January 2018

The Relationship Between Teacher Attitudes Regarding Performance-Related Pay And Teacher Working Conditions

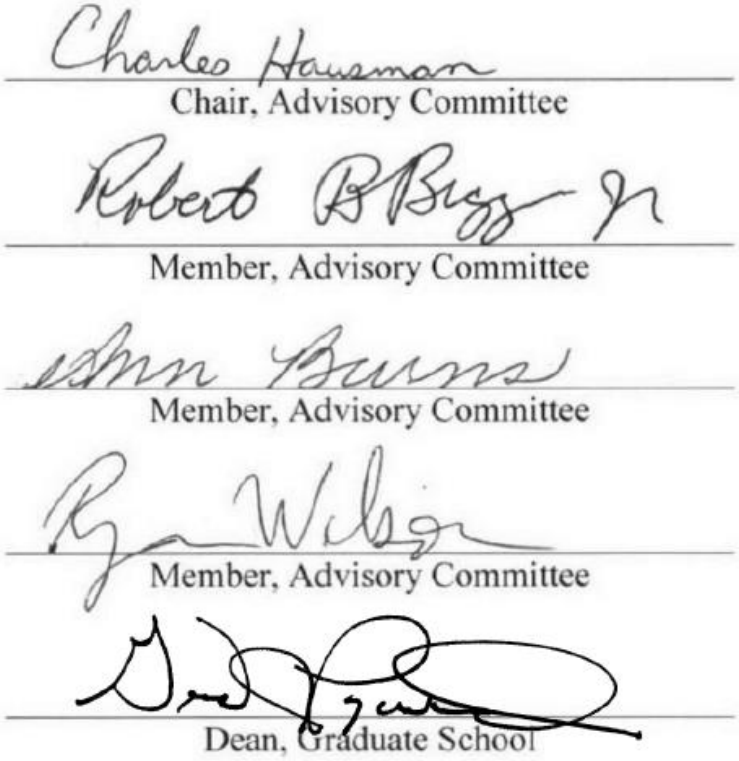
Audrey Nichols
Eastern Kentucky University

THE RELATIONSHIP BETWEEN TEACHER ATTITUDES REGARDING PERFORMANCE-RELATED PAY AND TEACHER WORKING CONDITIONS

BY

AUDREY NICHOLS

THESIS APPROVED:



STATEMENT OF PERMISSION TO USE

In presenting this thesis in partial fulfillment of the requirements for a Doctorate degree at Eastern Kentucky University, I agree that the Library shall make it available to borrowers under rules of the Library. Brief quotations from this thesis are allowable without special permission, provided that accurate acknowledgment of the source is made. Permission for extensive quotation from or reproduction of this thesis may be granted by my major professor, or in [his/her] absence, by the Head of Interlibrary Services when, in the opinion of either, the proposed use of the material is for scholarly purposes. Any copying or use of the material in this thesis for financial gain shall not be allowed without my written permission.

Signature Audrey Nichols

Date 4/6/18

THE RELATIONSHIP BETWEEN TEACHER ATTITUDES REGARDING PERFORMANCE-RELATED PAY AND TEACHER WORKING CONDITIONS

BY

AUDREY NICHOLS

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements
for the degree of

Doctorate of Educational Leadership

May, 2018

DEDICATION

This dissertation is dedicated to my family for all the support and instilling the belief that I can accomplish whatever I set my mind to do.

ACKNOWLEDGMENTS

I would like to thank my dissertation chair, Dr. Charles Hausman, for all of his help and work to get me through this process. I would also like to thank the other committee members, Dr. Robert Biggin, Dr. Ann Burns, and Dr. Ryan Wilson for all of their time spent reading my work and providing additional comments for thought and improvement. I would like to thank my husband, Justin, for all of his encouragement and motivation along this journey, as it has been one long journey filled with a whole lot of life. He never doubted my commitment and determination to accomplish a dream. I would like to thank my parents, Rick and Terry Brackett, for encouraging my love for learning and dreaming big at a very early age. I was blessed to have parents that told me I could accomplish anything I wanted in my life if I was willing to work for it. I would not be the person I am today without their influence and belief in me.

ABSTRACT

This quantitative study examined the relationship between teacher working conditions and teacher attitudes toward performance pay in two turnaround schools. In the context of this study, teacher working conditions are defined as professional development, school leadership, and teacher collaboration. Teacher survey results are used as a means of data collection in this study to determine if any relationship exists between the defined teacher working conditions and teacher attitudes toward performance pay.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

Introduction

I grew up the daughter of a teacher and swore I would never work in the profession. However, like most statements that begin with "I will never…" I have ended up as an educator in the public school arena for the past ten years. In those ten years, I have seen a lot of changes and fads cycle through schools and school districts regarding curriculum strategies, curriculum adoption, teacher efficacy strategies, student achievement measures, and a plethora of other aspects existing in the education field. One aspect coming to the forefront of education is the performance-related pay (PRP) system for teachers and administrators. This system is being adopted as a means to help increase student achievement levels across all areas and believed to help increase teacher effectiveness within the classroom. This system is new to many states and school districts, but there are some states and other countries that have and are using this type of pay system. I intend to look at existing research regarding these systems in place and examine what relationship exists between teacher attitudes regarding a PRP system and teacher working conditions.

Background

Teaching is a multi-faceted profession. Teachers are expected and required to take on numerous roles beyond educator. Ghamrawi and Jammal (2012) discuss the pressures of extra tasks on teachers listing parent conferences, bus monitoring, hallway/restroom supervision, staff meetings, and other tasks that arise throughout the school year. The passing of No Child Left Behind (NCLB) in 2001 and subsequently Every Student Succeeds Act (ESSA), resulted in changes for school districts across the

nation. These acts challenged and required schools nationwide to meet high demands. One of the biggest demands outlined in the NCLB bill was that all students would reach proficiency by 2014 in all areas being tested (Mathis & Trujillo, 2016). This resulted in changes to instructional methods with greater emphasis being placed on those tested areas versus those non-tested areas, as well as an increase in spending amounts per pupil (Dee, Jacob, & Schwartz, 2013).

Lavy (2007) states how there has been greater attention focused on "increasing teachers' effectiveness" (p. 88) from researchers and policymakers. The method deemed by many to be the most helpful in increasing teacher effectiveness is to change compensation methods for teachers. A majority of school districts currently use a system where teachers are paid based on their level of education and their years of experience in the field. However, this is not viewed as a highly motivating method for most teachers. Gratz (2009) quotes from a speech made by former U.S. Secretary of Education Arne Duncan, referencing a push for performance-related pay systems to be adopted by states calling it "illogical and indefensible" not to establish (p. 76). Performance-related pay is the latest measure to be implemented and examined as a method to help increase student achievement levels. The belief that teachers will work harder and more effectively if they know they will be compensated on their student's test results is becoming more widely practiced. On the contrary, Hulleman and Barron (2010) argue that "the tasks of teaching are by far not simple, and the skills required are more professional than industrial" (p. 28), which suggests that a performance-related pay system would not be as effective as believed to be for improving teacher performance.

Kentucky is one state that has piloted performance-based pay incentive systems within education (Lavy, 2007). Kentucky is not the first state to try to devise a performance-related pay PRP) systems for teachers, there are many other states that have tried or are currently using some form of a performance-related pay system. Utah, Colorado, Minnesota, Florida, Arkansas, North Carolina, Texas, and Tennessee are various states that implemented a PRP system throughout the state for teachers and administrators (Podgursky & Springer, 2007). Each state has designed their own system and implemented it with hopes of increasing teacher motivation to increase student achievement.

One criticism surrounding performance-related pay for teachers is devising a reasonable and equitable system for implementation. Lavy (2007) states "the target set for determining award winners is critically important both for efficiency and for equity" (p. 89). Establishing a system that will work well in all school environments with all student population demographics is challenging. In order for a successful performance-related pay system to be established, the targets that must be met need to be communicated to teachers and must be attainable. Goodman and Turner (2011) state "for merit pay to improve student outcomes, teachers must face strong incentives to improve their performance" (p. 71). Determining specific incentives that can work for all teachers in a wide variety of school systems is the dilemma. There have been variations of performance-related pay systems used within school districts over the past decades. "A PRP program may reward individual teachers for individual performance, a group of teachers for group-level performance, or all the teachers in a school for school-level performance" (Liang & Akiba, 2011, p. 848). The method that will be the most effective

in achieving the desired results is not clearly stated within the research. Finding a universal system should be a priority for school districts since the goal and objectives are the same for all stakeholders. Having a universal system would also make things equal and fair for all teachers across the nation, which would hopefully result in teachers having the desire to teach anywhere and everywhere, instead of desire being based on compensation levels. The concept needs to be researched fully to be able to understand how to develop a successful system, and to determine if this type of system really will show any benefit for student achievement levels.

Another aspect of performance-related pay that needs to be considered is how to measure progress accurately within a school. Proponents against performance-related pay argue that measuring progress would be difficult. Lavy (2007) discusses the lack of causal findings between performance-related pay in schools and the U.S. public education system. He writes "they could not establish definitively that the program itself- and not some other factor- was the cause of the improvement" (p. 96). Performance-related pay provides opportunities for teachers that cannot be achieved with current pay scale systems. There is growing support for adopting some type of system that awards teachers for student achievement. The question still remains when discussing measuring progress of a performance-related pay system for teachers is how to find a measure that will accurately represent student progress for all teachers in a school district.

Statement of Problem

Lavy (2007) defines performance-related pay as "pay based on performance usually involves some objective assessment of schools' or teachers' efforts or success or some measure of their students' performance" (p. 89). Lundström (2011) defines

performance-related pay, PRP, as "the arrangement of giving increases only for personal performance." (p. 378). Greater accountability will be placed on the teacher's for their student achievement levels. Those teachers deemed responsible for providing greater student achievement levels will receive some type of monetary award in a PRP system.

This study will focus on examining existing research and survey results to determine what relationship exists between teacher attitudes towards a PRP system and teacher working conditions within a turnaround school. Teacher working conditions have a great impact on teacher productivity, thus impacting student achievement levels. PRP systems are becoming more common across school districts within our nation. It is imperative that these systems be established with sound research and purpose. Policymakers and educators need to know how to design a PRP system that will be most effective. This study seeks to determine how teacher working conditions can impact their attitudes and beliefs regarding a PRP system.

Purpose Statement

The purpose of this study is to examine the relationship, if any, that exists between teacher working conditions and teacher attitudes towards performance-related pay systems within two turnaround schools. Teacher working conditions for this study will be defined as collaboration, professional development and school leadership. This study will use teacher and survey results as data.

Significance of Study

The significance of this study is to help provide insight and direction within the education arena for establishing effective PRP systems. This compensatory system is becoming more and more accepted by education stakeholders as the means to which

teacher effectiveness and student achievement levels can be impacted. This researcher believes it is important to have more research on these ideas so that we are really able to have a positive impact on both student achievement and teacher effectiveness. This study will provide more literature and research that can be used to help policymakers and educators make informed decisions about what compensatory practices and systems they allow to be in place within our schools.

Research Question

The research question of this study is What is the relationship between teacher attitudes regarding performance-related pay and working conditions in a turnaround school? Teacher working conditions for this study's purpose will focus on collaboration practices/opportunities, professional development practices/opportunities, and school leadership.

Hypothesis

The alternative hypothesis for the results of this study is that teacher working conditions have a strong relationship with teacher attitudes towards a performance-related pay system.

Research Design

This study will be quantitative. A survey was distributed to teachers, working within a turnaround school to gather information about their opinions regarding a performance-related pay system and teacher working conditions. The specific variables chosen for teacher working conditions are: collaboration, professional development, and school leadership. The results will be analyzed to test the hypothesis, and determine what role the results can play in future and current research.

My conceptual framework is shown in Figure 1.1.

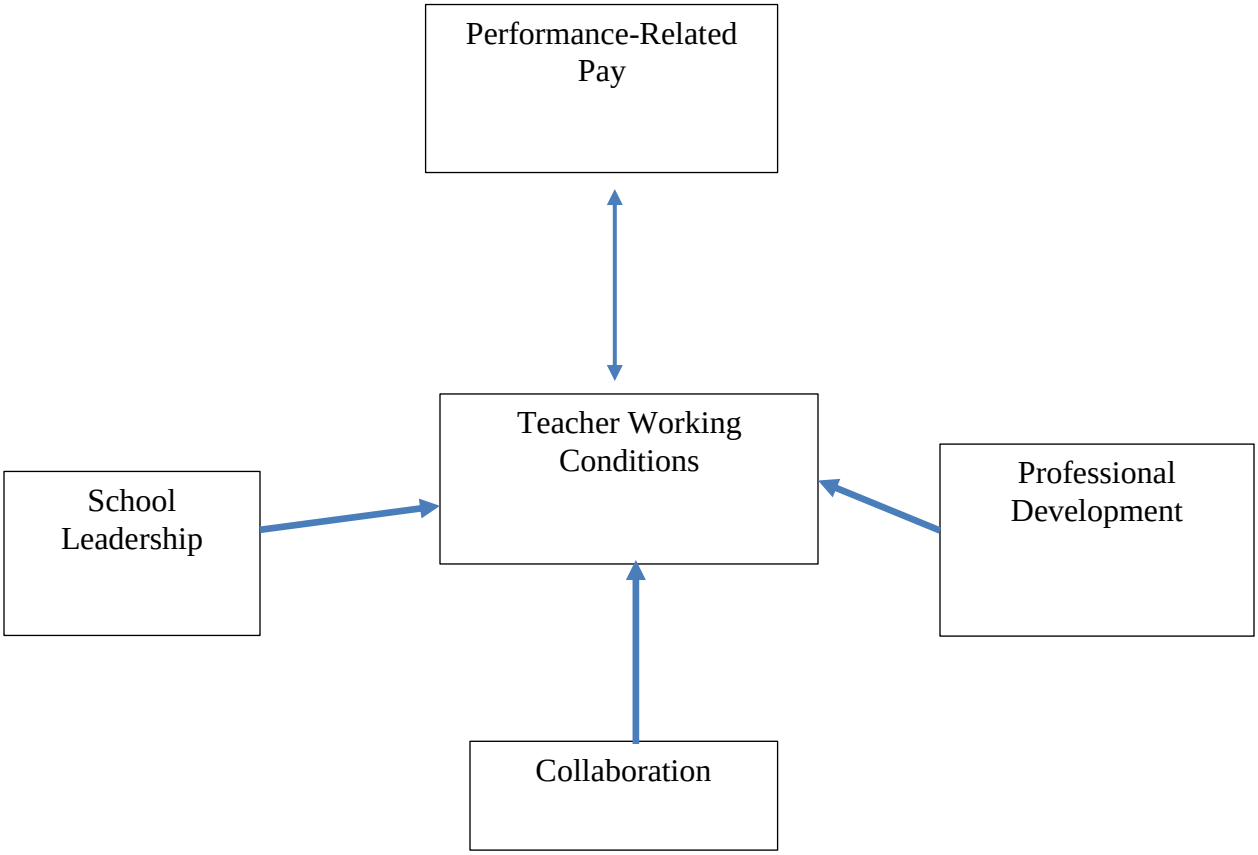


Figure 1.1 Conceptual Framework. *This chart displays my conceptual framework*

Limitations

As with all research studies, limitations exist that can impact research results. One limitation is the amount of existing research applicable to the study purpose. There is research discussing performance-related pay systems for education. However, it is limited for the research purpose in this study. Another limitation to consider is the fact the data is coming from teachers working in a turnaround school. Teacher opinions from those teachers not working in a turnaround school are not represented which could limit the generalizability of my research findings. Next, as with all survey research, responses may not represent the true attitudes of the respondents as the data will be self-reported

from the survey given. Finally, the study takes place in one district which further limits generalizability.

Summary

Educators take on a demanding role and responsibility within their working environment. It is necessary to evaluate the stress and pressure factors teachers face to help alleviate these so that teachers can do their job of teaching students. This study is focused on one stress and pressure factor teachers are beginning to face which is performance-related pay. This study is designed to determine the relationship between teacher attitudes towards performance-related pay compensatory systems and teacher working conditions within a turnaround school. These concepts are relative to current education debates and providing more research will help provide a greater knowledge base for all stakeholders.

Chapter II

Review of Literature

Education Reform

Kinsey describes the world of education as one that never experiences stagnant times (2006). It seems as though education has been going through a reform ever since its establishment. Early on education was intended to provide everyone with common goals and beliefs both morally and politically (Spring, 2012). Ensuring that the future generations would share common belief systems would lead to a more unified country. Educating the youth was focused on civic and moral duties for the good of the country. This idea and belief transpired into the next push for change in education, which was providing educational means to all students in all public schools in all states (Dee and Jacob, 2010). The most well-known example of reform in education is the *Brown* case, which was one of the first steps towards ending segregation within public schools. Willie (2005) describes the decision as being credited with saving the United States from "the false choice of attempting to achieve excellence without equality"(p. 13). The reform that followed behind the *Brown* decision would lead to providing educational means to those with disabilities. Those with disabilities before the *Individuals with Disabilities Act* (IDEA), which resulted from the *Rowley* decision, did not have the opportunity to experience education, or at least not an education that was similar to what those without disabilities were accustomed. Seligmann states "The *Rowley* decision, by sustaining the IDEA as a spending program, and setting an individualized standard for services that is not dependent upon cost considerations, supported the development of this powerful mandate for special education" (p. 94). Reforms continued to cycle in education

throughout the years. The most recent reform in education is the *No Child Left Behind* act of 2001 (NCLB). With this newest reform came increased assessment and performance expectations for all students across all districts nationwide. The demand to make sure all teachers in the classroom were highly qualified, led most states to begin looking into their teacher evaluation policies (Hazi & Rucinski 2009). The implementation of NCLB has resulted in numerous types of reforms in all school districts within the United States.

All the reforms seen throughout education over the years have led to increase measures of accountability for students and educators. Each reform enacted a new policy that required something more to be done on behalf of the student by the teacher or administrator. Some policies were not as demanding or complicated as others, but with each new policy came the realization that teachers would inherit a new role and responsibility. Most educators nationwide would agree NCLB has had the greatest impact on their roles and responsibilities. This policy has created high demands for student performance and teacher accountability. NCLB's intent is to increase student achievement by raising standards and accountability measures. Harkins and Manila (2008) argue that students are "underserved by outmoded models of learning, which will fail to prepare them for workplace demands" (p. 122).

Forte writes

> "The assumptions underlying the NCLB policy logic that schools in need of improvement can be identified via a large-scale algorithm, that pre-established sanctions applied to these schools will lead to their improvement and that these improvements in identified schools will yield increases in student achievement.

This argument is compelling for its simplicity and apparent rationality, but its assumptions seem to lack merit" (p. 84).

The ideas and beliefs that lead to enacting NCLB came from an admirable place, but the reality of the implications and the limitations prevent many from supporting the act. Teacher morale, which Kinsey (2006) states can have a negative effect on students, is affected by the pressure that comes with the job. Teachers voice strong dislike over the idea that they must teach students material from what will be seen on the test, and that test performance has become such a huge factor in determining student achievement (Afolayan, Bird-Blake, Fabunmi, Hunt, Leander, & Pryor, 2010). NCLB also ushered in proposed plans to change current education compensatory systems, relating pay to student achievement. This reform measure has also been met with great resistance. The intent and goals of all education reform were never intentionally designed to make things harder for teachers and administrators. Nolan and Stitzlein (2011) discuss the idea of hope and the role it plays in education writing "hope is necessary not simply to endure the present situations but to envision and work toward an improved alternative" (p. 9).

Performance-Related Pay

Performance-related pay, or PRP, is a pay system used in a public and private sectors. Discussions and plans to implement a PRP system within the education profession have resulted in much debate. Podgursky and Springer (2007) discuss the increase in experimentation with PRP systems in school districts to improve administrator and teacher performance. Proponents for a PRP system within education advocate teachers will have greater motivation to perform if they knew they were eligible for some type of performance pay (Hulleman & Barron, 2010). Liang and Akiba (2011)

state “PRP programs provide highly qualified teachers and teachers in high demand with more earning opportunities, and the increased incomes benefit the recruitment and retention of these targeted teachers” (p. 846). The assumption is that if teachers knew they could earn more off of the performance level of their students, then they would try harder and put forth more effort in their instructional practices. The goal being higher levels of student achievement resulting in extra bonuses for those teachers involved. Hulleman and Barron (2010) state the concern, “enticing people into teaching who are primarily motivated by money may change the climate of education in unhealthy ways” (p. 29). This concern is believed by many to be one of the reasons why a PRP system in education will not be effective in increasing student achievement levels. Belfield and Heywood (2008) state that “if performance pay is to provide long-term motivation it must yield earnings above what teachers would otherwise earn” (p. 245). Teachers will be motivated even more if the promised incentive amounts raise their overall take home salary. Mahony, Mentor, and Hextall (2004) warn “students could become further reduced to the means through which teachers meet their targets” (p. 453) in PRP systems within school systems. The authors also state “there is a real danger too that the heightened concern with creating and collecting evidence is diverting teachers’ attention away from teaching” (Mahony, Mentor, & Hextall, 2004, p. 453).

History of Performance Pay in Education

Performance-related pay for teachers is not a new concept or idea. Gratz (2009) discussed the history of performance pay in education dating to the mid-1800’s. Teachers in Britain were paid based on student results from exams, but after a few decades, cheating incidences arose, as well as public opposition. This resulted in the

system to be deemed a failure (Gratz, 2009). Early in the 20th century, the U.S. public education system claimed to have a merit based pay system in place. However, this system was based on sex and race. The drive for a set pay scale for all took off and eventually began to take over school districts across the nation throughout the 1950's. In the decades to come, the merit based pay push would be revived within the U.S. Both President Nixon and Reagan introduced performance-related pay systems during their administration, but each program resulted in failure to succeed and cheating scandals (Gratz, 2009).

The concept of performance-related pay has only become more and relevant due to the push in reviving our U.S. public education system and boosting student achievement levels across the nation. Podgursky and Springer (2007) discuss Texas, Colorado, and Florida as states that are currently introducing or re-working performance-related pay within their own school districts. This current trend is most likely a result of funding incentives for districts through federal and state grants in education. The Teacher Incentive Fund (TIF) was established in 2006 and aimed financial incentives towards high-poverty schools and school districts (Chait & Miller, 2009). Numerous states began to experiment again with the idea of performance-related pay for teachers with the added funding. In 2009 the American Recovery and Reinvestment Act (ARRA) added more funding to the TIF program. The ARRA eventually resulted in yet another program called Race to the Top (RTTP). These new programs were open to any state that was willing to meet the set criteria, either with existing systems or new systems within education dealing with various educational policies. Dixon (2011) points out, "RTTP eligibility was contingent upon a state ensuring no barrier existed that would

prevent it from linking student achievement and growth data to teacher and principal performance evaluations" (p. 1). As a result of evaluation policy changes, compensatory policy changes have also been ignited for all types of school districts throughout the nation. States do not focus solely on high-poverty school districts as with TIF, but could expand focus onto all school districts with RTTP funding. The type of PRP system initiated or instituted was dependent on the preference or desire of those participating. The result was various PRP systems beginning to be seen in school districts across the country.

Types of Performance-Related Pay Systems in Education

There is no single method accepted or adopted by all states, but when discussing performance-related pay, the concept is easy to understand. The goal is to financially reward teachers for the achievement of their students, thus producing higher levels of achievement for students.

Traditional and most common compensatory systems in place for teachers are known as single salary schedules for pay. These pay systems are based on two variables, one being the level of education obtained or obtainment of special certifications, the other being the number of years taught. Teachers can increase their salary with more years of experience and with education or certification obtainment.

Proposed PRP systems are designed to help improve compensatory systems and raise student achievement levels. According to Lavy (2007), there are three widely accepted and used models of PRP systems: merit pay, knowledge-and skill-based pay, and school-based compensation pay. These systems are designed to either replace or supplement existing single salary compensatory systems.

Merit Pay

A merit pay system may be implemented to replace or supplement an existing pay system. Teachers receive bonuses for student achievement results. The results can be based on standardized test results, portfolios, or any other measure deemed as an appropriate measure of student achievement. This system has been established in many other public sector professions and is believed to be effective when objectives are clearly measurable. One of the biggest concerns with implementing a merit pay system in education is if there are clear objectives that can be measured equitably and accurately (Podgursky & Springer, 2007).

Knowledge-and Skill-Based Compensation

A knowledge-and skill-based compensation system is designed to reward teachers for obtaining higher levels of education degrees, certifications, and developing new skills. Earning a master's degree, achieving National Board Certification, or passing different content exams to obtain new levels of certification are all different examples of how teachers can expand in their knowledge and skill arenas. This system is different than merit based pay because the objectives are clearly stated and measured (Lavy, 2007).

School-Based Compensation

A school-based compensation system is one based on whole school rewards based on student performance. This type of system may target the growth students make on set testing criteria from year to year awarding lump sum bonuses or salary percentage awards to all teachers within a school. Continuing to make growth each year with student achievement levels can result in higher levels of rewards for all teachers. With this type

of system, there is competition within the site and not between schools, which some support for educational arenas (Mohrman, Morhman, & Odden, 1996).

Turnaround Lessons for Education

Murphy summarizes five main lessons in his research regarding turnaround practices that are applicable to school settings, these were adaptions from turnaround research Murphy found related to the corporate world. The first lesson Murphy (2010) proposes for school leaders to consider is that all failing schools cannot be saved, and some are not worth trying to turnaround. When schools are consistently not meeting the needs of their students and producing poor performance results, then it may be time to realize that closing a school for good would be the optimal solution.

The second lesson Murphy suggests for schools is to remember how important leadership is to the turnaround process and to be careful of strategies that do not replace principals. There are various turnaround models that have been suggested and used within school systems to begin and carry out turnaround procedures. Turnaround strategies that do not require the change of principal leadership within a school should be used with caution because leadership is essential in successfully implementing turnaround strategies.

Murphy's third lesson for school turnaround suggests "leaders at the state and district levels need to focus on helping failing schools to concentrate on the essentials" (p. 172). It can be easy for district leaders to become distracted by focusing on various issues and problems existing within a turnaround school, instead of really looking at the basic needs that should be addressed within the school. Turnaround schools may seem as though there are insurmountable problems that should be tackled all at the same time in

order to find success. This approach can result in an overwhelming feeling for all involved, which is why it is best to focus on those essential issues or problems.

The fourth lesson Murphy outlines is that schools should not try to grow their way out of decline into recovery. Adopting new programs and spending money on these programs is not the best approach to be successful with turnaround. The best approach for turnaround schools is to examine the existing programs and determine how to salvage these programs cost efficiently. When existing programs are found to be unworthy of salvaging, get rid of these programs and use the funds elsewhere.

The fifth lesson Murphy presents is for schools to take a customer service approach with their community. Schools serve members in a community, mainly parents and students. In order to meet the needs of those in a community, schools must understand and know their community members. School leaders need to work with community members to establish what their essential problems and needs are, then work to solve these problems and meet their needs. Not all turnaround schools will have the same type of community members and the same problems or needs, so there is not one single turnaround approach method that will work for every turnaround school.

School Turnaround

Student performance and academic achievement are the basis for grading overall school performance. Dee and Springer (2010) discuss the NCLB implications for schools to use assessment measures to determine if schools make ‘adequate yearly progress, AYP, and institute sanctions against those schools failing to make AYP each year. Schools not meeting AYP measures consistently are deemed poor performing and can become a target for turnaround. Turnaround schools are those schools targeted from

district and state agencies based on their student achievement levels. There is not one single cause for school decline, which makes the turnaround process unique to each school and district. Murphy (2008) writes "school personnel and educational policy makers are gambling that there is a set of turnaround strategies that are universally applicable regardless of context. Turnaround research from the organizational sciences suggests that this is an ill-advised wager" (p. 352). There is not a one size fits all turnaround plan that can be mapped for all schools facing this type of crisis. Turnaround efforts must be centralized on the problems and issues within the school being dealt with at the time. It is imperative to determine what and where the problems exist before instituting a whole-school reform that may not even be designed to fix the existing problems.

Literature existing on turnaround schools and remedies is not vast. There are great amounts of research pertaining to organizational turnarounds for public and private entities not directed towards school systems. Murphy (2008) warns "nearly all the turnaround literature in education leaps from problems to solutions with remarkably little effort to understand the reasons schools and districts are failing" (p. 352). The key to turning around any organization involves identifying and understanding the problems; only then can actions begin to remedy the problems. Educators and administrators are quick to determine a problem and then decide to institute a new program that is believed to be a quick fix. Murphy (2010) states "it is highly unlikely that schools will be able to grow their way out of decline by focusing on new programs" (p. 172). It may better serve educators and administrators to examine existing programs and look into why these programs are not working, and what can be done to improve existing programs. The

possibility is that it may not be the program that needs to be addressed or changed, it may very well be the leadership or the teachers that need to change or be replaced. Four turnaround models created by the U.S. Department of Education are outlined in Table 2.1 below. These models were proposed for schools facing turnaround situations in the document *A Blueprint for Reform* (2010) and in the application process for grant funds from *Race to the Top and School Improvement*.

Table 2.1: Turnaround Model Designs

Model Design	**Overview/Characteristics**
Transformation Model	• *Principal Replaced, strengthen staffing* • *Implement Research-Based Programs* • *Extended learning time* • *New governance and flexibility*
Turnaround Model	• *Principal Replaced, rehire no more than 50 % of staff* • *Implement Research-Based Programs* • *New governance structure*
Restart Model	• *Convert or close and re-open school with charter operator, charter management organization, or education management organization*
School Closure Model	• *Close school and enroll students in high-performing schools in district*

Note: Adapted from Adelman and Taylor (2011, p. 24).

Professional Development

Teacher professional development (PD) is a key component for teacher growth. Teachers learn from their own mistakes or mishaps in instructional planning, but also from engaging in opportunities provided through professional development. Smith and Rowley (2005) reveal "many teachers participate in PD to improve their teaching skills and knowledge" (p. 137). Payne and Wolfson (2000) state " the purpose of professional development is to provide teachers with the knowledge and skills to improve student achievement" (p. 14). It is required for teachers to meet some set standard of professional development hours each new school year. These hours must be met outside of the normal school day and must be of high quality. Borko (2004) emphasizes how critical the facilitator of a PD opportunity is to the success of a professional development program (p. 10). Facilitators leading PD opportunities must ensure they themselves are able to convey their message in an engaging and meaningful way to help make the opportunity high quality. Teachers also may attend conferences of professional development during a school day, but these sessions cannot count towards the yearly hour requirements set by a state.

Professional development opportunities can cover a wide range of options. Smith and Rowley (2005) list PD forms as workshops, seminars, and college/university choices. There are also instances where a district requires teachers to attend specific professional development opportunities that align with set district goals and objectives or are part of awarded grant funding opportunities. These opportunities are not free of cost in most instances. PD opportunities can be expensive and some districts may not choose to help pay for the necessary expenses, which prevents some teachers from being able to

participate in these opportunities. Professional development should be a real opportunity to provide teachers with options for improving their practices to promote higher levels of student achievement, but the cost can prevent teachers from accessing these opportunites. Research provided by Borko (2004) states that there is "evidence that intensive professional development programs can help teachers to increase their knowledge and change their instructional practices" (p. 5). PD can provide teachers with the chance to reflect upon what instructional strategies they currently have in use, and help determine if new strategies or changes to their methods would help provide a better instructional practice to help increase student achievement levels.

Professional may also help lessen resistance towards school improvement measures, which is critical to school turnaround. Payne and Wolfson (2000) refer to *Breaking Ranks: Changing an American Institute (1996)* and *Turning Points: Preparing American Youth for the 21st Century (1989),* two frameworks for reforming secondary schools, that cite teacher professional development as a critical element for school reform efforts to be successful (p. 13). When teachers feel that they are being well equipped with the knowledge and resources needed to implement reform measures they are more willing to try and apply the reform efforts, instead of showing resistance. Smith and Rowley (2005) state "teachers are more willing to invest in learning new content if they feel the enhanced professionalism that a commitment strategy affords" (p. 148). Teachers need to see the importance and the benefits behind what they are being asked or required to do in order to successfully implement new strategies, practices and ideas.

Professional development is necessary to teachers to learn about new and innovative teaching practices to help raise student achievement levels and better

themselves as educators. Therefore, professional development is a working condition that is hypothesized to be related to performance pay systems rewarding improved student achievement.

Collaboration

Discussions surrounding collaboration and schools have become more prevalent in the education arena. Collaboration is the second working condition in this study. Snyder, Wenger, and de Sousa Briggs (2003) define collaboration as

> "Groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. They operate as 'social learning systems' where practicioners connect to solve problems, share ideas, set standards, build tools, and develop relationships with peers and stakeholders" (Gajda et al., 2008, p. 137).

Collaboration has become a widely expected method to help build teacher relationships with each other, administrators, students, parents, and community members. Gitlin (1999) cites the purpose of collaboration is to "foster school improvement by developing supportive teacher relationships" (p. 631). Building strong teacher relationships is essential for school improvement measures that will lead to increased student achievement. The collaboration between teachers also helps promote healthier and happier working conditions amongst those in a school. "When teachers participate as knowledgeable professionals, capable of engaging in reflective practices and collaborative inquiry, that is who they become" (Crafton & Kaiser, 2011, p. 112). When teachers are actively working together to share knowledge, experiences, and instructional practices to better serve their school and to better meet the needs of their students, this is

a successful collaborative setting. Thus, collaboration that facilitates teacher learning is expected to increase student achievement and be rewarded in a performance pay system.

The idea behind collaboration in schools is that when teachers are actively working together to help one another, student achievement levels will also benefit. Gajda et al. (2008) state "consensus exists among school restructuring advocates that teacher collaboration is one of the most essential, if not the most important, requisite for achieving substantive school improvement and critical student learning outcomes" (p. 134). Teachers are more willing to listen to ideas and suggestions from one another than they are from non-teachers, simply because they feel that those in classrooms have a better understanding of what they experience daily. This is one reason why collaboration is so critical for schools to promote. Teachers are also more willing to comply with administrative requirements when they feel as though their administrators are also working with them. Consequently, "teachers are more likely to engage in high-quality cycles of inquiry when their administrators model what is expected of them" (Gajda et al., 2008, p. 150). It is important for administrators to present and model clear expectations for what they want teachers to accomplish and work towards for there to be results and for practices to make an impact.

Gajda et al. cite from the National Middle School Association (2008) that "teacher collaboration and collaborative leadership is critical to developing a professional learning community" (2008, p. 134). Professional Learning Communities (PLC) are used as the primary vehicle to promote whole school collaboration. These communities are established for grouping teachers based on subject, grade level, or other commonalities to formulate ideas and plans that will lead to higher student achievement levels. Gajda et al.

write “it is when communities of practice collectively engage in high-quality dialogue, decision making, action, and evaluation around a shared purpose, that schools increase their capacity to achieve, unprecedented improvements in student learning (2008, p. 149). PLC’s are intended to provide teachers with the opportunities to be able to have conversations needed to develop ideas and plans that can lead to higher levels of student success. Using PLC’s as a vehicle for collaboration helps provide teachers with the time and means needed to work together and learn from one another. Figure 2.1 below shows the cycle of inquiry within teacher collaboration practices.

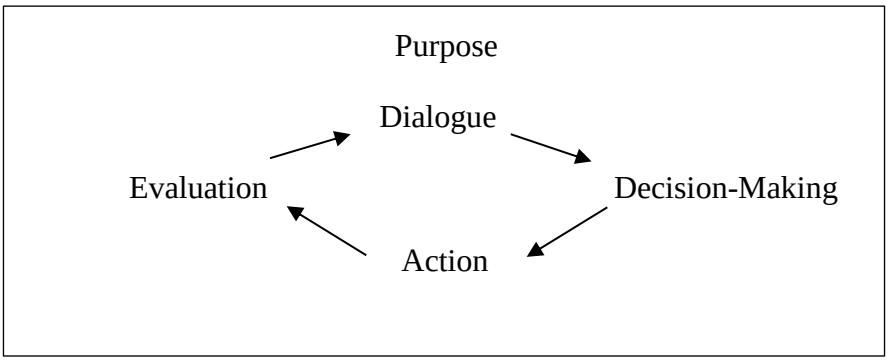


Figure 2.1: Teacher Collaboration Inquiry Cycle

Note: Adapted from Gajda and Koliba (2008, p. 140)

School Leadership

School leadership is the final working condition of this study. Ghamrawi and Jammal (2012) emphasize that leadership “is an important element for the success of an organization, regardless of its nature of activities” (p. 69). Leaders in all organization take on many different roles and responsibilities daily, especially in a school. Defining exactly what a school leader does can be difficult due to the various demands that exist within a school context. School leadership can be thought of as “a process of interaction between and among the leader and the followers that shapes organizational culture and

influences group and individual behaviors to produce desired school outcomes" (Minckler, 2014, p. 659). Being the leader in a school requires someone able to accomplish leading all faculty and staff towards reaching whole school goals. School leadership is a key element that impacts all the aspects within a school. "School leaders affect the social structure of the school through cultural mechanisms such as mission, vision, values and norms. Leaders shape the organizational culture through consistency and alignment of words, attitude and actions" (Minckler, 2014, p. 673). Effective school leadership can provide all stakeholders involved with great opportunities to experience high levels of success.

Review of literature pertaining to school leadership resulted in different types of leadership styles discussed. Marks and Printy (2003) discuss instructional leadership and transformational leadership as two leading types of leadership relevant to schools. Each one of these leadership styles contains unique characteristics that can be found in school leaders and school leadership preparatory educational programs.

Instructional leadership is a leadership style where leaders focus on aligning outcomes and mission statements to fit the needs of the school. Hallinger (2005) states "instructional leaders both lead through building a mission and manage through activities that increase alignment of activities with those purposes" (p. 229). Those instructional leaders that experience higher levels of success work with all stakeholders to determine the needs of a school and the environment within a school (Hallinger, 2005). This type of leadership style emphasizes more of a top-down approach to leading. Marks and Printy (2003) states "instructional leadership provides direction and affects the day-to-day activities of teachers and students in the school" (p. 377). Instructional leadership is

focused on instructional practices, assessment measures, and implementing the needed curriculum. In an instructional leadership model, Marks et al. (2003) writes "the principal collaborates with teachers to accomplish organizational goals for teaching and learning" (p. 377). Table 2.2 below shows specific foci that instructional leaders need to examine based on past literature reviews centered on instructional leadership.

Table 2.2: Instructional Leadership Foci

Create common purpose in school with clear goals focused on student learning.
Maintain continuous improvement of school through planning involving all stakeholders.
Maintain climate of high expectations and culture within school driven towards innovation and improving teaching practices.
Coordinate curriculum and monitor student learning outcomes.
Design reward structure of school around school mission statement/purpose.
Implement and monitor activities designed to improve staff development.
Model values of school culture and be an active presence within school.

Note: Adapted from Hallinger (2005, p. 233)

Transformational leadership is a style of leadership that encompasses the ability to transform a school and those working within it. Minckler (2014) states "the transformational leader works through all aspects of the school system-the people, the culture and the structure-to achieve organizational goals" (p. 660). Marks et al (2003) state "transformational leaders motivate followers by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization" (p. 375). Transformational leaders help teachers

to feel as though they are a part of important decision making processes within the school and that their opinion and expertise is needed to help reach the set goals of a school and aid in improving student achievement. Ghamrawi et al. (2013) emphasizes "teachers need to feel valued and that their opinions are solicited and incorporated into decisions or policies" (p. 77). In a transformational leadership setting, "the principal seeks to elicit higher levels of commitment from all school personnel and to develop organizational capacity for school improvement" (Marks et al., 2003, p. 377). This type of leadership style is seen as an approach capable of successfully leading a school through needed reform processes. Transformational leadership is seen as a style of leadership that has all the necessary components for successful reform measures. According to Marks et al. (2003), "transformational leadership emphasized the ingredients of change-ideas, innovation, influence, and consideration for the individual in the process" (p. 391).

Ghamrawi et al. (2013) states "leadership style can have profound effects on an organization and its staff members, and can determine whether the organization is effective or not" (p. 234). Leadership in the school context important and does influence the achievement levels students and teachers are able to reach. Therefore, school leadership is expected to be positively correlated with the student achievement gains rewarded in performance pay models. It is also imperative for those leading schools to understand the context of their school and its environment. Hallinger (2005) states "the context of the school is a source of constraints, resources, and opportunities that the principal must understand and address in order to lead" (p. 234). School leaders must know what they are stepping into with their leadership position and must be able to decipher the issues and problems that must be solved to make progress and successful

gains for the entire school and all stakeholders. School leaders must also be willing to accept help and know that the leadership process cannot be done all alone. Hallinger (2003) writes "one of the major impediments to effective school leadership is trying to carry the burden alone" (p. 234). Marks et al. (2003) states "principals who share leadership responsibilities with others would be less subject to burnout than principal "heroes" who attempt the challenges and complexities of leadership alone" (p. 393). School leaders face unique tasks that involve working with people of all backgrounds to achieve similar results, higher levels of student achievement. Effective school leaders are able to realize and conceptualize the necessary actions and approaches to leading a school.

Chapter III

Methods

Purpose of Study

The purpose of this study is to determine what relationship exists between teacher working conditions and teachers attitudes regarding performance-related pay. For the purpose of this study, teacher working conditions will focus on professional collaboration, professional development, and school leadership. The study is investigating the following research question: What is the relationship between teacher attitudes regarding performance-related pay and working conditions within a turnaround school? The data used in this study are data from schools considered Persistently Low Achieving (PLA) and qualify for federal grant money from School Improvement Grants (SIG) under Title 1 requirements.

The rationale behind this study was to investigate how teacher working conditions and performance-related pay systems relate to one another through teacher self-reported data. Results from this study can help shape future policy making decisions regarding performance-related pay systems and also help improve the specific teacher working conditions examined in this study.

Context of Study

City Context

For the purpose of this study, the school district being used for this study will be referred to as Central School District (CSD). There are two middle schools involved in this study from the CSD. One middle school will be referred to as West Middle School (WMS), and the second middle school will be referred to East Middle School (EMS);

these are pseudonyms to protect the anonymity of all parties involved. The city of the school district will be referred to as Central City; this is also a pseudonym. All identifiers have been removed from the survey data to ensure all participant's identities and responses are kept confidential and private.

Central City is located in a large rural area in the western part of the United States with a 111.11 total square mile area. The population is reported as 186,440. The median household income for 2008-2012 is reported as $44,510, and the percentage of persons reported living below the poverty level is reported as 19.4%. The level of education attained for those persons 25 years or above is reported as 85.8% for high school graduates or higher, and 40.8% for those with a bachelor's degree or higher. The median home value for 2008-2012 for those owning homes is reported as $240,600. The number of households reported for 2008-2012 was 74,688. See Table 3.1 below for household type data.

Table 3.1: Household by Type for Central City

Household Type	Number	Percent
Total households	74,513	100%
Family households (families) [7]	39,093	52.50%
With own children under 18 years	18,495	24.80%
Husband-wife family	28,240	37.90%
With own children under 18 years	12,981	17.40%
Male householder, no wife present	3,593	4.80%
With own children under 18 years	1,578	2.10%
Female householder, no husband present	7,260	9.70%

Table 3.1 (continued)

Household Type	Number	Percent
With own children under 18 years	3,936	5.30%
Nonfamily households [7]	35,420	47.50%
Householder living alone	25,812	34.60%
Male	13,164	17.70%
65 years and over	1,914	2.60%
Female	12,648	17%
65 years and over	4,301	5.80%
Households with individuals under 18 years	20,458	27.50%
Households with individuals 65 years and over	13,382	18%
Average household size	2.44	
Average family size [7]	3.25	

Source: U.S. Census Data 2010

The ethnicity and racial breakdown for the population of Central City is shown below in table 3.2. The largest ethnicity population is White with 75.1%, and the smallest ethnicity population is American Indian and Alaska Native with 1.2%. There is also a large population of Hispanic or Latino residents comprising 22.3%.

Table 3.2: Race and Ethnicity Breakdown for Central City

Race/Ethnicity	Percent
White	75.10%
Black or African American	2.70%
American Indian and Alaska Native	1.20%
Asian	4.40%
Native Hawaiian and Other Pacific Islander	2%
Two or More Races	3.70%
Hispanic or Latino	22.30%

Source: U.S. Census Data 2010

School District

The data collected for research purposes in this study occurred over the 2012-2013 school year. During the 2012-2013 school year, the CSD had 45 schools total. There was one Pre-K school, twenty-eight elementary schools, five middle schools, three high schools, four special education schools, three vocational studies schools, and one alternative education school. There was a total of 25,016 students enrolled in the CSD. There are 1,154.82 teachers employed by the district. The student to teacher ratio for the district is 21.66:1.

According to state testing data for the entire district, 73% of students were proficient in Language Arts in grades 3-8; in Mathematics grades 3-8, 65% of students were proficient. The percentage of proficient math students for this grade range improved two percent from the previous year, while the percentage of proficient language arts students decreased by two percent. The district did not meet Adequate Yearly Progress (AYP) standards for the 2012-2013 school year. AYP is determined using Criterion Reference Test (CRT) scores, test participation rates, and graduation rates for all school districts in the U.S.

Participants

Teacher Sample

The survey conducted had 101 total participants. Table 3.3 shows the frequencies and percentages of teachers surveyed at each middle school.

Table 3.3 Number of Teacher's Surveyed

School

	Frequency	Valid Percent
East Middle School	51	45.5
West Middle School	61	54.5
Total	112	100.0

The level of experience varied from 1 to 21+ years' experience teaching with participants from each school. Table 3.4 shows the levels of experience of those teachers surveyed in both middle schools. 14.8% of the teachers had at least 21 years of teaching experience, while 23.8% had been teaching three or fewer years.

Table 3.4 Years Teaching Experience

Years Teaching Experience

		Frequency	Valid Percent	Cumulative Percent
Valid	1-3	24	23.8	21.4
	4-6	16	15.8	68.8
	7-10	24	21.4	90.2
	11-15	0		
	16-20	22	21.8	41.1
	21+	15	14.8	54.5
	Total	101	100.0	

All participants were certified teachers and the survey was administered during a faculty meeting. The education level attained by all teachers is shown in Table 3.5. Over two-thirds of the sample hold a Masters degree or higher.

Table 3.5: Teacher Education Level from WMS and EMS

Education Level

		Frequency	Valid Percent	Cumulative Percent
Valid	Bachelors	5	4.9	13.4
	Bachelors + credit	26	25.5	36.6
	Masters	22	21.6	57.1
	Masters + credit	48	47.0	100.0
	Doctorate	1	1.0	37.5
	Total	102	100.0	

WMS serves students in both 7th and 8th grade. EMS serves students in 6th, 7th, and 8th grade. Table 3.6 below shows the breakdown for teacher grade level assignments for both middle schools combined.

Table 3.6: Teacher Grade Assignment Breakdown for WMS and EMS

Grade Level Taught

		Frequency	Valid Percent	Cumulative Percent
Valid	Six	12	12.4	100.0
	Seven	27	27.8	89.3
	Eight	22	22.7	33.0
	Equal #s of each	36	37.1	65.2
	Total	97	100.0	

Table 3.7 references the number of teachers that reported if they did or did not teach a Core Content subject. Core Content subject areas include Math, Science, ELA (English Language Arts), and Social Studies.

Table 3.7 Number of Teachers Teaching in a Core Content Subject Area

Teach Core Content

		Frequency	Valid Percent
Valid	No	38	36.9
	Yes	65	63.1
	Total	103	100.0

Research Design

This study is designed to examine the relationship between teacher working conditions and teacher attitudes towards performance-related pay. This study will use survey results from teacher participants in two middle schools located in the Western part of the U.S. The descriptive statistics that will be utilized for the purposes of this study include standard deviations, means, and total frequencies. Cronbach's alpha was used to determine the reliability of variables measured.

Variables of Study

Teacher working conditions for the purposes of this study focused on the following three predictor variables: professional development, collaboration, and school leadership. Each predictor is an expectation or experience that teachers must handle on a yearly basis. Teachers are required to meet certain hour requirements of professional development to show yearly improvements. Teachers are expected to collaborate with colleagues from content and grade level areas to help improve practice and instructional methods. School leadership is a daily experience for teachers. Teachers must adapt to leadership policies and expectations every school year. These three variables can have a great impact on teacher working conditions overall. The dependent variable examined in this study focused on teacher attitudes regarding performance-related pay compensatory

systems in education. Performance-related pay systems are becoming more and more popular across the United States because they are seen as a means to motivate teachers in their educational practices and provide incentives for high-stakes testing results.

Measures of Study

Teacher participants for this study were surveyed to determine their perceptions on a variety of aspects pertaining to their school. The survey was administered as part of a grant awarded to the CSD through a federal program. The survey used the following 6 point Likert rating scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Moderately Disagree, 4 = Moderately Agree, 5 = Agree, 6 = Strongly Agree. The survey consisted of the following eight sections: I. School Leadership; II. Teaching; III. Curriculum and Assessment; IV. Professional Development; V. School Climate and Working Conditions; VI. Alignment of Resources to Goals; VII. Engagement of Families; and VIII. The School Improvement Grant. The entire survey can be found in Appendix A. This study focused the following sections of the survey: Section I. School Leadership; Section II. Teaching; Section IV. Professional Development. Each section used for the purposes of this study tied to one of the three predictor variables chosen for use in this study. The statements with each survey section used for this study are shown in Table 3.8 below.

Table 3.8: Survey Sections and Statements

Item Number	I. School Leadership
1	When I need to talk with a school administrator at this school, I can do so with relative ease.
2	The faculty and school administration have a shared vision.
3	Extra efforts by staff are acknowledged by the principal.
4	If I have a problem, the administration gives me the support I want.
5	The principal of this school is fair and open with teachers.

Table 3.8 (continued)

Item Number	I. School Leadership
6	Teachers feel comfortable raising issues and concerns that are important to them with the school administration.
7	The principal is appropriately in contact with teachers and their classroom activities.
8	Teachers receive feedback from the principal that can help them improve teaching.
9	Teachers are held to high professional standards for delivering instruction by school administrators.
10	The school administrators facilitate using data to improve student learning.
11	My principal is highly visible around the school.
12	The school administrators consistently support teachers.
Item Number	**II. Collaboration**
10	Teachers regularly share teaching ideas or materials
11	More experienced teachers provide support to new teachers.
12	I regularly discuss with school colleagues how to best serve specific students.
13	I am encouraged to try out new ideas in my classroom.
14	Teachers work in professional learning communities to develop and align instructional practices.
Item Number	**IV. Professional Development**
2	The availability of professional development to support my instructional needs is excellent in this school.
3	An appropriate amount of time is provided for professional development.
4	Sufficient resources are available for professional development in my school.
5	Professional development offerings are data driven.
6	Professional learning opportunities are aligned with the School Improvement Plan.
7	Professional development is differentiated to meet the needs of individual teachers.
8	Professional development deepens teachers' content knowledge.
9	Teachers are encouraged to reflect on their own practice.

Table 3.8 (continued)

Item Number	IV. Professional Development
10	Follow up is provided following professional development sessions.
11	Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.
12	Professional development improves teachers' ability to improve student learning.
Item Number	**VIII. Teachers Attitudes Towards Performance Pay**
12	I understand how performance pay will be awarded to teachers.
13	I understand what level of my student's achievement is necessary for me to earn a performance pay increase.
14	The opportunity to earn performance pay has motivated me as a teacher.
15	I expect to earn a performance pay incentive.
16	Most teachers at this school will earn performance pay.
17	It is fair to award performance pay based on the progress that students make on the CRT.
19	Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers.
20	Performance pay has caused divisiveness between teachers at this school.
21	Performance pay will lead to overall improvement in this school.

The survey was administered during a faculty meeting in the Spring of 2013. The average time teachers spent completing the survey was approximately 30 minutes. Both WMS and EMS had 100% completion rates for the survey. Each survey was barcoded for specific teachers to help track teacher completion. These identifiers were removed before data were shared for the purpose of this study to protect the participants and integrity of the data.

Reliability of Study

Cronbach's alpha was used to determine the reliability of the survey items. Values of 0.7 or higher indicate the reliability of specific variables measured within the survey. Cronbach's alpha for professional development was 0.944, and Table 3.9 below represents this value and the number of survey items related to professional development.

Table 3.9: Professional Development Reliability Value

Cronbach's Alpha	N of Items
.944	11

Cronbach's alpha for teacher collaboration was 0.820. Table 3.10 below represents the number of items pertaining to teacher collaboration from the survey and the reliability value.

Table 3.10: Teacher Collaboration Reliability Value

Cronbach's Alpha	N of Items
.820	5

Cronbach's alpha for school leadership was 0.942. Table 3.11 represents the number of items from the survey pertaining to school leadership and the reliability value.

Table 3.11: School Leadership Reliability Value

Cronbach's Alpha	N of Items
.942	12

Cronbach's alpha for teacher's attitudes towards performance pay, the dependent variable in this study, was 0.824. Table 3.12 below represents the number of items

pertaining to teacher's attitudes towards performance pay from the survey and the reliability value.

Table 3.12: Attitudes Towards Performance Pay Reliability Value

Cronbach's Alpha	N of Items
.824	9

These measures represent high reliability for each variable on the survey and were calculated using SPSS software.

Limitations

The research used for this study was gathered in two middle schools that were undergoing the turnaround process; this does limit the generalizability of the study as does the fact that teachers are from one district. The study is only looking at three predictor variables, collaboration, school leadership, and professional development, and their relationship with a performance-related pay system. There could be other variables that impact the relationship that this study did not use, but these were the variables chosen for this study. The data used for this study were self-reported data by teachers, which also is something to consider when using the data to make generalizations because the responses may not represent true attitudes held by the respondents.

Chapter IV

Results

Purpose

The purpose of this study was to determine the relationship between teacher working conditions and teacher attitudes towards performance-related pay systems. Within this study, teacher working conditions were narrowed down to three specific conditions, collaboration, professional development, and school leadership.

Research Question

This study focused on answering the following research question: What is the relationship between teacher attitudes regarding performance-related pay and working conditions in a turnaround school?

Collaboration

Table 4.1 below shows the survey items related to collaboration and total responses given by teachers from the study sample. The mean and standard deviation values for each item on the survey related to collaboration are also provided. There were 5 items in total pertaining to collaboration. The table lists the means in order from highest mean to lowest mean. The first four items from the survey for collaboration each have a mean value for responses around 5, which represents overall teachers agree with those statements. The last item from the survey for collaboration has a mean value between agree and slightly agree with the statement. These statements each pertain to collaboration amongst teachers themselves and overall have very similar mean ratings. The highest mean item references teacher's practice of discussing how to best serve students in their school (Mean = 5.05). The lowest mean item references more

experienced teachers providing support to new teachers (Mean = 4.69). Even in the lowest mean item, the number and percentage of responses given as 5 (agree) and 6 (strongly agree), represent over half of the total responses given (N = 59, 57.9%) Teacher participants from the sample overall seem to agree that collaboration is a condition that is exhibited throughout their schools.

Table 4.1 Teacher Collaboration Item Means

	1	2	3	4	5	6	N	Mean	Std. Deviation
I regularly discuss with school colleagues how to best serve specific students.	1 (1.0%)	1 (1.0%)	6 (5.8%)	26 (25.2%)	19 (18.4%)	50 (48.4%)	103	5.05	1.106
I am encouraged to try out new ideas in my classroom.	0	1 (1.0%)	4 (4.1%)	29 (29.9%)	22 (22.7%)	41 (42.3%)	97	5.01	.995
Teachers regularly share teaching ideas or materials.	0	0	3 (2.9%)	27 (26.0%)	41 (39.4%)	33 (31.7%)	104	5.00	.836
Teachers work in professional learning communities to develop and align instructional practices.	1 (1.0%)	1 (1.0%)	2 (1.9%)	33 (31.4%)	29 (27.6%)	39 (37.1%)	105	4.95	1.004
More experienced teachers provide support to new teachers.	1 (1.0%)	1 (1.0%)	6 (5.9%)	35 (34.3%)	37 (36.3%)	22 (21.6%)	102	4.69	.975

(1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree)

Professional Development

The table below represents the survey responses in relation to professional development items from teacher participants. The mean of each item's responses and the standard deviation are also provided within Table 4.2. There were 11 items in total that pertained to professional development of teachers. The table lists the item means in order from highest mean to lowest mean.

Table 4.2 Professional Development Item Means

	1	2	3	4	5	6	N	Mean	Std. Deviation
Teachers are encouraged to reflect on their own practice.	1 (1.0%)	1 (1.0%)	4 (3.8%)	35 (33.7%)	28 (26.9%)	35 (33.7%)	104	4.86	1.028
Professional development improves teachers' ability to improve student learning.	2 (2.9%)	3 (2.9%)	7 (6.8%)	44 (42.7%)	26 (25.2%)	21 (20.4%)	103	4.48	1.101
Professional learning opportunities are aligned with the School Improvement Plan.	1 (1.0%)	6 (5.9%)	9 (8.8%)	43 (42.2%)	20 (19.6%)	23 (22.5%)	102	4.41	1.163
Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.	3 (2.9%)	3 (2.9%)	12 (11.7%)	41 (39.8%)	23 (22.3%)	21 (20.4%)	103	4.37	1.188
Professional development deepens teachers' content knowledge.	3 (2.9%)	5 (4.8%)	18 (17.1%)	37 (35.2%)	22 (21.0%)	20 (19.0%)	105	4.24	1.244
Professional development offerings are data driven.	1 (1.0%)	6 (5.9%)	22 (21.6%)	32 (31.4%)	23 (22.5%)	18 (17.6%)	102	4.22	1.199
The availability of professional development to support my instructional needs is excellent in this school.	4 (3.8%)	8 (7.6%)	25 (23.8%)	25 (23.8%)	27 (25.7%)	16 (15.2%)	105	4.06	1.329
Sufficient resources are available for professional development in my school.	1 (1.0%)	7 (6.7%)	31 (29.8%)	35 (33.7%)	18 (17.3%)	12 (11.5%)	104	3.94	1.139
An appropriate amount of time is provided for professional development.	2 (1.9%)	7 (6.6%)	36 (34.0%)	31 (29.2%)	17 (16.0%)	13 (12.3%)	106	3.88	1.193
Follow up is provided following professional development sessions.	7 (6.9%)	4 (3.9%)	36 (35.3%)	25 (24.5%)	17 (16.7%)	13 (12.7%)	102	3.78	1.332
Professional development is differentiated to meet the needs of individual teachers.	6 (5.7%)	10 (9.5%)	37 (35.2%)	24 (22.9%)	16 (15.2%)	12 (11.4%)	105	3.67	1.328

(1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree)

The highest mean response item (Mean = 4.86) was a statement referring to teachers being encouraged to reflect upon professional development opportunities. Teachers overall responded at a high rate slightly agree/agree to this statement. The next

7 statements pertaining to professional development have a mean rating closest to 4, which means teachers overall slightly agreed with each of the statements. Teachers responded with an overall mean rating at the midpoint between agree and slightly agree (Mean = 4.48) to the statement regarding professional development improving their instructional practices in a way to deepen student's level of understanding. The next item was a statement regarding professional development that aligns with their school improvement plan; teachers average rating response was a 4.41. Statements regarding professional development improving instructional strategies to meet diverse learning needs of students and professional development deepening teachers' content knowledge, each have very close mean ratings with 4.37 and 4.24, respectively. Teachers responded to the next statement regarding professional development being data driven with an overall mean rating of 4.22. Regarding professional development opportunities within their specific school meeting and supporting their instructional needs, teachers' average rating was a 4.06 or slightly agree on average. The last 4 items pertaining to professional development each have an average rating slightly below 4, which means the mean ratings fell between slightly disagreeing and slightly agreeing with the statements. Specifically, sufficient resources for professional development had a mean rating of 3.94, and appropriate time provided for professional development had a mean rating of 3.88. Teachers responded with a mean rating of 3.78 to a statement regarding follow up from professional development opportunities. The lowest average rating item (Mean = 3.67) referred to professional development opportunities being differentiated to individual teacher needs. Looking at the data regarding teacher responses to professional development opportunities and the overall mean ratings for the statements, this particular

teacher working condition may need to be an area that school leaders examine more closely to see what can be done differently to improve professional development offerings. Professional development should be something that teachers see as a benefit to their own craft and something they spend their time completing to help meet the needs of all students. Overall, professional development was rated significantly lower than collaboration.

School Leadership

The highest rated item related to school leadership that teachers overall agreed with, was a statement about the visibility of the principal throughout the school (Mean = 5.32). The next statement teachers agreed with overall, focused on the ease teachers could talk to administrators when they felt like they needed (Mean = 5.26). Teachers also overall agreed with the statement regarding the fairness and openness their principal showed towards all teachers (Mean = 5.22). The survey statement regarding the administration promoting the use of data to guide instructional practices and help student achievement had an overall teacher rating of agreeing (Mean = 5.19). The last survey item receiving an overall rating of agreeing, referenced teachers being held to a high professional standard for instructional practices and delivery by administration (Mean = 5.02).

Table 4.3 represents survey items measuring teacher ratings for statements referencing school leadership. The table also includes the mean of responses given and the standard deviations for each survey statement. There are 12 items within the survey that are related to school leadership. The means are listed in order from the highest average to the lowest average from the responses given by teacher participants.

Table 4.3 School Leadership Mean Items

	1	2	3	4	5	6	N	Mean	Std. Deviation
My principal is highly visible around the school.	0	2 (1.8%)	2 (1.8%)	20 (17.9%)	22 (19.6%)	66 (58.9%)	112	5.32	.951
When I need to talk with a school administrator at this school, I can do so with relative ease.	0	4 (3.6%)	4 (3.6%)	17 (15.2%)	21 (18.8%)	66 (58.9%)	112	5.26	1.072
The principal of this school is fair and open with teachers.	0	4 (3.6%)	3 (2.7%)	17 (15.3%)	28 (25.2%)	59 (53.2%)	111	5.22	1.039
The school administrators facilitate using data to improve student learning.	1 (0.9%)	0	3 (2.7%)	25 (22.3%)	27 (24.1%)	56 (50.0%)	112	5.19	.973
Teachers are held to high professional standards for delivering instruction by school administrators.	0	0	2 (1.8%)	37 (33.3%)	29 (26.1%)	43 (38.7%)	111	5.02	.894
If I have a problem, the administration gives me the support I want.	2 (1.8%)	6 (5.4%)	6 (5.4%)	32 (28.6%)	25 (22.3%)	41 (36.6%)	112	4.74	1.257
The principal is appropriately in contact with teachers and their classroom activities.	0	5 (4.5%)	7 (6.3%)	32 (28.6%)	39 (34.8%)	29 (25.9%)	112	4.71	1.061
The school administrators consistently support teachers.	1 (0.9%)	3 (2.7%)	14 (12.6%)	28 (25.2%)	28 (25.2%)	37 (33.3%)	111	4.71	1.186
Extra efforts by staff are acknowledged by the principal.	1 (0.9%)	5 (4.5%)	9 (8.1%)	32 (28.8%)	28 (25.2%)	36 (32.4%)	111	4.70	1.188
Teachers feel comfortable raising issues and concerns that are important to them with the school administration.	1 (0.9%)	6 (5.4%)	10 (8.9%)	29 (25.9%)	35 (31.3%)	31 (27.7%)	112	4.64	1.184
Teachers receive feedback from the principal that can help them improve teaching.	4 (3.6%)	3 (2.7%)	10 (9.1%)	36 (32.7%)	23 (20.9%)	34 (30.9%)	110	4.57	1.288
The faculty and school administration have a shared vision.	2 (1.8%)	6 (5.5%)	8 (7.3%)	35 (32.1%)	33 (30.3%)	25 (22.9%)	109	4.52	1.191

(1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree)

The remaining items in the survey had overall mean ratings from 4.52 up to 4.74, which means teachers overall slightly agreed to agree with the statements (4 = slightly agree, 5 = agree). Teachers rated a Mean of 4.74 the statement that principals in their school were supportive if they had a problem; this rating was also fairly close to a similar statement pertaining to school administration being consistently supportive of teachers (Mean = 4.71). Teachers also slightly agreed to agreed that their principal was in appropriate contact with teachers and with activities going on within the classroom (Mean = 4.71). They expressed the same level of agreement that extra efforts made by them are recognized by their principal (Mean = 4.70) and with their comfort level over raising issues and concerns to administration (Mean = 4.64). The last two items on the survey in the school leadership category have very close means as well showing that overall teachers slightly agree to agree with the statements. Teachers overall mean rating for receiving feedback from their principal that will improve their teaching was a 4.57. Teachers overall mean rating for a shared vision between the school administration and faculty was a 4.52.

School leadership can play a very imperative role in schools and school systems. Teachers like to feel like they are supported by their administration and that their voice and concerns matter. Teachers also like to see administrators working within their buildings to help achieve their goals as a school and as a district. The overall means in this section trend towards teachers slightly agreeing to agreeing with the statements over leadership qualities they see from administrators in their building, which would suggest that teachers have a high opinion and high level of respect for those individuals in leadership positions within their schools.

Teacher Attitudes toward Performance Pay

The survey items related to teacher attitudes toward performance pay are shown in Table 4.4. There are 9 total survey items related to teacher attitudes toward performance pay. The table lists survey responses, overall mean values for teacher responses and the standard deviation for each item. The means are listed in order from the highest mean value to the lowest mean value.

In response to a survey statement pertaining to the expectation of earning an incentive from a performance pay system, teachers overall mean rating was 4.01, which suggests teachers overall slightly agree. In response to a statement about most teachers at a school earning a performance pay incentive, teachers overall mean rating declines to 3.70. Teachers also slightly disagreed to slightly agreed with the statement regarding their understanding of the student achievement level needed to be met in order to receive a performance pay incentive (Mean = 3.47). The next survey item was one that needed to be reverse-coded for statistical measures due to the negative connotation. The statement was assessing teacher's responses and ratings to how fair they felt a performance pay system is based on assessed and non-assessed content areas. The overall mean rating was a 3.41, and since the survey item was reverse-coded in statistical calculations, the overall mean rating was slightly agree and slightly disagree.

Table 4.4. Teacher Attitudes Toward Performance Pay

	1	2	3	4	5	6	N	Mean	Std. Deviation
I expect to earn a performance pay incentive.	8 (8.8%)	3 (3.3%)	18 (19.8%)	31 (34.1%)	13 (14.3%)	18 (19.8%)	91	4.01	1.441
Most teachers at this school will earn performance pay.	5 (5.6%)	7 (7.8%)	19 (21.1%)	44 (48.9%)	9 (10.0%)	6 (6.7%)	90	3.70	1.146

Table 4.4 (continued)

	1	2	3	4	5	6	N	Mean	Std. Deviation
I understand what level of my student's achievement is necessary for me to earn a performance pay increase.	13 (13.5%)	7 (7.3%)	28 (29.2%)	29 (30.2%)	8 (8.3%)	11 (11.5%)	96	3.47	1.443
Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers. (Reverse Coded)	13 (12.9%)	14 (13.9%)	31 (30.7%)	19 (18.8%)	9 (8.9%)	15 (14.9%)	101	3.4158	1.54446
It is fair to award performance pay based on the progress that students make on the CRT.	21 (21.0%)	7 (7.0%)	15 (15.0%)	36 (36.0%)	10 (10.0%)	11 (11.0%)	100	3.40	1.589
I understand how performance pay will be awarded to teachers.	16 (15.7%)	15 (14.7%)	29 (28.4%)	20 (19.6%)	7 (6.9%)	15 (14.7%)	102	3.31	1.579
Performance pay will lead to overall improvement in this school.	20 (19.8%)	9 (8.9%)	25 (24.8%)	27 (26.7%)	12 (11.9%)	8 (7.9%)	101	3.26	1.514
The opportunity to earn performance pay has motivated me as a teacher.	25 (26.9%)	9 (9.7%)	18 (19.4%)	25 (26.9%)	7 (7.5%)	9 (9.7%)	93	3.08	1.623
Performance pay has caused divisiveness between teachers at this school. (Reverse coded)	18 (18.4%)	19 (19.4%)	24 (24.5%)	28 (28.6%)	3 (3.1%)	6 (6.1%)	98	2.9694	1.38068

(1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree)

Teachers leaned to slightly disagreeing (Mean = 3.40) with the survey item asking if teachers believed it fair to award performance pay to teachers based on standardized test scores of their students. Teachers slightly disagreed (Mean = 3.31) with the statement pertaining to their understanding of how performance pay will be awarded to teachers as well. The overall mean rating for performance pay leading to an improvement within a teachers school also resulted in an overall slightly disagree rating (Mean = 3.26). Teachers overall rated that they did not find performance pay as a

motivating factor for them. The survey item related to performance pay as a motivational factor had an overall mean rating of 3.08, indicating overall teachers slightly disagreed with the statement. In fact, only 17.2% agree or strongly agreed performance pay was a motivation. The very last survey item from Table 4.4 had to be reverse-coded in statistical tests due to the negative connotation within the statement. The survey item referenced performance pay creating a divisive atmosphere amongst teachers within a school. Teachers overall mean rating for this statement was 2.96, which means teachers overall agreed with the statement.

The survey means from Table 4.4 had the highest number of overall mean ratings with teachers slightly disagreeing with survey statements. Teachers overall, did not seem to have a firm support for overall performance pay expectations and performance pay incentives.

Correlations Test between Teacher Collaboration, Professional Development, School Leadership, and Attitudes Toward Performance Pay

Table 4.5 shows the results from the Pearson correlation tests.

Table 4.5. Pearson Correlation Test Results

		Teacher Collaboration	Professional Development	School Leadership	Attitudes toward Performance Pay
Teacher Collaboration	Pearson Correlation	1	.567**	.459**	.352**
	Sig. (2-tailed)		.000	.000	.000
	N	112	112	112	112
Professional Development	Pearson Correlation		1	.613**	.484**
	Sig. (2-tailed)			.000	.000
	N		112	112	112

Table 4.5 (continued)

		Teacher Collaboration	Professional Development	School Leadership	Attitudes toward Performance Pay
School Leadership	Pearson Correlation			1	326**
	Sig. (2-tailed)				.000
	N			112	112
Attitudes toward Performance Pay	Pearson Correlation				1
	Sig. (2-tailed)				
	N				112

**. Correlation is significant at the 0.01 level (2-tailed).

Bivariate correlations were run using SPSS software to conduct two-tailed Pearson correlation tests. Table 4.5 above shows the results from the tests. The tests used the survey items from each of the following variables, teacher collaboration, professional development, school leadership, and teacher attitudes toward performance pay. The test was to determine what, if any, correlations exist between the variables used in this study and how strong of an association there could be between variables. The significance level for each correlation coefficient is $p < 0.01$ level. The highest Pearson correlation coefficient is seen between the variables of professional development and school leadership, $r = 0.613$. This is a strong, positive association value and suggests statistical significance between school leadership and professional development at the $p < 0.01$. The next Pearson correlation coefficient value that shows a relationship between teacher collaboration and professional development, $r = 0.567$. This is also a high association value and supports statistical significance between professional development and teacher collaboration at the $p < 0.01$ level. The third highest Pearson correlation coefficient value is $r = 0.484$, and this value is between teacher attitudes toward

performance pay and professional development. This is a moderate, positive association between the variables, and it is statistically significant at $p < 0.01$ level. It is interesting to note that the highest level of Pearson correlation coefficient values all have one variable in common, which is professional development. In other words, as teachers rate professional development higher, they also have more favorable attitudes towards school leadership, collaboration and performance pay.

There were other statistically significant associations seen as well from the tests. There was a moderate association shown between teacher collaboration and school leadership, $r = 0.459$, statistically significant at $p < 0.01$. A moderate association was shown between teacher attitudes toward performance pay and teacher collaboration, $r = 0.352$, statistically significant at $p < 0.01$. A moderate association was shown between school leadership and teacher attitudes toward performance pay, $r = 0.326$, statistically significant at $p < 0.01$. All correlations between working conditions and performance pay were of a medium level and positive in direction.

Multiple Regression

A multiple regression test was done to test the predictor variables of school leadership, teacher collaboration, and professional development and the dependent variable teachers attitudes toward performance pay. Table 4.6 below shows the results of the regression test and the R, R square, and adjusted R square values. Collectively, the three working conditions account for 22.2% of the variance in teacher attitudes regarding performance pay.

Table 4.6. Multiple Regression, R, R Square, and Adjusted R Square Values

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.493[a]	.243	.222	.72075

a. Predictors: (Constant), School Leadership, Teacher Collaboration, Professional Development

An analysis of variance (ANOVA) test was done using the predictor variables and the dependent variable to check for significance, results shown in Table 4.7. The test showed teacher attitudes toward performance pay was statistically significant at the $p \leq 0.001$ level. In other words, knowing the three working conditions allows one to predict teacher attitudes regarding performance pay better than chance alone.

Table 4.7. ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.030	3	6.010	11.569	.000[b]
	Residual	56.104	108	.519		
	Total	74.133	111			

a. Dependent Variable: Attitudes toward Performance Pay

b. Predictors: (Constant), School Leadership, Teacher Collaboration, Professional Development

Table 4.8 shows the coefficient values from the regression test. Higher teachers rating of professional development was the only significant predictor ($\beta = 0.405$). The coefficient value is positive, which represents a positive relationship between the predictors and the dependent variable. Teacher ratings of professional development indicates they are more likely to support performance pay systems. Predictors of teacher collaboration ($\beta = 0.110$) and school leadership ($\beta = 0.027$) were not significant predictors.

Table 4.8.Predictor Variables Regression, Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	1.088	.546		1.994	.049
	Teacher Collaboration	.135	.127	.110	1.066	.289
	Professional Development	.366	.105	.405	3.487	.001
	School Leadership	.026	.103	.027	.251	.803

a. Dependent Variable: Attitudes toward Performance Pay

Chapter V

Discussion

This chapter begins with an overview of the purpose of this study and the research question, in order to reorient the reader. The results of this study will be discussed and reviewed in this chapter as well. The research question was designed to examine three teacher working conditions and their relationship with attitudes toward performance pay. The teacher working conditions were teacher collaboration, professional development, and school leadership. This chapter will discuss the common themes from the data. This chapter will also discuss limitations of the study. The final section of this chapter will discuss the findings from the study and the implications for future research related to the topic and related topics.

Purpose

The purpose of this study was to examine teacher attitudes regarding performance-related pay and teacher working conditions in a turnaround school. This study used the following working conditions teacher collaboration, professional development, and school leadership. These three working conditions were used in this study to determine what relationship they have on teachers attitudes toward performance pay. Turnaround schools are schools deemed to be in great need of change to reverse the decline in student achievement levels.

The research regarding teacher attitudes towards performance pay is growing as more and more school districts look into adopting a performance pay system. The results of this study can help add to this growing area and provide useful insight for decision makers.

Research Question

This study addressed the following research question: What is the relationship between teacher attitudes regarding performance-related pay and working conditions in a turnaround school? Teacher collaboration, professional development, and school leadership are the three working conditions defined for this study. These working conditions are universal conditions teachers across the globe experience on a regular basis as part of their profession. Teachers work together collaboratively on a daily basis to plan and refine instructional practices, assessments, curriculum maps, lesson plans, unit plans, etc. Collaboration is a big part of what teachers must do in all aspects of the profession. Professional development requirements may vary from state to state or country to country, but teachers are required to continue their professional growth via various modes of professional development each year. Professional development may be attending a seminar on raising student achievement levels, or attending a conference geared toward a specific grade or content. School leadership styles can vary drastically from school to school, even within the same school district. For this reason, teachers can experience an array of things when it comes to leadership within schools. School leadership can have a great impact on teachers throughout a school in a positive or negative way.

Turnaround schools are identified by consistently low performing academic scores, based on state and national standards. Turnaround schools are unique from school to school, as not all turnaround schools are in this category for the same reason. Various factors can contribute to low student achievement levels. This is one reason why there is more and more research surrounding the turnaround phenomenon. There is not a

'one size fits all' approach to help when intervening in a turnaround school or turnaround school district. The turnaround literature and research is relevant to this study because the context of the study was conducted in a turnaround school district.

Review of Results

The review of the results from this study are summarized in Table 5.1 below.

Table 5.1 Summary of Results

	N	Mean	Std. Deviation
Teacher Collaboration	112	4.94	.6663
School Leadership	112	4.89	.8501
Professional Development	112	4.21	.9049
Attitudes toward Performance Pay	112	3.42	.8172

(1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Agree, 6=Strongly Agree)

The table above represents the overall variable means for teacher collaboration, school leadership, professional development, and teacher attitudes toward performance pay from each section in the survey. The values are listed in highest mean value to lowest mean value. Teacher collaboration has the highest overall mean value (Mean = 4.94), which represents an overall rating of agree for all survey items in this section. School leadership had the second highest overall mean rating from teachers (Mean = 4.89). This rating also represents an overall agree rating for all survey items in this section, and the mean value is very close to the mean value of teacher collaboration items. Professional development survey items overall mean rating (Mean = 4.21) is the third highest overall mean value. This overall mean rating represents an overall slightly agree rating for all items in this section. The overall mean value for professional development is significantly lower than the overall mean values for teacher collaboration and school leadership. Teacher attitudes toward performance pay overall mean rating

(Mean = 3.42) is the lowest of the overall mean ratings for the survey sections being examined in this study. The overall mean rating for teacher attitudes toward performance pay represents an overall slightly disagree to slightly agree rating from teacher participants.

Table 5.2 shows a summary of the variable mean results with the items from the survey for each variable listed in highest to lowest rating from teachers.

Table 5.2 Summary of Results with Survey Items (Ranked Highest to Lowest)

Variable	Mean	Survey Items
Teacher Collaboration	4.94	I regularly discuss with school colleagues how to best serve specific students.
		More experienced teachers provide support to new teachers.
		I am encouraged to try out new ideas in my classroom.
		Teachers regularly share teaching ideas or materials.
		Teachers work in professional learning communities to develop and align instructional practices.
		More experienced teachers provide support to new teachers.
School Leadership	4.89	My principal is highly visible around the school.
		When I need to talk with a school administrator at this school, I can do so with relative ease.
		The principal of this school is fair and open with teachers
		The school administrators facilitate using data to improve student learning.
		Teachers are held to high professional standards for delivering instruction by school administrators.
		If I have a problem, the administration gives me the support I want.
		The principal is appropriately in contact with teachers and their classroom activities.
		The school administrators consistently support teachers.
		Extra efforts by staff are acknowledged by the principal.
		Teachers feel comfortable raising issues and concerns that are important to them with the school administration.

Table 5.2 (continued)

Variable	Mean	Survey Items
School Leadership	4.89	Teachers receive feedback from the principal that can help them improve teaching.
		The faculty and school administration have a shared vision.
Professional Development	4.21	Teachers are encouraged to reflect on their own practic
		Professional development improves teachers' ability to improve student learning.
		Professional learning opportunities are aligned with the School Improvement Plan.
		Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.
		Professional development deepens teachers' content knowledge.
		Professional development offerings are data driven
		The availability of professional development to support my instructional needs is excellent in this school.
		Sufficient resources are available for professional development in my school.
		An appropriate amount of time is provided for professional development.
		Follow up is provided following professional development sessions.
		Professional development is differentiated to meet the needs of individual teachers.
		I expect to earn a performance pay incentive.
		Most teachers at this school will earn performance pay.
		I understand what level of my student's achievement is necessary for me to earn a performance pay increase.
		Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers. (Reverse Coded)
		It is fair to award performance pay based on the progress that students make on the CRT.
		I understand how performance pay will be awarded to teachers.
		Performance pay will lead to overall improvement in this school.
		The opportunity to earn performance pay has motivated me as a teacher.
		Performance pay has caused divisiveness between teachers at this school. (Reverse coded)

Discussion

The results from this study suggest that teachers attitudes toward performance pay can be significantly predicted by the three working conditions assessed. The predictor variables chosen for this study, teacher collaboration, school leadership, and professional development, explain 22% of the variance in teacher attitudes towards performance pay from this study. Three themes emerge from the data results, equity in a performance based pay system, lack of motivation for teachers from a performance pay system, and the need for more education behind how a performance pay system would work in a school or school district.

Professional Development

Professional development was the only predictor variable that showed an effect on teacher attitudes towards performance pay ($\beta = 0.405$). Teachers receiving beneficial and adequate professional development opportunities are more likely to support performance pay systems. The overall mean rating, 4.21, was the second lowest overall mean rating of survey items from teacher responses. It is important to look at the survey items from the professional development section of the survey to help understand the overall mean rating for this predictor variable. The first six statements are very general statements addressing professional development as a whole: *Teachers are encouraged to reflect on their own practice(4.86), Professional development improves teachers' ability to improve student learning(4.48), Professional learning opportunities are aligned with the School Improvement Plan(4.41), Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs(4.37), Professional development deepens teachers' content knowledge(4.24), Professional*

development offerings are data driven(4.22). The remaining statements on the survey get more specific about professional development opportunities offered from within the school of district: *The availability of professional development to support my instructional needs is excellent in this school (4.06), Sufficient resources are available for professional development in my school (3.94), An appropriate amount of time is provided for professional development (3.88), Follow up is provided following professional development sessions (3.78), Professional development is differentiated to meet the needs of individual teachers (3.67).* These items begin to start the lower rating trend in this section and primarily fall in the slightly disagree category rating, which resulted in lowering the overall mean rating for this section of survey items. These statements would receive lower ratings from teachers because they are directed towards all teachers experiences towards professional development opportunities provided by their district and school. In whole district and whole school professional development sessions, teachers from various grade levels and contents are together for the same presentation of material that may not really be related to their individual grade level or content. The professional development may not be individualized to teacher needs or wants either as far as desired growth needs/wants.

A couple of the statements address resources for professional development. Teachers time is rarely spent idle and results in a lot of work going home or staying late to complete. Professional development sessions may be a time allotted for learning about ideas or concepts, but it also takes time outside of these settings to take the newly presented ideas and materials and apply them to lessons and content standards. This results in more time needed even after the initial professional development session and

follow up with professional development. Budget cuts affect education each year, resulting in lack of funding for resources. Without sufficient resources, teachers can feel like they will not be able to meet expectations. Lack of resources only creates greater strain to find free resources and opportunities that may not be as good of quality compared to other resources.

Professional development is seen as a means to help increase ones' teaching ability and increase growth professionally, which would hopefully lead to an increase in overall student achievement. Smith and Rowley (2005) state teachers need high-quality PD for instructional practices to make significant impacts on student achievement. Teachers are limited in the external factors such as the types of resources available to them or the students they have in class, but participating in professional development opportunities is something they can have control over. Learning through these opportunities allow teachers the ability improve their instructional strategies and practices, thus leading to an improvement in student achievement. Payne and Wolfson (2007) point out that improving student achievement is very important as a rationale for professional development. Professional development is a highly important variable that teachers value. Teachers want to grow professionally and become a better teacher, professional development opportunities provide means to do that.

Teacher Collaboration

Teacher collaboration showed no significance as a predictor for teacher attitudes towards performance pay ($\beta = 0.110$), and teacher collaboration had the highest overall variable mean, 4.94. Teacher collaboration survey items were all statements directed towards teacher perceptions of how teachers are able to work together for content and

student achievement purposes. The following survey statements received an overall rating of agree: *I regularly discuss with school colleagues how to best serve specific students (5.05), I am encouraged to try out new ideas in my classroom (5.05), Teachers regularly share teaching ideas or materials (5.00), Teachers work in professional learning communities to develop and align instructional practices (4.95).* The survey statement *More experienced teachers provide support to new teachers (4.69),* had a between slightly agree and agree. Teacher collaboration is an important part of a school for culture and student achievement. Gajda and Koliba (2008) write "teacher collaboration is one of the most essential, if not the most important, requisite for achieving substantial school improvement and critical student learning outcomes" (p. 134). When teachers are able to work together and share ideas or brainstorm with each other over instructional practices and activities, it provides a strong working culture for all involved, not just the teachers. Perhaps the reason teacher collaboration in this study showed not significant effect on teacher attitudes towards a PRP system relates back to the divisiveness teachers felt a system such as performance-based pay could have within a school. Teacher's may worry about someone else earning an incentive for using work they shared or collaborated with in PRP systems that award individuals. Teachers may also grow to resent other teachers earning a reward in a PRP system that rewards whole staff for accomplishments if a teacher feels as though they contributed more to the academic success of students. Haycock and Crawford (2008) discuss how some teachers consistently have higher gains in student achievement and others consistently produce smaller gains in student achievement. In a performance-based pay system these discrepancies could be magnified as a monetary reward is now up for grabs, and the

effect this could have on teacher collaboration overall could be very negative for a whole school. Brewer, Myer, and Zhang (2015) point out in a performance-based pay system teacher competition is the more likely outcome over an increase in teacher collaboration.

Teacher collaboration is also something that requires time allotted for teachers to work together within a given school day or school week. Gadja and Kaliba (2008) point out that teaches must be given time to collaborate in order to improve classroom practices. The survey results may indicate a lack of time allotted to true collaborative efforts. If collaboration is not happening on a regular basis due to other demands that must be met by teachers, then this variable would not have a significant effect on teachers attitudes towards a PRP system.

School Leadership

School leadership was not a significant predictor of teacher attitudes toward performance pay ($\beta = 0.027$). The overall variable mean, 4.89, for survey items in the school leadership section was the second highest overall mean value amongst the variables within this study. Teachers rated either an overall agree or slightly agree rating with all items related to school leadership. The first five survey statements each had an overall agree mean rating: *My principal is highly visible around the school (5.32), When I need to talk with a school administrator at this school, I can do so with relative ease (5.26), The principal of this school is fair and open with teachers (5.22), The school administrators facilitate using data to improve student learning (5.19), Teachers are held to high professional standards for delivering instruction by school administrators (5.02).* Teachers completing the survey show an overall ease with communicating with their administrators, the visibility of their administrators, the fairness shown by their

administrators, and the use of data within their school for student achievement purposes. The overall mean represents these conclusions from the survey statements. The four items listed next begin slightly agree overall mean ratings: *If I have a problem, the administration gives me the support I want (4.74), The principal is appropriately in contact with teachers and their classroom activities (4.71), The school administrators consistently support teachers (4.71), Extra efforts by staff are acknowledged by the principal (4.70).* Each of these items has very close mean ratings. Two of the items reference the support level or support efforts administrators provide to teachers. These results may suggest teachers are not finding all the support or the level of support they would like from administrators.

School leadership did not show to be a significant predictor for teacher attitudes toward performance pay. School administrators are required to wear many hats for the numerous roles they may need to take on as an administrator. Hallinger (2005) discusses the many roles of principals to be strong directive leaders, culture builders, goal oriented with a focus on student achievement, and having the ability to manage as well as lead their teachers. The statements referencing teacher recognition for efforts, receiving feedback, and the level of contact administrators have within teacher classrooms have some of the lower ratings due to the fact that administrators do not have a lot of extra time to spend on these particular areas within their schools. Principals must handle the day to day demands of a school which include things like discipline, curriculum and assessment needs, supervision of students, teacher questions, parent questions, etc. These roles are demanding and require a lot of time within a school day and beyond. Hallinger

(2005) writes "the context of the school is a source of constraints, resources, and opportunities that principal must understand and address in order to lead" (p. 234).

School leadership may have also not shown a significant effect on teachers attitudes towards performance-based pay due to teachers not seeing or believing that the leadership within their school would have an impact on student achievement. Hallinger (2005) states "the size of the effects that principals indirectly contribute towards student learning, though statistically significant, is also quite small" (p. 229). Principals are not in classrooms daily carrying out instructional practices, as teachers do, and teachers may not see how their principals would help raise achievement levels of students when they are not in a classroom setting each day, thus having little contribution for earning an incentive for themselves. Hallinger and Heck (1996), as cited by Hallinger (2005), discuss the lack of hands on involvement within classrooms by principals from studies researching school leadership. Hallinger (2005) goes on to write about the principal having an effect on classroom instruction through school culture and modeling, instead of through close supervision and evaluation of teaching practices. The effect principals would have on student achievement for the purpose of earning an incentive is not one that would impact teachers attitudes toward a PRP system because it is not shown to be that great of an impact.

Equity in Performance Pay

One theme from the data is establishing an equitable system for performance based pay among teachers. Belfield and Heywood (2008) state "teaching is multi-dimensional and is properly described as a team production in which many professionals contribute to a child's education"(p. 3). Designing a PRP system that rewards only

teachers that teach in a core subject area or only those teachers that teach a tested subject area would be a system that does not take into account all the ways those teachers not teaching a core subject or a tested subject area contribute to the overall success of a school and their students. Goodman and Turner (2011) argue that the structure of a PRP system is what makes a difference in the overall acceptance and success of the system. Rewarding individual teachers can be something others feel would be unfair because they may not be a tested subject or they may contribute to the classroom in a collaborative manner. Rewarding all teachers in a building may also be divisive as some teachers that are not teaching a tested subject get rewarded regardless of the direct role they played in specific content areas successes. One survey item result from this study related to PRP equity also support the suggestion of causing divisiveness among colleagues, *Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers. (Reverse Coded) (3.42,* Teachers were not showing a majority rating of completely agreeing with the idea of earning incentives with a performance pay system based on these results and showed they have some perception of it being unfair based on content areas and assessment standards/practices. Another survey item *Performance pay has caused divisiveness between teachers at this school. (Reverse coded) (2.97)* also supports the idea of PRP being divisive. Teachers ratings from this particular statement suggest a perception that this type of system could lead to divisiveness amongst each other within a school. Performance pay systems in education could be perceived by teachers as a system that would hinder teacher collaboration efforts because incentives may be rewarded to individual teachers, or teachers within a specific content or specific grade level. There may be a stigma attached to the concept of

performance pay, stemming from performance pay systems established in other professions, that a system like this would cause divisiveness amongst each other weakening collaborative efforts. Goodman and Turner write

> "Our study indicates that school-wide bonus programs may be able to provide those incentive in schools with relatively small teaching staffs. They may also be appropriate for schools characterized by a staff of strong cohesion, in which teachers work collaboratively to improve student learning and it is difficult to isolate the perfomance of a single teacher" (p. 71).

Deciding how to equally distribute incentive rewards and what measures to use to establish such incentives are not a one-size fits all approach for every school and school district. Establishing a PRP system must be carefully and methodically planned out to have the desired results of an increase in student achievement.

Motivation for Teachers

Another theme emerging from the data is the lack of motivation a PRP system enhances for teachers. Mohram et al. (1996) state "teachers rarely have control over the school resources and conditions linked to greater student learning" (p.54). With little to no control over the available resources teachers may not believe they can really overcome their challenges to reap the benefits of a PRP system. Teachers cannot control the types of resources available to them at a school, the students they have in a given class, the class sizes they are given, the support administration provides to enhancing their instructional practices, the collaboration occurring between colleagues, the chosen measures that are used to determine student achievement, and other variables that have an

impact on student achievement, which can all be demotivating factors for teachers. Vroom (1964) proposed a theory about employee motivation known as the Expectancy Theory (described by Chamberlin et al., 2002). This theory suggests employees will be motivated by the prospect of earning more money from a reward if the they work harder and can improve their work performance. Mean responses to the following survey items from this study related to motivation, *I expect to earn a performance pay incentive (4.01), Most teachers at this school will earn performance pay (3.70), Performance pay will lead to overall improvement in this school (3.26), The opportunity to earn performance pay has motivated me as a teacher (3.08)*, suggests teachers at the schools do not show a strong belief in a PRP system working as a motivator for them or in a way to lead to overall higher student achievement levels. Teachers can work harder on their craft and gain more knowledge to implement new instructional strategies, but this does not guarantee higher student achievement levels or the promised incentive. This is demotivating for teachers when the prospect of earning an incentive is proposed.

Education on how a PRP System Works

Mohram et al. (1996) argue that in general few states have devised a comprehensive and effective measurement tool to use in assessing student achievement. Results from survey items within this study *I understand what level of my student's achievement is necessary for me to earn a performance pay increase (3.47), I understand how performance pay will be awarded to teachers (3.31)*, suggests these teachers are not clear on expectations required to earn incentives and the specifics involved with a performance pay system. If teachers are not clear on the expectations they must meet to receive an incentive they are less likely to see that incentive as something they can attain,

which ties back to the lack of motivation discussed previously. Lundstrom (2012) advises that it is in the best interest of all parties to assess what the teachers believe is being assessed for an incentive and what is actually being assessed with an incentive system. Farrell and Morris (2004) summarize their findings from their survey stating that teachers did not think targets and standards were made clear in what the PRP system was intended to measure and how measuring teacher performance on an individual level could occur. Establishing clear objectives for all teachers to meet or surpass must be done so all teachers can understand what standard they must meet in order to receive their incentive pay. It must also be established if incentives will be given whole group or individually, again making sure all teachers understand how they can earn the incentive. Determining how to award incentives is another component of a PRP system that must be decided and clearly explained.

Teachers are very limited in the types of resources they have access to, class sizes, students, and overall working conditions within their school. All of these factors contribute to the overall ability of a student to perform. Using student performance as the main or only factor to determine eligibility within a PRP system is one common criticism voiced by teachers. Farrell and Morris (2004) report that within their own findings a majority of teachers do not feel as though student performance should be the primary measure used to award incentive pay. Standardized tests do not take into account everything a teacher may be doing to better their instructional strategies and their teaching practices within a school year. Teachers often continue their own education to grow professionally and complete required professional development hours to also help

grow in specific areas. Student achievement results lack the ability to show these steps and practices being made by teachers.

Establishing a PRP system with clear targets for reward and based on measures that teachers are able to control seem to be two important factors to consider with designing a PRP system to use within schools.

The Relationship Between Teacher Attitudes Regarding Performance-Related Pay and Teacher Working Conditions: Implications for Practice

The results of this study indicate that of the three predictor variables chosen for this study, teacher collaboration, professional development, and school leadership, professional development was the only variable that showed statistical significance as a predictor for teacher attitudes toward performance pay systems. Jacob and Springer (2008) emphasize that teachers, principals and organizations need to be educated and engaged in the design of a PRP system to have successful implementation of a PRP system. There should be professional development opportunities provided to teachers to help understand how the performance pay would work and also professional development geared toward specific teacher needs and growth concerns to help meet performance pay expectations. If anyone were to have a new type of pay system, they would definitely want to know and understand how it will work, especially if it were based on performance of others. In order to help meet the expectations and have somewhat of a level playing field in a performance pay system, teachers will need adequate and specialized training in areas that they feel weak or are growth areas, not PD sessions that are simply something to meet required hours.

Teacher collaboration and school leadership were not significant predictors, but they are important elements teachers encounter daily. It would be important with performance pay systems to ensure teacher collaboration efforts would not be weakened when adopting these models. Creating divisiveness amongst teachers within schools and districts would not be beneficial for all parties involved. A performance pay system that makes teachers hesitant to work together with each other for fear of not getting the same incentive is something to consider when trying to create an effective model for education. Jacob and Springer (2008) summarize from their study that based on teacher survey results, a majority of teachers were in favor of an individualized performance pay systems instead of a whole school type incentive system. In creating an individualized system for performance-based pay it would be important to make sure all teaches understand how the performance would be measured, but it would also be important to ensure all teachers have the ability to earn such an incentive no matter what subject or grade is taught to help limit resentment or divisiveness that would be created if only certain grade levels and subject areas were able to earn the incentive. Jacob and Springer (2008) also found teachers were more willing to support an individualized performance-based pay system when factors used to determine the incentive were related to professional development opportunities teachers invested in, attainment higher level of degrees or certificates, and collaboration work among staff. These findings support PRP systems that are not solely based on student achievement, but on options teachers have more control over for themselves.

Suggestions for Future Research

Overall, the results of this study support continuing research into types of performance-related pay systems for education and teacher attitudes toward these types of pay systems. Research involving more than one school district or one state would provide more results that could be used to determine what type of PRP system would work best in a school setting. Addressing 'fairness' of earning incentives would be important to consider as well for this type of system. Determine if individual incentives or whole group incentives are highly preferred among teachers. The measure for which an incentive is rewarded is also something to continue to look into as there are options based solely on student academic performance. There are other variables like the level of teacher education/certification one reaches, professional development opportunities one participates in, or levels of collaboration teachers participate in. Qualitative research studies could provide better insight into some of the concerns for equity in a performance-based pay system and provide common ideas across a larger sampling population for suggestions on what would work in the best interest of all stakeholders.

This study was limited to these three variables so it is important to note that and point out the possibility of other variables that can impact teacher attitudes toward performance pay systems. Further research into other variables and the degree to which they can be predictors for teacher attitudes is needed. In order to have "buy in" from teachers, the variables having great effect on their attitudes is needed. Other variables to consider for future research may be the numbers of years of experience a teacher has in education, the level of education/certification a teacher may have, or the grade level being taught by the teacher. Another variable to consider might be the amount of

planning time a teacher has in their given schedule for planning instructional strategies, lessons, and collaboration efforts. Expanding variables to encompass a better whole view of teachers participating in research may help produce greater findings that can be applied to the design and implementation of a successful performance-based pay system.

Research into how to distribute incentives for teachers in a way that promotes fairness and equity for all teachers, is another area that I would recommend studies look into. There is existing research into various types of performance pay systems, and some research that pertains to education specifically. However, after a system is established, it must also be decided if the incentives are being distributed equitably among all teachers. If incentives are based on assessments, then what about teachers in non-tested areas, or would there then be a need for changes in assessment practices to where all areas are assessed? Would there also then be a need to create assessments for all grade levels? How would this type of decision impact a whole state? Would it require all schools and school districts to participate in order to promote equity?

Concluding Thoughts

There are benefits and drawbacks to various pay systems. Implementation of performance-related pay systems may continue to become more common with emerging research findings or they may begin to fade out due to cheating scandals occurring. There should be more research devoted solely to performance-related pay systems in education. Adopting this type of system would only result in other types of changes, such as assessments in contents and grade levels, which would only add to more work within education altogether. The results of this study can hopefully be used to add to existing research related to performance-related pay systems in education.

List of References

Adelman, H., & Taylor, L. (2011). Turning around, transforming, and continuously improving schools: Policy proposals are still based on a two- rather than a three-component blueprint. *International Journal On School Disaffection*, *8*(1), 22-34.

Belfield, C. R., & Heywood, J. S. (2008). Performance Pay for Teachers: Determinants and Consequences. *Economics Of Education Review*, *27*(3), 243-252.

Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. *Educational Research*, 3-15.

Brewer, T. J., Myers, P. S., & Zhang, M. (2015). Islands unto Themselves: How Merit Pay Schemes may Undermine Positive Teacher Collaboration. *Critical Questions In Education*, *6*(2), 45-54.

Byrd-Blake, M., Afolayan, M. O., Hunt, J. W., Fabunmi, M., Pryor, B. W., & Leander, R. (2010). Morale of Teachers in High Poverty Schools: A Post-NCLB Mixed Methods Analysis. Education & Urban Society, 42(4), 450-472.

Chait, R. & Miller, R. (2009). *Paying Teachers for Results.* Retrieved from the Center for American Progress website: http://www.americanprogress.org/issues/education/report/2009/05/18/6127/paying-teachers-for-results/-teachers-for-results/

Crafton, L., & Kaiser, E. (2011). The language of collaboration: Dialogue and identity in teacher professional development. *Improving Schools*, 104-116.

Dee, T. S., & Jacob, B. A. (2010). The Impact of No Child Left Behind on Students, Teachers, and Schools. *Brookings Papers On Economic Activity*, 149-194.

Dee, T. S., Jacob, B., & Schwartz, N. L. (2013). The Effects of NCLB on School Resources and Practices. *Educational Evaluation And Policy Analysis*, *35*(2), 252-279.

Dixon, A., & Southern Regional Education, B. (2011). Focus on Teacher Reform Legislation in SREB States: Evaluation Policies. *Southern Regional Education Board (SREB).*

Farrell, C., & Morris, J. (2004). Resigned Compliance: Teacher Attitudes towards Performance-Related Pay in Schools. *Educational Management Administration & Leadership*, *32*(1), 81-104.

Forte, E. (2010). Examining the Assumptions Underlying the NCLB Federal Accountability Policy on School Improvement. *Educational Psychologist*, *45*(2), 76-88. doi:10.1080/00461521003704738.

Gajda, R., & Koliba, C. (2008). Evaluating and Improving the Quality of Teacher Collaboration: A Field-Tested Framework for Secondary School Leaders. *NASSP Bulletin*, 133-153.

Ghamrawi, N., & Jammal, K. (2013). Teacher Turnover: Impact of School Leadership and Other Factors. *International Journal of Educational Research and Technology*, 68-78.

Gitlin, A. (1999). Collaboration and Progressive School Reform. *Educational Policy*, 630-658.

Goodman, S., & Turner, L. (2011). Does Whole-School Performance Pay Improve Student Learning? Evidence from the New York City Schools. *Education Next*, *11*(2), 67-71.

Gratz, D. B. (2009). The Problem with Performance Pay. *Educational Leadership*, *67*(3), 76-79.

Hallinger, P. (2005). Instructional Leadership and the School Principal: A Passing Fancy that Refuses to Fade Away. *Leadership and Policy in Schools*, 221-239.

Haycock, K., & Crawford, C. (2008). Closing the Teacher quality Gap. *Educational Leadership*, *65*(7), 14.

Hazi, H. M., & Rucinski, D. (2009). Teacher Evaluation as a Policy Target for Improved Student Learning: A Fifty-State Review of Statute and Regulatory Action since NCLB. Education Policy Analysis Archives, 17(5), 1-19.

Hulleman, C. S., & Barron, K. E. (2010). Performance Pay and Teacher Motivation: Separating Myth from Reality. *Phi Delta Kappan*, *91*(8), 27-31.

Jacob, B., & Springer, M.G. (2008, February) *Teacher attitudes on pay for performance: Evidence from Hillsborough County, Florida*. Paper presented at the meeting of the National Center on Performance Incentive, Nashville, TN.

Kinsey, G. (2006). Understanding the Dynamics of No Child Left Behind: Teacher Efficacy and Support for Beginning Teachers. Educational Leadership & Administration: Teaching & Program Development, 18147-162.

Lavy, V. (2007). Using Performance-Based Pay to Improve the Quality of Teachers. *Future Of Children*, *17*(1), 87-109.

Liang, G., & Akiba, M. (2011). Performance-Related Pay: District and Teacher Characteristics. *Journal Of School Leadership*, *21*(6), 845-870.

Lundström, U. (2012). Teachers' Perceptions of Individual Performance-related Pay in Practice: A Picture of a Counterproductive Pay System. *Educational Management Administration & Leadership*, *40*(3), 376-391.

Mahony, P., Menter, I., & Hextall, I. (2004). The emotional impact of performance-related pay on teachers in England. *British Educational Research Journal*, *30*(3), 435-456.

Manila S., A., & Debra A., H. (2008). Assessing change: can organizational learning "work" for schools?. Learning Organization, 15(2), 105-125

Marks, H. M., & Printy, S. M. (2003). Principal Leadership and School Performance: An Integration of Transformational and Instructional Leadership. *Educational Administration Quarterly*, 372-397.

Mathis, W. J., Trujillo, T. M., & University of Colorado at Boulder, N. C. (2016). Lessons from NCLB for the Every Student Succeeds Act.

Minckler, C. H. (2014). School Leadership that builds teacher social capital. *Educational Management Administration & Leadership*, 657-679.

Mohrman, A. M., & Mohrman, S.A., & Odden, A.R. (1996). Aligning Teacher Compensation with Systemic School Reform: Skill-Based Pay and Group-Based Performance Awards. *Educational Evaluation And Policy Analysis*, *18*(1), 51-71.

Murphy, J. (2010). Turning around failing organizations: Insights for educational leaders. *Journal Of Educational Change*, *11*(2), 157-176. doi:10.1007/s10833-008-9101-y

Murphy, J. (2008). Turnaround Insights from the Organizational Sciences: A Review of the Empirical Evidence and the Development of a Staged Model of Recovery with Potential Implications for the PK-12 Education Sector. *Leadership & Policy In Schools*, *7*(4), 331-357. doi:10.1080/15700760802071266

Nolan, C., & Stitzlein, S. M. (2011). Meaningful Hope for Teachers in Times of High Anxiety and Low Morale. Democracy & Education, 19(1), 1-10

Payne, D., & Wolfson, T. (2000). Teacher Professional Development---The Principals's Critical Role. *NASSP Bullentin*, 13-21.

Podgursky, M., & Springer, M. G. (2007). Credentials Versus Performance: Review of the Teacher Performance Pay Research. *Peabody Journal Of Education (0161956X)*, *82*(4), 551-573.

Seligmann, T. (2012). Sliding Doors: The Rowley Decision, Interpretation of Special Education Law, and What Might Have Been. *Journal Of Law & Education*, *41*(1), 71-94.

Smarick, A. (2011). Diplomatic Mission: President Obama's Path to Performance Pay. *Education Next*, *11*(1), 56-63.

Smith, T. M., & Rowley, K. J. (2005). Enhancing Commitment or Tightenting Control: The Function of Teacher Professional Development in an Era of Accountability. *Educational Policy*, 126-154.

Spring, J. (2012). American education, 15th. Ed., New York, NY: McGraw Hill

Stedman, L. (2011). A Preliminary Analysis of Atlanta's Performance on the National Assessment of Educational Progress. *Critical Education*, *2*(9), 1-21.

Willie, C. V. (2005). The Continuing Spirit of the Brown Decision of the Supreme Court. Negro Educational Review, 56(1), 11-17.

Appendix

Appendix A:

School Improvement Grant (SIG) Teacher Survey

School Improvement Grant (SIG) Teacher Survey

1	2	3	4	5	6
Strongly Agree	**Disagree**	**Mostly Disagree**	**Mostly Agree**	**Agree**	**Strongly Agree**

I. School Leadership	SD	D	MD	MA	A	SA
1. When I need to talk with a school administrator at this school, I can do so with relative ease.	**1**	**2**	**3**	**4**	**5**	**6**
2. The faculty and school administration have a shared vision.	**1**	**2**	**3**	**4**	**5**	**6**
3. Extra efforts by staff are acknowledged by the principal.	**1**	**2**	**3**	**4**	**5**	**6**
4. If I have a problem, the administration gives me the support I want.	**1**	**2**	**3**	**4**	**5**	**6**
5. The principal of this school is fair and open with teachers.	**1**	**2**	**3**	**4**	**5**	**6**
6. Teachers feel comfortable raising issues and concerns that are important to them with the school administration.	**1**	**2**	**3**	**4**	**5**	**6**
7. The principal is appropriately in contact with teachers and their classroom activities.	**1**	**2**	**3**	**4**	**5**	**6**
8. Teachers receive feedback from the principal that can help them improve teaching.	**1**	**2**	**3**	**4**	**5**	**6**
9. Teachers are held to high professional standards for delivering instruction by school administrators.	**1**	**2**	**3**	**4**	**5**	**6**
10. The school administrators facilitate using data to improve student learning.	**1**	**2**	**3**	**4**	**5**	**6**
11. My principal is highly visible around the school.	**1**	**2**	**3**	**4**	**5**	**6**
12. The school administrators consistently support teachers.	**1**	**2**	**3**	**4**	**5**	**6**

I. School Leadership	SD	D	MD	MA	A	SA
13. The teaching and learning process at this school is understood by the district staff.	**1**	**2**	**3**	**4**	**5**	**6**
14. When I need to talk with a district office administrator, I can do so with relative ease.	**1**	**2**	**3**	**4**	**5**	**6**
15. District leaders are fair and open with teachers.	**1**	**2**	**3**	**4**	**5**	**6**
16. District office leaders consistently support teachers.	**1**	**2**	**3**	**4**	**5**	**6**
17. District office staff facilitate using data to improve student learning.	**1**	**2**	**3**	**4**	**5**	**6**
18. District office staff understands the problems schools are facing.	**1**	**2**	**3**	**4**	**5**	**6**
19. The professional development provided by the district office has helped me to improve my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
20. There is open, effective communication between district office staff.	**1**	**2**	**3**	**4**	**5**	**6**
21. District office staff are flexible and adaptable in helping solve school problems.	**1**	**2**	**3**	**4**	**5**	**6**
22. District office staff support our school goals.	**1**	**2**	**3**	**4**	**5**	**6**
23. District office staff provide our school with the resources we need to be effective.	**1**	**2**	**3**	**4**	**5**	**6**

II. Teaching	SD	D	MD	MA	A	SA
1. I provide students with educational programs that support their learning needs.	**1**	**2**	**3**	**4**	**5**	**6**
2.I use instructional strategies and learning activities that help students achieve the knowledge and skills expected	**1**	**2**	**3**	**4**	**5**	**6**
3. A variety of teaching strategies and learning activities are provided to students to help them learn.	**1**	**2**	**3**	**4**	**5**	**6**

II. Teaching	SD	D	MD	MA	A	SA
4. I teach the State Core Curriculum.	**1**	**2**	**3**	**4**	**5**	**6**
5. Teachers have high expectations for student learning.	**1**	**2**	**3**	**4**	**5**	**6**
6. This school recognizes all types of high achievement demonstrated by students.	**1**	**2**	**3**	**4**	**5**	**6**
7. Students who need them are being provided targeted instructional interventions.	**1**	**2**	**3**	**4**	**5**	**6**
8. Students are provided with a variety of ways to demonstrate their learning.	**1**	**2**	**3**	**4**	**5**	**6**
9. Teachers are available to give students the assistance they need with assignments.	**1**	**2**	**3**	**4**	**5**	**6**
10. Teachers regularly share teaching ideas or materials.	**1**	**2**	**3**	**4**	**5**	**6**
11. More experienced teachers provide support to new teachers.	**1**	**2**	**3**	**4**	**5**	**6**
12. I regularly discuss with school colleagues how to best serve specific students.	**1**	**2**	**3**	**4**	**5**	**6**
13. I am encouraged to try out new ideas in my classroom.	**1**	**2**	**3**	**4**	**5**	**6**
14. Teachers work in professional learning communities to develop and align instructional practices.	**1**	**2**	**3**	**4**	**5**	**6**
15. Teachers have autonomy to make decisions about instructional delivery.	**1**	**2**	**3**	**4**	**5**	**6**
16. The standards by which my teaching is evaluated are well specified.	**1**	**2**	**3**	**4**	**5**	**6**

III. Curriculum and Assessment	SD	D	MD	MA	A	SA
1. The educational program offered to students at this school is of high quality.	**1**	**2**	**3**	**4**	**5**	**6**

III. Curriculum and Assessment	SD	D	MD	MA	A	SA
2. The school's programs meet the requirements of students with special needs (learning disabled, gifted and talented….).	**1**	**2**	**3**	**4**	**5**	**6**
3. Teachers use data to track the achievement of individual students.	**1**	**2**	**3**	**4**	**5**	**6**
4. Teachers use data to track the achievement of specific groups of students (e.g., low income, students with disabilities, racial and ethnic groups, English Learners).	**1**	**2**	**3**	**4**	**5**	**6**
5. Teachers evaluate student performance against benchmarks related to the core curriculum.	**1**	**2**	**3**	**4**	**5**	**6**
6. Teachers use assessments to measure student progress over time (i.e., gain scores, pre-post tests).	**1**	**2**	**3**	**4**	**5**	**6**
7. Data on student performance from common assessments are utilized on a regular basis to inform instruction.	**1**	**2**	**3**	**4**	**5**	**6**
8. School-based assessment data are available in time to impact instructional practices.	**1**	**2**	**3**	**4**	**5**	**6**
9. CRT data are available to in time to impact instructional practices.	**1**	**2**	**3**	**4**	**5**	**6**
10. Teachers have a major role in curriculum development in this school.	**1**	**2**	**3**	**4**	**5**	**6**

IV. Professional Development	SD	D	MD	MA	A	SA
2. The availability of professional development to support my instructional needs is excellent in this school.	**1**	**2**	**3**	**4**	**5**	**6**
3. An appropriate amount of time is provided for professional development.	**1**	**2**	**3**	**4**	**5**	**6**
4. Sufficient resources are available for professional development in my school.	**1**	**2**	**3**	**4**	**5**	**6**

IV. Professional Development	SD	D	MD	MA	A	SA
5. Professional development offerings are data driven.	**1**	**2**	**3**	**4**	**5**	**6**
6. Professional learning opportunities are aligned with the School Improvement Plan.	**1**	**2**	**3**	**4**	**5**	**6**
7. Professional development is differentiated to meet the needs of individual teachers.	**1**	**2**	**3**	**4**	**5**	**6**
8. Professional development deepens teachers' content knowledge.	**1**	**2**	**3**	**4**	**5**	**6**
9. Teachers are encouraged to reflect on their own practices.	**1**	**2**	**3**	**4**	**5**	**6**
10. Follow up is provided following professional development sessions.	**1**	**2**	**3**	**4**	**5**	**6**
11. Professional development improves teachers' ability to implement instructional strategies that meet diverse student learning needs.	**1**	**2**	**3**	**4**	**5**	**6**
12. Professional development improves teachers' ability to improve student learning.	**1**	**2**	**3**	**4**	**5**	**6**
13. Support provided by the literacy coaches has helped me improve my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
14. Support provided by the math coaches has helped me improve my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
15. Support provided by district language and culture coaches has helped my improve my teaching.	**1**	**2**	**3**	**4**	**5**	**6**
16. I would benefit from more professional development on…..						
A. Serving students with disabilities	**1**	**2**	**3**	**4**	**5**	**6**
B. Serving English Learners	**1**	**2**	**3**	**4**	**5**	**6**
C. Differentiating instruction	**1**	**2**	**3**	**4**	**5**	**6**
D. Closing achievement gaps	**1**	**2**	**3**	**4**	**5**	**6**
E. Classroom management	**1**	**2**	**3**	**4**	**5**	**6**
F. Assessing student learning	**1**	**2**	**3**	**4**	**5**	**6**
G. Using student achievement data	**1**	**2**	**3**	**4**	**5**	**6**

IV. Professional Development	SD	D	MD	MA	A	SA
H. My content area	**1**	**2**	**3**	**4**	**5**	**6**
I. Integrating technology into instruction	**1**	**2**	**3**	**4**	**5**	**6**

V. School Climate and Working Conditions	SD	D	MD	MA	A	SA
0. Students in the school are kind/respectful.	**1**	**2**	**3**	**4**	**5**	**6**
1. Students apply sufficient effort (in and out of class) to learn what we teach.	**1**	**2**	**3**	**4**	**5**	**6**
2. Students are motivated to do their best work.	**1**	**2**	**3**	**4**	**5**	**6**
3. The school's facilities (workspace, furnishings…) are adequate to support the instructional program.	**1**	**2**	**3**	**4**	**5**	**6**
4. I am satisfied with the way students are treated by teachers.	**1**	**2**	**3**	**4**	**5**	**6**
5. I am satisfied with the way students are treated by administrators.	**1**	**2**	**3**	**4**	**5**	**6**
6. I am satisfied with the way students are treated by counselors.	**1**	**2**	**3**	**4**	**5**	**6**
7. This school does a good job in preventing students from dropping out by providing them with the support and encouragement they need.	**1**	**2**	**3**	**4**	**5**	**6**
8. Students at this school understand expectations for their conduct.	**1**	**2**	**3**	**4**	**5**	**6**
9. Students at this school follow rules of conduct.	**1**	**2**	**3**	**4**	**5**	**6**
10. Teachers in our school consistently enforce school rules.	**1**	**2**	**3**	**4**	**5**	**6**
11. Administrators in our school consistently enforce school rules.	**1**	**2**	**3**	**4**	**5**	**6**
12. Student discipline is fair at this school.	**1**	**2**	**3**	**4**	**5**	**6**
13. This school provides students and teachers with a safe and orderly environment for learning.	**1**	**2**	**3**	**4**	**5**	**6**

V. School Climate and Working Conditions	SD	D	MD	MA	A	SA
14. The variety of student activities available at this school is excellent.	**1**	**2**	**3**	**4**	**5**	**6**
15. Students who wish to be included in school activities are included.	**1**	**2**	**3**	**4**	**5**	**6**
16. The faculty's instructional load is equitably divided.	**1**	**2**	**3**	**4**	**5**	**6**
17. The size of the assessed core classes in this school limits instructional effectiveness.	**1**	**2**	**3**	**4**	**5**	**6**
18. The size of the non-assessed core classes in this school limits instructional effectiveness.	**1**	**2**	**3**	**4**	**5**	**6**
19. For the most part, I am satisfied with the school.	**1**	**2**	**3**	**4**	**5**	**6**
20. The morale of teachers at this school is high.	**1**	**2**	**3**	**4**	**5**	**6**
21. All things considered, I am satisfied with being a teacher.	**1**	**2**	**3**	**4**	**5**	**6**
22. If I had the choice, I would become a teacher again.	**1**	**2**	**3**	**4**	**5**	**6**
23. I plan to teach at this school next year.						
24. Teachers in this school are recognized as educational experts.	**1**	**2**	**3**	**4**	**5**	**6**
25. Teachers in this school are encouraged to participate in school leadership roles.	**1**	**2**	**3**	**4**	**5**	**6**
26. Many teachers in this school serve in leadership roles that directly impact student learning.	**1**	**2**	**3**	**4**	**5**	**6**
27. The principal supports teachers in their development into teacher leaders.	**1**	**2**	**3**	**4**	**5**	**6**
28. Participating in teacher leadership roles enhances teaching ability.	**1**	**2**	**3**	**4**	**5**	**6**
29. Teachers are regularly involved in the development of school policies.	**1**	**2**	**3**	**4**	**5**	**6**
30. Teacher leadership has a positive impact on student achievement.	**1**	**2**	**3**	**4**	**5**	**6**

V. School Climate and Working Conditions	SD	D	MD	MA	A	SA
31. I consider myself to be a teacher leader in this school.	**1**	**2**	**3**	**4**	**5**	**6**
32. If students are underachieving, it is most likely due to ineffective teaching.	**1**	**2**	**3**	**4**	**5**	**6**
33. The challenges related to a student's background can be overcome by good teaching.	**1**	**2**	**3**	**4**	**5**	**6**
34. The low achievement of some students cannot generally be blamed on their teachers.	**1**	**2**	**3**	**4**	**5**	**6**
35. When grades of students improve, it is most often due to their teacher having found a more effective delivery approach.	**1**	**2**	**3**	**4**	**5**	**6**
36. The teacher is generally responsible for the achievement of students.	**1**	**2**	**3**	**4**	**5**	**6**
37. Student achievement is directly related to the teacher's effectiveness.	**1**	**2**	**3**	**4**	**5**	**6**
38. Effectiveness in teaching has little influence on the achievement of students with low motivation.	**1**	**2**	**3**	**4**	**5**	**6**
39. When a low achieving student progresses, it is usually due to extra attention given by the teacher.	**1**	**2**	**3**	**4**	**5**	**6**
40. Even teachers with good teaching abilities cannot help some children learn.	**1**	**2**	**3**	**4**	**5**	**6**
41. I feel depressed because of my teaching experience.	**1**	**2**	**3**	**4**	**5**	**6**
42. The teaching day seems to drag on and on.	**1**	**2**	**3**	**4**	**5**	**6**
43. I believe my efforts in the classroom are unappreciated by the administrators at this school.	**1**	**2**	**3**	**4**	**5**	**6**
44. The stresses in this job are more that I can bear.	**1**	**2**	**3**	**4**	**5**	**6**
45. My supervisors give me more criticism than praise.	**1**	**2**	**3**	**4**	**5**	**6**

V. School Climate and Working Conditions	SD	D	MD	MA	A	SA
46. I look forward to attending professional growth activities.	**1**	**2**	**3**	**4**	**5**	**6**
47. I look forward to going to school each day.	**1**	**2**	**3**	**4**	**5**	**6**
48. I feel threatened by being held accountable for my work.	**1**	**2**	**3**	**4**	**5**	**6**
49. I feel like I have adequate administrative support.	**1**	**2**	**3**	**4**	**5**	**6**
50. I feel emotionally drained from my work.	**1**	**2**	**3**	**4**	**5**	**6**
51. My input is not valued when decisions are made.	**1**	**2**	**3**	**4**	**5**	**6**
52. Teachers have an appropriate level of influence in decision-making.	**1**	**2**	**3**	**4**	**5**	**6**
53. Teachers have time to collaborate with colleagues.	**1**	**2**	**3**	**4**	**5**	**6**
54. Teachers have sufficient instructional time to meet the needs of all students.	**1**	**2**	**3**	**4**	**5**	**6**
55. The non-instructional time provided for teachers in my school is adequate.	**1**	**2**	**3**	**4**	**5**	**6**
56. Teachers are protected from duties that interfere with their essential role of educating students.	**1**	**2**	**3**	**4**	**5**	**6**
57. I have sufficient planning time to be prepared for my classes.	**1**	**2**	**3**	**4**	**5**	**6**
58. I have sufficient time to communicate with parents about their child's progress.	**1**	**2**	**3**	**4**	**5**	**6**
59. I have enough instructional time to cover the entire state core curriculum.	**1**	**2**	**3**	**4**	**5**	**6**

VI. Alignment of Resources to Goals	SD	D	MD	MA	A	SA
1. The goals of *School Improvement Plan* are clear.	**1**	**2**	**3**	**4**	**5**	**6**
2. Our school has both short term and long term goals.	**1**	**2**	**3**	**4**	**5**	**6**

VI. Alignment of Resources to Goals	SD	D	MD	MA	A	SA
3. Our school has developed a comprehensive plan that is designed to improve learning for all students.	**1**	**2**	**3**	**4**	**5**	**6**
4. My instruction in this school is aligned with state standards for student learning.	**1**	**2**	**3**	**4**	**5**	**6**
5. Teachers here have a sense of common mission.	**1**	**2**	**3**	**4**	**5**	**6**
6. The school's priorities for the expenditure of funds are appropriate.	**1**	**2**	**3**	**4**	**5**	**6**

VII. Engagement of Families	SD	D	MD	MA	A	SA
1. This school actively promotes parent/teacher communication.	**1**	**2**	**3**	**4**	**5**	**6**
2. Teachers regularly communicate with parents/guardians of their students.	**1**	**2**	**3**	**4**	**5**	**6**
3. Teachers provide parents/guardians with useful information about student learning.	**1**	**2**	**3**	**4**	**5**	**6**
4. Parents/guardians have a good understanding of this school's programs and operation.	**1**	**2**	**3**	**4**	**5**	**6**
5. Parents/guardians feel welcome in this school.	**1**	**2**	**3**	**4**	**5**	**6**
6. Parents/guardians are involved with and support school functions.	**1**	**2**	**3**	**4**	**5**	**6**
7. Parents/guardians take an active role in their children's education.	**1**	**2**	**3**	**4**	**5**	**6**
8. Parents/guardians support teachers and contribute to teacher's success with students.	**1**	**2**	**3**	**4**	**5**	**6**
9. The community is supportive of this school.	**1**	**2**	**3**	**4**	**5**	**6**

VIII. The School Improvement Grant	SD	D	MD	MA	A	SA
1. The goals of the School Improvement Grant (SIG) are clear.	**1**	**2**	**3**	**4**	**5**	**6**
2. Teachers had adequate input into the development of the SIG plan.	**1**	**2**	**3**	**4**	**5**	**6**
3. I understand how the SIG budget is being allocated.	**1**	**2**	**3**	**4**	**5**	**6**
4. The principal has the greatest influence over how the SIG is implemented at our school.	**1**	**2**	**3**	**4**	**5**	**6**
5. Teachers have the greatest influence over how the SIG is implemented at this school.	**1**	**2**	**3**	**4**	**5**	**6**
6. Central office personnel have the greatest influence over how the SIG is implemented at this school.	**1**	**2**	**3**	**4**	**5**	**6**
7. The technical support related to the SIG implementation provided by district office has been helpful.	**1**	**2**	**3**	**4**	**5**	**6**
8. The district office staff has utilized teacher input to improve the SIG implementation.	**1**	**2**	**3**	**4**	**5**	**6**
9. Professional development provided by the SIG has helped me improve as a teacher.	**1**	**2**	**3**	**4**	**5**	**6**
10. Increased instructional time provided as a result of the SIG has improved student achievement.	**1**	**2**	**3**	**4**	**5**	**6**
11. SIG initiatives have resulted in:						
A. Fewer tardies	**1**	**2**	**3**	**4**	**5**	**6**
B. Increased absenteeism	**1**	**2**	**3**	**4**	**5**	**6**
C. Improved professional development	**1**	**2**	**3**	**4**	**5**	**6**
D. More teacher focus on curriculum and instruction	**1**	**2**	**3**	**4**	**5**	**6**
E. Additional instructional time	**1**	**2**	**3**	**4**	**5**	**6**
F. Better use of student achievement data	**1**	**2**	**3**	**4**	**5**	**6**

VIII. The School Improvement Grant	SD	D	MD	MA	A	SA
G. Higher levels of teacher stress	1	2	3	4	5	6
H. Lower teacher morale	1	2	3	4	5	6
I. Insufficient teacher planning time	1	2	3	4	5	6
12. I understand how performance pay will be/was awarded to teachers.	1	2	3	4	5	6
13. I understand what level of my student's achievement is necessary for me to earn a performance pay increase.	1	2	3	4	5	6
14. The opportunity to earn performance pay has motivated me as a teacher.	1	2	3	4	5	6
15. I expect to earn a performance pay incentive.	1	2	3	4	5	6
16. Most teachers at this school will earn or earned performance pay.	1	2	3	4	5	6
17. It is fair to award performance pay based on the progress that students make on the CRT.	1	2	3	4	5	6
18. The single salary schedule is a fair method of compensation.	1	2	3	4	5	6
19. Performance pay is unfair because of differential opportunities to earn it between assessed core and non-assessed core teachers.	1	2	3	4	5	6
20. Performance pay has caused divisiveness between teachers at this school.	1	2	3	4	5	6
21. Performance pay will lead to overall improvement in this school.	1	2	3	4	5	6