of education (Harry, 2005). Themes shared by teachers in this study to maximize classroom practice used to design this chapter and provide practical steps for administrators to increase teacher autonomy over classroom practice in light of accountability.

It can be easy for administrators to make assumptions as to why a teacher conducts classroom practices a certain way. Due to the dual role I had in this study as the researcher and administrator, the findings prove to be beneficial for practical use by administrators. This study gives a closer look as to why teachers' classroom practices take the shape they do within the context of accountability in education. The relationship found in this study between practice and accountability is related to Bandura's theory of social cognitive development (1989). Social cognitive development is the idea that everything with which a teacher comes in contact within the building combined with inner beliefs and understandings determines actions (Bandura, 1989). School culture and classroom environment framed teachers' efficacy in practice (Bray-Clark and Bates, 2003).

Implications in this study point to the relationship between building administrator and teacher that can improve classroom practices. Findings indicate that the most valued piece of accountability is administrators' narrative feedback on strengths and areas to improve after an observed lesson. Some secondary findings were peer relationships and student learning through high engagement instructional practices.

Maximization of Classroom Practice

Hearing from all the participants on accountability, the most helpful aspect that improved their craft of classroom practice was narrative feedback during the post-observation conference with the administrators in the school. The second aspect was observing students' learning during a highly engaged lesson, and the third was the peer influence of fellow teachers. Participants have more value, confidence, and trust in the accountability measures primarily from in-house administrator feedback. *In-house* refers to all types of accountability taking place inside the building where they teach. Teachers in the study felt more comfort and trust with in-house accountability and discussed increased or maximized instructional practices. The comfort and trust came from trusting both the principal and assistant principal to give them feedback and to communicate expectations.

Teachers indicated conversations regarding observation or practice increase efficacy of instructional practice. Teachers hold themselves most accountable to the people directly around them including administrators, peers, students, and the teachers themselves. These aspects of accountability strengthened teacher efficacy of practice and gave them encouragement to continue to mold their craft of classroom teaching.

Administrator as Instructional Leader

Based on administrator feedback participants received, there was a level of trust empowering teachers and maximized instructional practice with students. This trust evolved from the relationships built between teachers and administrators as instructional leaders. Administrators as instructional leaders are a relatively new role, departing from

the typical duties of general building management and student discipline (Hallinger, 1992; Dufour, Dufour, & Eaker, 2008). Instructional leaders have a dynamic role in the building to be involved in the development of teachers and their instructional practices. The findings from Bamburg and Andrews (1990) explain the perception teachers in this study with which see their principals. Bamburg and Andrews found significant points that related to what teachers said in this study about administrators. Bamburg and Andrews (1990) explained instructional leaders in high performing schools indicated principals to be a resource provider that can "... get maximum value out of limited resources available to them" (p.15-16). They found principals in these to be "... knowledgeable about instructional practices" and were able to use that knowledge to "work with teachers with instructional concerns or problems" (p. 16). They also found principals as instructional leaders to be strong and strategic communicators. Instructional leaders "... must be able to communicate clearly and effectively about issues related to instruction" (p.17). Teachers recognize that the principal is a "... strong instructional leader ..." (Bamburg & Andrews, 1990; p. 18).

Even though this study completed prior to the Race to the Top legislation, it rings true in the voices of teachers in this study. Educational research completed prior to Race to the Top addressed No Child Left Behind mandates. Race to the Top demanded more rigorous tracking of teacher and student performance therefore the demands on teachers increased. The Bamburg and Andrew's study was conducted prior to Race to the Top still reflects the qualities teachers in this study respect (1990). They appreciate the conversations for improvement as directed by the current evaluation model because they trust and value their principals' feedback. They look to administrators for instructional

advice to rely on guidance to improve instruction. Teachers appreciate the *get in the trenches*' attitude to help teachers work through instructional practice struggles with high stakes accountability and time to make sense of it all.

Mindfulness of Observations

Observations provided the teachers with the opportunity to gain feedback from leaders in the building after teaching a lesson. Teachers agreed the strengths and areas of improvement were favored in conversations from building administrators rather than number rankings on the observation tool. In conjunction with observation feedback, teachers enjoyed casual walk-through feedback as well. Conversations were more fluid, authentic, and without number ranking focused on and maximized classroom practice and ways to become a stronger teacher for students.

The Gift of Time

Time seems to be the limited resource instructional leaders can provide for teachers. Teachers mentioned time 104 times in the study, the eighth highest mentioned word. Teachers especially wanted time to learn new mandates and protocols instead of learning along with their children. They asked for time to have productive and precise conversations as well as time to collaborate with peers to build knowledge of content and improve instructional delivery.

One way administrators can provide time is to be creative with auxiliary staff that does not have homerooms like art, music, library, interventionist, etc. The auxiliary teacher or staff member can instruct the students and give grade level teachers time to collaborate. Another is inviting the learning community, such as retired teachers, members from the Central Office, and select parents, to assist.

Building Coaching Relationships

The administrator can provide an open space or time for specific content area teachers to converse about instructional practices. A rich learning environment encourages learning new ideas. The teachers in the study wanted time to learn, practice, and discuss how to implement high student engagement practices with the accountability pressures felt each day.

The importance in providing knowledgeable coaching as instructional leader/administrator helps to maximize instructional practice because of teacher trust as seen in this study. Possible ideas include small group meetings regarding specific subjects and the learning progression in these subjects throughout the grade structure of the school. Math teachers for example meet with other math teachers to look at practice and approach. The math teachers would have time to coach each other on math strategies to give students an opportunity to apply mathematical practices. This holds true for productive student use of technology, the scaffolding in English Language Arts, science, and social studies content.

Developing Peer Relationships

With time and opportunity, groups begin to form organically rather than in a punitive way as if to say, *You need help with an area of your practice, and Sue is going to show you how to fix that struggle*. Organic peer relationships will form given time and space. Teachers, who think alike and are interested in considering alternative ways to the textbook and delivery content, will begin to depend on each other and support each other

without accountability stress. Creating a support system, as teachers shared in the study, is important to developing professionally for strong student learning (Goodwin, 2015).

Transforming into an Instructional Leader that Maximizes Teacher Practice: Points to Consider

Being in an administrative role, one can easily become enmeshed in the day-to-day demands as a principal and put aside instructional leadership responsibilities that impact student learning so greatly and should be the priority. It is essential to avoid making assumptions about why teachers use the practices they do. It is important to meet the teacher where he / she is in his / her practice and give robust opportunities to learn and grow. In this research, key points surfaced that administrators growing into instructional leaders need to keep in mind.

Observation Feedback

Teachers value and yearn for narrative feedback after an observation. They see the numbers as being punitive and ranking their craft. The conversations are what participants found immediately to change instructional practices. The teacher can take the feedback to the classroom and apply immediately. The importance of maximizing the narrative feedback and minimizing the score is so vital to teachers.

One method to maximize the post-conference is to focus on narrative feedback and questioning to drive the teachers thinking to improvement of practice. This may be accomplished by not revealing the scores until the end of the conference. Another option is to give teachers opportunity to reflect on the indicators of practice as to what went well during the lesson and what needs work prior to coming to the post-conference. This

reflection piece provides teacher time to prepare prior to coming to the conference leading to rich growth discussions between instructional leader and teacher.

Gradual Implementation Approach

Another finding in this study points directly to teachers receiving too much information to implement too quickly without time to learn the new mandate or protocol. As a growing instructional leader, I find it critical to know more about the new mandate or protocol and coach teachers in small steps toward implementation. It goes back to the teachers seeing the instructional leader as someone who has knowledge of instructional practices and can support or coach teachers through areas of concern (Bamburg & Andrews, 1990).

Findings in this study show areas of accountability that maximize and other areas that minimize practice. The participants were teachers with high efficacy; yet, even with high efficacy, they struggle maneuvering for all they feel accountable. Instructional leaders see and know what maximizes teacher practice through conversations, being visible, being knowledgeable and ready to work through struggles or concerns regarding instructional practices, and finding creative ways to use resources to provide time for teachers to grow and improve instructional practices for strong student learning.

Concluding Remarks

Findings in the study show that even teachers with high efficacy and strong agency struggle with the accountability measures on them today. Research suggests, due to their level of efficacy, they can find ways to be productive in adversity. Noting the voices of teachers with high efficacy having struggles with day-to-day classroom

practices, not feeling successful, feeling frustrated and uncertain, it is time to take a further, much closer look at the classroom—a look to see the students, the teachers, and all that the day brings with the strict mandates. Administrators are key as detailed by participants in this study as they were the ones trusted to provide accountability measures through observations and conversational feedback. I urge educators to support one another in the field and administrators to find best ways to support teachers in this time of accountability.

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APPENDICES

APPENDIX A

TEACHERS' SENSE OF EFFICACY SCALE

Teachers' Sense of Efficacy Scale¹ (long form)

Teacher Beliefs		How much can you do?								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1.	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How well can you respond to difficult questions from your students ?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
13.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
14.	How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
15.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
16.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
17.	How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
18.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
19.	How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
20.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
21.	How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
22.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
23.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
24.	How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

APPENDIX B

SCRIPT TO BE READ TO TEACHERS AT THE FACULTY MEETING

Appendix B Script to be read to teachers at the faculty meeting.

"I am working on my dissertation, in the Department of Education, and in the degree program Assessment, Learning, & School Improvement. I have asked you here today for the first part of the study which consists of a efficacy survey that you will rank about how you feel about happenings in your classroom. The task is voluntary and you can withdraw at any time without penalty. It should not take more than 10-20 minutes. Participants in the study will be self-reflecting and will now be shared with others or held in discord against teacher participants in any way. If you chose to be part of the study today and the long-term of it, which I will explain in a minute, you will fill out consent form today and complete the Teacher Sense of Efficacy Scale. At anytime during the study you have questions or concerns, you can reach me at (615) 554-6676. The rest of the study will begin after the winter break in January 2016. At that time, I will report the findings of your responses and select a small group that will continue with the study. The small group will be selected due to responses on the scale. The small group must be selected to collect rich data and for the completion of my work by March 2016. The small group chosen will participate in a continued interview/reflection process that will last over the course of three months, January through March. An initial interview of each participant chosen will be in January and subsequent individual interviews in February and March to look at the process and outcomes for individuals. This approach is called a mixed methods approach to completing my dissertation (Creswell, 2003 & 2013; Brinkman & Kvale, 2015; Patton, 2015). The interviews will consist of individual questions based on each participant's journal reflections on successful teaching moments. The process of the journal will look like What is going on now, So, What does that affect and why, and Now What do I want to do to change or continue processes in my classroom."

APPENDIX C

OHIO STATE TEACHER EFFICACY SCALE

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Table 4
Factor loadings for the OSTES (study 3)

Ohio State teacher efficacy scale (OSTES)	24 items	12 items		
<i>Factor 1: Efficacy for instructional strategies</i>				
1. To what extent can you use a variety of assessment strategies?	0.72	0.73		
2. To what extent can you provide an alternative explanation or example when students are confused?	0.70	0.75		
3. To what extent can you craft good questions for your students?	0.68	0.63		
4. How well can you implement alternative strategies in your classroom?	0.66	0.73		
5. How well can you respond to difficult questions from your students?	0.66			
6. How much can you do to adjust your lessons to the proper level for individual students?	0.59			
7. To what extent can you gauge student comprehension of what you have taught?	0.57			
8. How well can you provide appropriate challenges for very capable students?	0.55			
<i>Factor 2: Efficacy for classroom management</i>				
9. How much can you do to control disruptive behavior in the classroom?	0.78	0.83		
10. How much can you do to get children to follow classroom rules?	0.69	0.66		
11. How much can you do to calm a student who is disruptive or noisy?	0.66	0.63		
12. How well can you establish a classroom management system with each group of students?	0.66	0.61		
13. How well can you keep a few problem students from ruining an entire lesson?	0.62			
14. How well can you respond to defiant students?	0.61			
15. To what extent can you make your expectation clear about student behavior?	0.53			
16. How well can you establish routines to keep activities running smoothly?	0.50			
<i>Factor 3: Efficacy for student engagement</i>				
17. How much can you do to get students to believe they can do well in schoolwork?	0.75	0.75		
18. How much can you do to help your students value learning?	0.70	0.69		
19. How much can you do to motivate students who show low interest in schoolwork?	0.66	0.64		
20. How much can you assist families in helping their children do well in school?	0.63	0.62		
21. How much can you do to improve the understanding of a student who is failing?	0.57			
22. How much can you do to help your students think critically?	0.56			
23. How much can you do to foster student creativity?	0.50			
24. How much can you do to get through to the most difficult students?	0.47			
	Long form	Short form		
	Eigenvalue	Cum %	Eigenvalue	Cum %
Factor 1	10.38	43.25	5.68	47.30
Factor 2	2.03	51.72	1.51	59.89
Factor 3	1.62	58.47	1.11	69.10

Table 5
Means for OSTES subscales and total score for long and short forms

	Long form			Short form		
	Mean	SD	α	Mean	SD	α
OSTES	7.1	0.94	0.94	7.1	0.98	0.90
Instruction	7.3	1.1	0.91	7.3	1.2	0.86
Management	6.7	1.1	0.90	6.7	1.2	0.86
Engagement	7.3	1.1	0.87	7.2	1.2	0.81

APPENDIX D

INTERVIEW QUESTIONS FOR FIRST INTERVIEW

Interview Questions for First Interview:

During the interview process in the initial interview and the follow-up interview, the researcher as well as the participants is free to go in the direction lead by the conversation as it pertains to the topic of efficacy and accountability. Interview questions will be developed in two phases. During the first phase, participants will be asked the guided questions that follow. Questions have been developed with research question one in mind: How do teachers in this school perceive state and local accountability mandates? While answering the listed questions, the researcher will be letting the questions pave the way for participants to share perceptions. When needed the researcher will ask clarifying probes (Patton, 2015) to give the participants opportunity in the interview to verify meaning of responses. The conversation starter and questions for the initial interview are as follows.

I appreciate you participating in this study. Your reflections have been a great addition to the research and in developing individual questions. I want to have some time in this interview to hear how accountability is affecting you in the classroom. Let's talk a few minutes about accountability and the impact on day-to-day practices with your students.

- I would like to start by talking with you about your general thoughts on accountability of state testing and your observation scores
- How do observation scores impact your day-to-day practice(s) with your students?

- Give me an example or two of how you think the teacher evaluation rubric influences the way you plan and teach your lessons?
- How do you think student engagement is impacted by accountability in your classroom? Can you give me an example? "The attention, interest, investment, and effort students expend in the work of school (Marks, 2000, p.155)"
- Does the teacher evaluation rubric influence the way you plan lessons to teach your students? Can you give me some example?
- How are your instructional strategies affected by accountability? What do you think about that? Strategies teachers use to guide students as they acquire content knowledge and skill (Marzano, 2003, p. 4)
- Is your classroom management effected by accountability in any way? All things that a teacher does to organize students, space, time, and materials so that student learning can take place. It consists of a plan-a set of procedures that structure the classroom so that students know what to do, how to do it, and when to do it in a classroom (Wong, Wong, Rogers, & Brooks, 2012, p. 67)"
- How do you keep your composure and calmness when discussing or thinking about accountability?

Reflections have been reviewed multiple times in order to provide questions for the second interview pertaining to the three specific factors of the TSES in combination with the first interview's responses. The second interview is to get a more clear understanding of your practice and how accountability impacts day-to-day work with students.

APPENDIX E: SECOND INTERVIEW QUESTION PROTOCOL

Second interview protocol to conduct a member check on first interviews responses as well as researcher interpretation on journal reflections.

How are observations and testing different in terms of how you see accountability?

How do you know what is best for kids?

How do you know what decisions you make are best for kids?

When it comes to accountability talk about this idea of what you can control?

In a perfect teaching world what would you chose to be your accountability measure?

What part of the rubric do you find the most value in?

How do you perceive changes in education?

How beneficial was the reflections on your practices?

How has fun been taken out of the day? Why or why not?

APPENDIX F
INSTITUTIONAL REVIEW BOARD APPROVAL FOR STUDY

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



EXEMPT APPROVAL NOTICE

12/7/2015

Investigator(s): Christa Campbell
 Department: Educational Leadership
 Investigator(s) Email: cdc2e@mtmail.mtsu.edu
 Protocol Title: "Teachers' Voices in an Accountability World"
 Protocol ID: 16-1126

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above and this study has been designated to be EXEMPT.. The exemption is pursuant to 45 CFR 46.101(b) **(2) Educational Tests, Surveys, Interviews, or Observations**

The following changes to this protocol must be reported prior to implementation:

- Addition of new subject population or exclusion of currently approved demographics
- Addition/removal of investigators
- Addition of new procedures
- Other changes that may make this study to be no longer be considered exempt

The following changes do not have to be reported:

- Editorial/administrative revisions to the consent of other study documents
- Changes to the number of subjects from the original proposal

All research materials must be retained by the PI or the faculty advisor (if the PI is a student) for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
 Middle Tennessee State University

NOTE: All necessary forms can be obtained from www.mtsu.edu/irb.

APPENDIX G
PERMISSION TO USE THE TEACHER SENSE OF EFFICACY SCALE



William & Mary
School of Education

MEGAN TSCHANNEN-MORAN, PHD
PROFESSOR OF EDUCATIONAL LEADERSHIP

December 5, 2015

Christa,

You have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), which I developed with Anita Woolfolk Hoy, in your research. You can find a copy of the measure and scoring directions on my web site at <http://wmpeople.wm.edu/site/page/mxtsch> . Please use the following as the proper citation:

Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education

APPENDIX H
PERMISSION TO USE THE TEACHERS' SENSE OF EFFICACY SCALE



ANITA WOOLFOLK HOY, PH.D.

PROFESSOR
PSYCHOLOGICAL STUDIES IN EDUCATION

Dear

You have my permission to use the *Teachers' Sense of Efficacy Scale* in your research. A copy the scoring instructions can be found at:

<http://u.osu.edu/hoy.17/research/instruments/>

Best wishes in your work,

A handwritten signature in cursive script that reads 'Anita Woolfolk Hoy'.

Anita Woolfolk Hoy, Ph.D.
Professor Emeritus

COLLEGE OF EDUCATION
29 WEST WOODRUFF AVENUE
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APPENDIX I
SUPPLEMENTARY DATA – JENNIE

Interview 1 Coding

Participant	Open Codes	Categories	Themes
<u>Participant 2</u> 8 7.87 7.6 Eight Years Third Grade 2 schools Kindergarten, third No additional degrees	Accountability from state is a little frustrating Changes I am doing the best I can do Observations: like to get feedback The rubric is a lot...a lot you need to be hitting If I am doing what I need to be doing, I will be using all kinds of strategies so that I am reaching every learner any way I can. More comfortable with an announced observation... I think for the first year I have been very frustrated and fed up with expectations of what third graders are having to do. This new testing that we were practicing for and the way it went that was even more frustrating.	State accountability changing Rubric is a lot Like observation feedback Frustrations State testing expectations for third graders is frustrating	Frustration of changing accountability of state testing Third grade is the first state tested year and expectations for the students are unrealistic

Reflections Coding

<p><u>Participant 2</u> 8 7.87 7.6 Eight Years Third Grade 2 schools Kindergarten, third No additional degrees</p>	<p>Mentor sentences: glad I did Dedicated to mentor sentences Great way for mini grammar lesson Helps to see what we need to focus on the next couple of weeks Routine Even my lower students impressed me Better writers: bring in some great literature I feel is making a difference Will continue to use Spending more time than ever “practicing” for the big test Spending valuable time practicing for a test I need every second I have to teach them In order to be successful in upcoming assessments We are often times not asked what is best for our students when we are the ones that should be asked Not appropriate writing expectations 8 and 9 year olds Ridiculous Values importance of writing Crucial to teach writing I know I need to expose them I have struggles this year Students break down It is hard for them I have done my best Like I’m told I will not agree that it is appropriate Child’s perspective Fully engaged Writing on desks with Expo markers is something they enjoy Becoming reporters and interviewing one another Own ideas makes school better Something new All had background knowledge Most identified with New math textbook Students don’t have what it takes to use text book appropriately I HAVE to use this textbook Sometimes I know a better way of reaching my students Covers all the things that kids need to know Fully engaged and questions were great Will continue I thought the lesson with planting peas would go great Much more planned out so that each student needed a job Next time, thorough instructions and expectations</p>	<p>Innovative practice New practice Mini lessons Formative assessments Practices where all students can show progress Continued use of strategies that motivate and grow students Success in the eye of the teacher Practicing for testing consumes time to teach Upcoming assessments add stress Testing appropriateness for ages of students Teachers and students struggling with testing Compliance Engagement Strategies that engage Students and teachers enjoy putting ideas into action Compliance vs. what I know is best for my students Teachers know best Continuation of what seems to work with students State expectations are hard for students State and district pressures Teacher modification of practice</p> <p>Student engagement is very important</p> <p>Instructional strategies</p>
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Interview 2 Coding

<p><u>Participant 2</u> 8 7.87 7.6 Eight Years Third Grade 2 schools Kindergarten, third No additional degrees</p>	<p>That is where and when I get frustrated and that's when I don't feel like I'm' reaching every child or feel like I am doing what is best for every child when I am being told you have to do this, this, and this. I think it is frustrating because for one year I had a two for my 15% score and I didn't feel like that reflected me as a teacher. I try to step back and think that the test doesn't totally define me, but you do feel let down when you are not getting the better scores. I sit there and think it is one piece to my score. I think about my students and they don't always do great on a test but that does not totally define them. Sure, we have gotten away from that with third graders and can only speak for third grade. Teachers feel so overwhelmed with all the new standards and all the things we had to get to and cover and they are like we don't have time for those science experiments that the kids need. So that is frustrating that you don't feel like you have that time for that. I definitely think so as it is a learning process and knowing how to balance it all. I think next year will be easier (with reservation in her tone). You never know if that will be because of the anxiety of the test and what it is going to look like. The unknown brings about anxiety.</p>	<p>Change State or district changes Perceptions of accountability Control teachers have on accountability measures Coping with accountability pressures Perceptions of accountability</p>	<p>Frequent changes bring a sense of uncertainty Third grade is the first state tested year and expectations for the students are unrealistic Frustration Uncertainty of changes in testing and how she will be held accountable</p>
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APPENDIX J

SUPPLEMENTARY DATA – MARY

Interview 1 Coding

Participant	Open Codes	Categories	Themes
<p><u>Participant 5</u> 4.37 4 4.37 One year Second grade 1 school second no additional degrees</p>	<p>I think it was hard being the first year what the numbers really mean. I see 64% met or exceeded a goal, but I don't know what normal looks like. Is that a good thing a bad thing, how to I read that even.</p> <p>Being new, I feel like I don't put as much pressure on myself as my teammates do because I have felt and I guess over the years that will change.</p> <p>I want to give it the appropriate amount of weight, but not overly be concerned about it. With the paper yesterday (choosing 15%) it almost doesn't register about what this really means. I think if next year when I know more about how it breaks down I might think about it a little bit different.</p> <p>chose school wide TCAP science or something like that. That is pretty much what my kids don't even do. That is why it didn't make a whole lot of sense to me in the beginning. It is almost not fair for me to chose that because I don't have any kind of pull in that at all. It is safer to choose something that is more of a sure thing.</p> <p>After that, I was much more mindful of how things end and how we transition.</p> <p>I think, in my mind, I think accountability is making sure I'm doing what I am supposed to be doing. I think it's best for me to have a rubric, boundaries, and guidelines.</p> <p>So, I think if I want everyone to be as successful as they can for whatever that looks like if that be my last evaluation or be a test score or observation then they have to be engaged to know what is going on for that to be reflected accurately.</p> <p>Maybe not all at once I can't say all the time.</p>	<p>Not knowing</p> <p>Innocence to system</p> <p>Figuring out how to manage acct. and what to think of it</p> <p>Power that one has over end result and the idea of picking something that will rank them that they have no connection to.</p> <p>Observations help me to be more mindful</p> <p>Enormity of the rubric</p>	<p>Uncertainty</p> <p>Introspective</p> <p>Autonomy minimization In testing acct. in TN</p> <p>Reflective practices after observations</p>

Reflections Coding

<p><u>Participant 5</u> 4.37 4 4.37 One year Second grade 1 school second no additional degrees</p>	<p>Weighing on me is teaching writing this year. Opinion writing was much easier for them to write about than narrative and informational. I think they may be getting tripped up in getting their ideas out into words and on paper and the structure is just falling apart in the meantime.</p> <p>We were working on math in small group and they could answer every question. Then I gave them 3 problems to do on their own and the wheels fell off. Disconnect from group work to what they could apply on their own.</p> <p>I need to find a way to teach this to them but I fear that this is too late in the year to tackle that now.</p> <p>They don't have the self-control and problem solving skills to figure things out on their own. I am definitely doing too much assuming in what I think they will already know.</p>	<p>Reflective practice</p> <p>Student engagement</p> <p>Instructional strategies</p> <p>Classroom management</p> <p>Reflection/Introspective/ Self-talk</p>
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Interview 2 Coding

<p><u>Participant</u> <u>5</u> 4.37 4 4.37 One year Second grade 1 school second no additional degrees</p>	<p>Am I trying to improve my acting skills of pulling out what I can do when it has been really prepared or am I trying to really improve my day-to-day craft of what I am doing. That has kind of helped me. Being new is hard to walk that line of figuring out how much weight to give different things and how seriously to take what because you do hear so much talk swirling around you. It has been better for me to focus on the team members that try to see the good in the acct. pieces and smile and nod at the rest. I think there is more that I can control than people act there are. You figure out how important it is and figure how to give it the weight it deserves. For me I am just learning how to put the pieces together as I go. I don't know how it used to be or how it was 15 years ago. I am taking it all in at once and sometimes it is hard because of the stress they have over things and I think to myself why am I not more freaked out about this? It was interesting at the end with the MAP data knowing how hard we worked all year to not see a lot of growth but again that is the part that you can't really control, but to see others that did really well and were more engaged with it than the first time and really improved. That is why I am not super opposed to the MAP data but it really does show progress.</p>	<p>Authentic teaching during observations Introspective Guiding force Learning how to use accountability to benefit her and her students New to teaching: what drives teaching Control teachers have over accountability</p>	<p>Maximizing autonomy</p>
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APPENDIX K

SUPPLEMENTARY DATA – JESSICA

Interview 1 Coding

Participant	Open codes	Categories	Themes
Participant 8 7.87 8.62 8.25 Fifteen years Fifth grade 2 schools Fourth, fifth, sixth One additional degree	<p>Like if your feedback is for me to work on questioning or higher order thinking or whatever that is or when you see that I need to do better. I would improve that way.</p> <p>So it made sense and it was a good framework incase you have gotten a little bit lax.</p> <p>In the beginning, it did make me think through more and how it scaffolded more.</p> <p>It's not, I don't think. (how does accountability shape your practice)</p> <p>Used to if you had an idea like that it's okay to use it like a set or to do it a different time or play a little game you weren't thought as being a serious teacher if you do such things.</p> <p>So it made sense and it was a good framework incase you have gotten a little bit lax.</p> <p>In the beginning, it did make me think through more and how it scaffolded more.</p> <p>It's not, I don't think. (how does accountability shape your practice)</p> <p>Used to if you had an idea like that it's okay to use it like a set or to do it a different time or play a little game you weren't thought as being a serious teacher if you do such things.</p> <p>I think it's necessary. You do have to have it, but I don't think it's something you dangle in front of me and say I'm going to get fired over it.</p> <p>I need some autonomy, I need to be able to freely do what I need to be able to do.</p> <p>Then you come into yourself, but there still some that are just not naturally a teacher.</p> <p>It made me more aware. It made me realize that I might not be doing something that I should have been doing. Or makes me think a little deeper possibly. It is nice to know what they expect of course. These are the things they expect but whew it's a lot and you can't cover it all in one lesson sometimes.</p> <p>It's made me reflect. Did I have this, did I have this, did I have this today? It's not the end all be all. I don't consciously think about that rubric every single day.</p> <p>I think observations should weigh more than test scores because you are taking a ten or eleven year old child for three days of the year or I don't know now (connection to testing in TN 2015-2016). Two weeks of the year whatever it is. Basically taking out how I am performing for those particular days from a child that could have had a terrible morning or whatever the case is. That should not be held more accountable than things seen in the classroom, things I do, professional development whatever it is.</p> <p>I think you are right about the reflection piece. I think it is something that is missing. I think they need to reflect more about what they do.</p> <p>Like I feel like I self-talk all the time, but that's just me.</p>	<p>Parts of the rubric that is found beneficial: feedback, questioning, or higher order thinking</p> <p>Kept me on my toes.</p> <p>Peer</p> <p>Autonomy</p> <p>Punitive</p> <p>Introspective</p> <p>Reflective</p> <p>Idea on how to use accountability measures differently</p>	<p>Peer influence</p> <p>Birth of the idea that runs through this study</p> <p>Reflection, introspective, and self-talk</p>

Reflections Coding

<p>Participant 8 7.87 8.62 8.25 Fifteen years Fifth grade 2 schools Fourth, fifth, sixth One additional degree</p>	<p>Changing with the environment of three different classes. Small groups with bubble students I had great discussions with each group and really felt accomplished afterwards. I do hope that they felt the same. It was nice to put myself in a kindergarten teacher's shoes and to appreciate all that they do. I was interested the difference between the homerooms and the reasoning/evidence that they used. Charger time can be frustrating at times. I am trying to instill a sense of going above and beyond with their answers and research. They are lacking effort in this project. I need to do more modeling and discussing... I make the mistake of assuming that they know what I want by giving them and explanation, but I clearly need to show examples of good vs. lame interview questions/answers.</p>	<p>Student engagement Relationships/others perspectives Reflective and Introspective Instructional strategies</p>
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