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Incorporating The Fifth Domain To The Danielson Framework To Support Charism In Catholic Education

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INCORPORATING THE FIFTH DOMAIN TO THE DANIELSON FRAMEWORK TO
SUPPORT CHARISM IN CATHOLIC EDUCATION

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ABSTRACT

Catholic school academic leaders need to work to not only increase student achievement and instructional outcomes for students but also to increase those through the lens of the Catholic school identity and the individual school's charism (Belmonte & Cranston, 2009; Cook, 2015; Dygert, 1998). The research was driven by the central research question: How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a 5th domain to the Danielson Framework for Teaching? Catholic school academic leaders need to create a culture where these processes also support the development of the Catholic charism (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011; Dygert, 1998). The task of Catholic schools to develop appropriate processes and tools which would work to assess the Catholic identity, gather and analyze data which can be used to implement appropriate change and professional development is overwhelming, but essential to maintaining the integrity of the Catholic school identity (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011).

The researcher, through a single-case design, utilized an interpretive framework to guide the research process (Creswell and Poth, 2018). The researcher conducted an analysis of key observations, evaluations, and professional development documents specific to the identified

school. The researcher conducted an online survey for the faculty to document their perceptions and implementation of the school's Fifth Domain specific to the school's charism. Finally, the researcher conducted individual interviews with key academic administrators responsible for faculty observations, evaluations and professional development to seek to understand how they utilize the data gathered from the Fifth Domain framework to impact school decisions and positively develop the charism of the school.

The researcher learned that professional development for and by administrators was paramount in supporting the sponsoring orders charism. Faculty members felt supported in learning about the charism through school wide professional development, however there were limited opportunities for individual professional development related to charism. This study provides insights to administrators in religiously sponsored schools interested in increasing charism transmission in their schools.

Keywords: Charism, observation, framework, Danielson, evaluation

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Dedication

To my parents, Tom and Lori Hanson, who instilled in me a Catholic faith and commitment to Catholic education. I cannot thank you enough for the countless times you have supported me in pursuing my dreams.

To my husband, Justin, you have sat patiently while I studied, read and researched – and gave me (not so subtle) nudges when I wanted to give up. Thank you for being my biggest cheerleader and reminding me I can do anything I put my mind to. I love you!

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CHAPTER 1

INTRODUCTION

Educators are living in an era of accountability encouraged by districts and states in response to federal regulation (Bell, Qi, Croft, Leusner, McCaffrey, Gitomer, & Pianta, 2014). Students are assessed at various times to ensure they are meeting grade level benchmarks; teachers face evaluations and licensing based on state norms and student achievement, and schools seek accreditation based on school improvement plans and data. Academic leaders work with faculty to ensure that these standards are met through data analysis, classroom observations and instructional coaching of teachers. Kane, Kerr, and Pianta (2014) discussed that without a feedback cycle based on clear standards of effective instructional practices, teaching and learning will not improve.

Academic leaders find that accountability reflects what occurs in the classroom and encourages teachers to become better professionals. Successful measures, which identify key facets of teaching, can work to identify teachers who successfully increase student achievement (Kane, Kerr & Pianta, 2014). Effective teachers utilize strategies and protocols throughout the year to assist them in collecting data related to their individual teaching, which allows them to reflect on their practice and identify instructional opportunities to improve student achievement (Mielke & Frontier, 2012). Schools that utilize a single framework for evaluating teaching create a common language that can be used in professional discussions surrounding teaching, learning and student achievements (Kersten & Israel, 2005). The Framework for Teaching created by Danielson (2016) describes the elements of teaching divided into broad domains of planning and preparation, classroom practices, instructional practices and professional responsibilities. Each element of teaching is laid out in a rubric with the critical aspects of each domain clearly

identified. Ferguson and Danielson (2014) identified the Danielson Framework for Teaching as a tool that provides elements for teachers to engage in activities that support professional growth, reflection and conversations amongst colleagues and with administrators.

Catholic schools have an additional challenge of existing in an educational system of accountability where families look not only at the educational standards being met but also how Catholic identity is supported and nurtured by faculty (Cook, 2015; Tagliaferro, 2018; Fuller & Johnson, 2014). Cook (2015) states that Catholic schools seek to transform individuals and society by sharing the Gospel message within every situation and encouraging deeper relationships with God. Other authors reference the *Catholic school effect* as a term given by educators to the capacity of the culture and community fostered within Catholic schools, which contribute to the overall success (Bryk, Lee, & Holland, 1993; Morgan, 2001; Tagliaferro, 2018). However, the challenge for academic leaders is measuring and defining success within that Catholic identity and charism since there is no single framework which articulates how to effectively implement Catholic identity and charism within a school.

Statement of the Problem

Promoting teacher growth and development is central to increasing student achievement and a crucial role of an academic leader (Hervey, 2017). Creating an environment where teachers feel safe and trust that they are supported in improving their classroom instruction and assessment strategies is important (Bryk & Schneider, 2002; Paufler, 2014). An academic leader, working to create an environment where teachers feel supported to improve their craft while receiving honest feedback, contributes to a culture of growth. Tools such as observations that utilize frameworks can be powerful if they are leveraged to support growth rather than simply supporting a summative evaluation (Bryk & Schneider, 2002; Paufler, 2014).

Academic leaders in Catholic education have the added expectation of supporting and developing the religious dimension of school life and outcomes (Cook, 2015; Belmonte & Cranston, 2009; Tagliaferro, 2018). Teachers within Catholic schools need clear expectations of how they are to support the school's mission and charism. Catholic schools that have implemented a framework with standards and are descriptive of good teaching support teachers' growth and self-reflection in their implementation of the school's charism (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simmonds, 2011; Miller, 2006).

Purpose of the Study

Catholic school academic leaders need to work not only to increase student achievement and instructional outcomes for students but to increase those through the lens of the Catholic school identity and the individual school's charism (Belmonte & Cranston, 2009; Cook, 2015; Tagliaferro, 2018). Leicester, Stewart, Bloomer, and Ewing (2013) discussed that for teachers to be part of true transformation of instruction and assessment practices they must be evaluated to encourage change and be provided guidelines within the system (Kindle Locations 710-712). This recommendation was later supported by Shelton (2012) when he expressed the importance of trust between workers and their supervisors that develops over time. Shelton (2012) continued to stress that once interpersonal trust between employees and supervisors is present the employees will feel comfortable becoming more inventive and overall workplace satisfaction will improve. The question that remains for Catholic school academic leaders is, how can they encourage teachers, regardless of their faith or background, to support and develop their classroom implementation of Catholic identity and charism within their classrooms?

Researching the role academic leaders can play in inspiring teachers to better meet the needs of students in a manner that is not punitive is critical to the definition of a successful

academic leader (Leicester, Steward, Bloomer, & Ewing, 2013). Catholic school academic leaders need to create a culture where these processes also support the development of the Catholic charism (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011). The task of Catholic schools to develop appropriate processes and tools which would work to assess the Catholic identity, gather and analyze data which can in turn be used to implement appropriate change and professional development is overwhelming but essential to maintaining the integrity of the Catholic school identity (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011). The purpose of this study is to identify best practices used by a school which has tailored the Framework for Teaching to also measure the school's charism and Catholic identity.

Research Question

Creswell and Poth (2018) explained that research questions in qualitative studies assume two forms: a central question and associated sub-questions. The researcher sought to answer the central question of:

- How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a Fifth Domain to the Danielson Framework for Teaching?

Through the prescribed methodology, the researcher sought to understand the associated sub-questions of:

- How do Catholic school academic leaders define experiences and outcomes related to Catholic education through the development of the Fifth Domain?
- How do Catholic school academic leaders support teachers in growing to become stronger Catholic school educators?

- What do Catholic school teachers need in the area of professional development opportunities to continue to support the individual charism of their school?

Conceptual Framework

Danielson's Framework for Teaching consists of four distinct domains and 22 components that break down the elements of successful teaching (Danielson, 2013). Each of the components (such as classroom environment, engaging students in learning, etc.) are based on research that supports the impact of the framework on teacher performance and student achievement (Danielson, 2013). Danielson (2016) articulated that the framework is most powerful when utilized as the base for full conversations amongst professionals as they seek to improve their own teaching strategies. The foundation of professional development, coaching and evaluation processes should be linked to the common language of the framework to ensure that teachers become more attentive educators (Danielson, 2013). Mielke and Frontier (2012) stressed the evaluation frameworks work to create common language for instructional practices which can help focus collaboration and implementation of new strategies to meet the academic needs of students. Catholic educators implementing the Fifth Domain for Danielson's Framework for Teaching based on Catholic identity and charism supports teachers in growing and developing their inclusion of the sponsoring order's specific charism into their classroom instruction and school environment.

Assumptions, Limitations, Scope

A primary limitation of this study is the potential for bias on the part of the researcher. The researcher works as an academic leader within a Catholic school, and within this role sees both themselves and other academic leaders within Catholic schools seeking to be more intentional in implementing the charism within the school and in professional development

opportunities. Academic administrators see the importance of working with faculty to infuse the implementation of the school's charism within all aspects of the school including classroom instruction. An additional limitation is the lack of scholarly literature in the area of charism within Catholic secondary schools compared to the abundance of scholarly literature relating to classroom observation and evaluation.

Additionally, the researcher engaged a single site for the study that might lead to false results and outcomes. A single school might have multiple factors that lead to the successful or lack of implementation of the charism in that particular school's classroom such as prior professional development in the area of charism within the school. Additionally, the experience of the faculty might lead to more exposure to the specific charism. Such additional factors that might account for the success or failure to implement a school's charism could include, but are not limited to, tenure of the academic administrators and faculty and the sponsoring orders process for on boarding new faculty to the charism. A single school has limited participants for the research, which results in a narrow scope to measure perceptions and experiences.

While many schools utilize the Framework for Teaching by Danielson (2013), amongst Catholic schools there is a difference between individual charisms. Many schools have common language or rubrics, which are used to identify strong teaching practices for this study the researcher limited participation to a single school utilizing the Danielson Framework; this may create a narrow participant pool. However, a single framework can provide a common language that will help identify common strategies used by academic leaders to collaborate with teachers to build innovative instructional strategies within the classroom (Danielson, 2016). The researcher selected a single site in an effort to identify the best practices utilized for developing the Fifth Domain of the Danielson Framework which measures and describes successful

implementation of the school's unique charism within the classroom. Because it is a single site case study, the participant pool is small, and there will be fewer voices to share differing insights into the process.

Significance

Catholic school academic leaders have begun to give careful attention to sustaining the unique charism in each school (Cook, 2015). Educators are currently living in an era of accountability for all other aspects of a school, so seeking opportunities to support and encourage the charism of a school is paramount. Currently, few schools have standards to support teacher growth and development in their own understanding and implementation of the charism of the specific school (Cook, 2015; Miller, 2006). While to think about Catholic school identity in terms of charism is a challenge, it is crucial to ensure the Catholic school is inspiring excellence in all aspects of the educational experience (Cook, 2015; Miller, 2006). It is vital for academic leaders in a Catholic school to assess the implementation of the charism into the school culture and classroom instruction (Cook, 2015; Miller, 2006; Renter, 2010). School leaders that share a common founding order seek opportunities to engage the laypersons responsible for maintaining charism through professional development opportunities (Miller, 2006; Renter, 2010). If schools with similar charisms all implemented the same framework for measuring and guiding implementation of that charism, founding orders could have a guide to measure successful implementation. Additionally, with the increased need for private schools to prove academic excellence, data documenting the support of a school's mission is crucial.

Rationale

Academic leaders have the responsibility to observe and evaluate teacher instructional practices to look for effectiveness and student achievement (Danielson, 2013; Mielke & Frontier,

2012). Academic leaders in Catholic schools seek opportunities to help their teachers grow not only in use of effective instructional strategies but in their implementation and support of the school's charism (Cook, 2015; Renter, 2010). Catholic school academic leaders, in addition to monitoring academic success of students and school effectiveness, are also tasked with sustaining the unique charism of Catholic schools is a central role of the academic leader within a Catholic school (Cook, 2015). Rentner (2010) argued that all school leaders in Catholic education have the responsibility to take on the role of faith leader for the school community and preserve the fidelity of the school's mission. This study sought to evaluate how a single school worked to clearly articulate the expectations for teachers in implementing and supporting the institution's charism and how that information informs individual and school professional development.

Definition of Terms

Roberts (2010) recommended that relevant terms be defined operationally to express the meaning of the terms as they are used in a study. The following terms are utilized throughout the research study.

Charism: A Catholic school's unique identity, special focus, and particular spirit that enable the school to evangelize and glorify God (Cook, 2015, p. 57).

Culture: A school's way of life rooted in Christ, a Gospel-based creed and code, and a Catholic vision that provides inspiration and identity and includes the school's history, traditions, symbols, relationships, norms, and educational programs (Cook, 2015, Kindle Locations 58-60).

Catholic School Effect: A phrase that has been prescribed to identify whatever it is about a Catholic school culture and community that exists within Catholic schools that contribute

positively to the success of the school and the success of the students attending the school (Bryk et. al., 1993; Convey, 1992; Morgan, 2001).

Lay or Lay Person: A man or woman who is neither ordained nor a vowed member of a religious order.

Religious or Religious Person: A man or woman who has been ordained or taken religious vows, approved by Church authorities, living together in community (Examples: Jesuit, Holy Cross, Marianist, Christian Brothers, Sisters of the Humility of Mary).

Trust: A confidence in or reliance on the integrity, veracity, justice, friendship, or other sound principle, of another person or group (Louise, 2007, pg. 2).

Conclusion

The process of building a culture of teacher growth and development provides an academic leader the opportunity to directly impact student achievement within the classroom. Most teachers are professionals who want to feel safe and supported in improving their instructional practices. As an academic leader in a Catholic school, developing and encouraging that faith-based culture is key both to current student achievement and future enrollment. Catholic academic leaders are tasked with seeking opportunities to deliver strong academic programs in a highly competitive market. School leaders, in an era of accountability, must also work to ensure that the specific charism of the school is supported and developed by all teachers (Belmonte & Cranston, 2009; Cook, 2015; Hervey, 2017). There is a benefit of utilizing a framework and methodology of classroom supervision, observation and evaluation that not only seeks to improve teacher effectiveness and boost student achievement but also seeks to measure the implementation of school charism. A single framework looking at all aspects of teaching in a

Catholic school supports growth, maintains fidelity to the school's mission and illustrates the importance of all aspects of teaching in a Catholic school.

CHAPTER 2

LITERATURE REVIEW

Mielke and Frontier (2012) stated that effective systems of observation and evaluation empower teachers to reflect on their own instructional practice and look for opportunities for growth. How can Catholic school academic leaders leverage traditional models of observations and evaluations to inspire teachers to better implement the school's unique charism? Academic leaders can successfully navigate conversations about classroom instructional practices and professionalism through the use of the Framework for Teaching developed by Danielson. How would the addition of a domain about charism help leaders navigate those same conversations about the implementation of a school's unique charism? The following is a review of current research connecting the role of classroom observations by academic leaders, the implementation of a feedback cycle built on trust and how observations within a Catholic school should include measures of charism implementation.

The literature the researcher first sought to explore was research about the domains of teaching and various evaluation models aligned to the characteristics of an effective teacher (Danielson, 1996; Marzano, et al., 2011). The review of literature worked to explain the concept of charism within Catholic education and the importance of maintaining charism within sponsored schools (Cook, 2015; Dygert, 1998). The literature review concludes by exploring the lessons administrators can learn from instructional coaches about providing feedback, encouraging collaboration and sharing vision for education as a means of supporting professional growth in teachers.

Defining Good Teaching and Effective Evaluation Models

Administrators must maintain trust with teachers. There must be an effective observation and evaluation model in place. Archer et al. (2016) defined trustworthy observations as,

consistent so results vary little by observer or lesson; unbiased so results do not reflect personal or pedagogical preferences; authentic so expectations are clear and reflect best practice for effective teaching; reasonable so performance standards are challenging but attainable; and beneficial so teachers get actionable feedback and support for success.

(p. 2).

If an academic leader is able to put into place an observation and evaluation system that relies on multiple measures (Archer et al., 2016), it may work effectively to increase student outcomes.

When this is done with fidelity, the community of teachers may see that classroom observations can not only help illuminate expectations for teaching but also provide both individual teachers and the building support and improvement of classroom instruction through professional development (Archer et al., 2016). Overarching in this process is the understanding that supervision, observation and evaluation will improve teacher effectiveness and boost student achievement (Danielson, 2016; Marshall, 2005). Standards that all parties know and understand help build the trust and collaboration between leader and teachers through the evaluation and innovation process (Danielson, 2016). Frameworks to evaluate classroom instruction were originally created to educate teachers, encourage self-reflection and guide professional development (Danielson, 2016; Garrett & Steinberg, 2015).

Teacher evaluation systems are intended to allow academic administrators to distinguish between levels of teacher performance fairly and objectively (Livingston & Livingston, 2012). Teacher assessment and evaluation practices are uniformly accompanied by the expectation that

performance standards reflect the best understanding of effective instruction (Marzano, Toth, & Schooling, 2012). When teacher assessment and evaluation do not align with student academic growth administrators are able to work with teachers to create improvement plans or review their long-term employment opportunities at a school (Garrett & Steinberg, 2015; Livingston & Livingston, 2012).

One widely respected researcher in this field is Robert J. Marzano; he has identified 23 essential behaviors to measure teacher effectiveness within four areas of expertise (Anderson, Butler, Plamiter, & Arciara, 2016; Livingston & Livingston, 2012). Marzano's (2007) model establishes a demanding, standards-based system in every classroom; it supports a persistent focus on student results; it offers a model to scaffold instruction, and it provides teachers with the tools and resources to grow their practice (Livingston & Livingston, 2012; Marzano, Toth, & Schooling, 2012). Marzano's (2007) guidelines were intended as a reminder to teachers utilize research-based strategies within the classroom instruction and assessment (Marzano, et al., 2011). Similar to other frameworks, a strength of Marzano's model is a common language, which can be utilized by teachers and administrators to discuss classroom instruction and student achievement (Marzano, et al., 2011).

Charlotte Danielson developed another widely respected model of teacher observation and evaluation (Danielson, 1996). The Danielson Framework for Teaching classifies those characteristics of a teacher's responsibilities that have been documented through empirical studies and research such as promoting improved student learning (Anderson, Butler, Plamiter, & Arciara, 2016; Danielson, 1996). The framework consists of four distinct domains and 22 components that break down the elements of successful teaching; each of the components are based on research, which supports the impact of the framework on teacher performance and

student achievement (Danielson, 2013). Danielson's model captures the multidimensional nature of teaching, provides a language for dialogue about teacher competence, and serves as a context for teacher self-assessment and reflection (Marzano et al., 2011). Danielson's (1996) model assesses teacher quality to the degree that teacher quality is based on observations of specific behaviors identified within each domain with the target of improving instruction.

Mielke and Frontier (2012) stated that frameworks have the ability to create a common language for instructional practice, allowing teachers to collaborate to identify and implement specific research-based instructional strategies and behaviors. Additionally, effective teacher evaluation models, such as Danielson's Framework for Teaching and Marzano's Teacher Evaluation Model, must also provide a procedure to support individual teacher growth towards instructional changes necessary to support students in rigorous, standards-based classrooms (Anderson, Butler, Plamiter, & Arciara, 2016; Livingston & Livingston, 2012).

Catholic academic leaders, similar to academic leaders in the public school setting, have the ability to choose from a wide variety of frameworks to measure teacher performance (Anderson, Butler, Plamiter, & Arciara, 2016). Public school settings often utilize a framework for teacher evaluation and observation as prescribed by the state department of education or the local teacher union (Anderson, Butler, Plamiter, & Arciara, 2016). Observation and evaluation frameworks can inform academic leadership in personnel decisions such as professional development and support, career advancement and compensation (Anderson, Butler, Plamiter, & Arciara, 2016). Similarly, academic leaders in Catholic school settings also must utilize observations and evaluations to support personnel decisions and professional development in all areas of classroom instruction as well as evaluating a teacher's understanding and commitment to the school's mission and charism (Cook, 2015).

Importance of Charism within Catholic Schools

Cook (2015) explained a school's charism is composed of the "special gifts, particular spirit, and focused identity inspired by the Holy Spirit" and by living the school's charism it can assist in distinguishing and advancing the school's educational mission (p. 9). Following Vatican II and Pope Paul VI's *Evangelica Testificatio* (1971), religious orders were asked to reestablish their constitution and orders through researching primary source documents dating back to their founding (Braniff, 2007; Garrett, 2006; Murray, 2002; Tagliaferro, 2018). The Catholic Church has applied the word *charism* to identify a religious order's distinctive characteristics of the founder. For the founder of a religious order, charisma refers to the ability to stimulate others and set a vision (O.E.D., 2017). Leddy (1991) explained that charism is relational and that it only becomes real when it is lived, believed in, and shared. All school leaders in Catholic education have the responsibility to take part in promoting charism for the school community (Rentner, 2010; Tagliaferro, 2018). According to the 1983 document "Lay Catholics in Schools," it is of particular importance for lay educators to come to know and understand their school's charism (Catholic Church, 1983).

Within religious orders each charism is unique to the vision of the founder and therefore must be brought to life by those working within that philosophy (Vatican Council II, 1965). Following the publication of *Evangelica Testificatio*, Pope John Paul II (1983) asked Catholic bishops to ensure "religious to be faithful to the spirit of their founders, to their evangelical intentions and to the example of their sanctity". Although Pope John Paul II was referring to religious Catholic school educators and administrators of a sponsored school, they must also have a clear understanding of the specific ideals and objectives that are imbedded in the

educational philosophy of a specific religious order (Belmonte & Cranston, 2009; Catholic Church, 1983; Cook, 2016; Rentner, 2010; Tagliaferro, 2018).

Academic leaders within Catholic education must ensure the school's unique charisms are lived by making the school's values, history, rituals, symbols, artifacts, and underlying beliefs (Belmonte & Cook, 2016; Cranston, 2009; Groome, 1996; Schein, 1992). *Lay Catholics in Schools* (1982) identifies the importance of the role of Catholic school leaders in understanding the charism when it states:

The lay Catholic who works in a Catholic school should be aware of the ideals and specific objectives which constitute the general educational philosophy of the institution, and realize that it is because of this educational philosophy that the Catholic school is the school in which the vocation of a lay Catholic teacher can be lived most freely and most completely. (CCE, para. 38).

A contributing factor for families selecting a particular Catholic school setting over another private school is the school's charism and mission (Belmonte & Cranston, 2009; Clark, 2015; Tagliaferro, 2018). While the burden of ensuring the livelihood of the school's charism falls to the academic leaders (Dygert, 1998), all those employed within a Catholic school are responsible for upholding the charism as well.

Lessons Learned from Instructional Coaches

Many schools have added instructional coaches to their buildings to work with teachers to improve and advance instructional strategies and student achievement (Knight, 2005; Knight & van Nieuwerburgh, 2012; Shelton, 2012). Administrators can learn a great deal about improving instruction by reviewing the role of the instructional coach and the best practices they employ. According to Shelton (2012) an instruction coach holds the important role of

collaborating with others, aligning individual goals and needs to achieve larger school goals. The trust that instructional coaches build with a teacher allows them to be open to change. Guskey (2002) articulated that teachers feel changing their practices means they open up to the possibility of their students learning less than they do under current practices. The instructional coach helps break down those perceptions and opens a teacher to changing their practices (Shelton 2012). Principals, in turn, can eliminate fears by encouraging teachers to take risks without the fear of criticism if immediate success does not occur (Kehn, 2006).

Building conversations around instruction. When observing the strengths of instructional coaches, an administrator can learn the power of conversations (Robertson, 2009). Strong principals and coaches work to ask questions that empower others to think about their craft and engage in new approaches (Robertson, 2009). Coaches continually work to communicate with teachers (Gallucci, Van Lare, & Boatright, 2010; Knight, 2005). Administrators must repeatedly express and clearly communicate their honest beliefs and feedback of teachers, especially in areas of how an individual might improve his or her teaching practices (Knight, 2005). Effective and timely professional development is critical to teachers' long-term success in the classroom (Desimone, 2009; Ferguson & Danielson, 2014; Gallucci, Van Lare, & Boatright, 2010). Such professional development can result in teachers learning and changing their attitudes, beliefs, and approaches to instruction that can positively impact student achievement (Desimone, 2009). Educational writer and consultant on teacher leadership Flanagan (2015) reinforced this concept by exploring the need for educators to be able to rationalize their instructional decisions and participate in a conversation with others if they are to reflect, self-assess, and grow. It is through these honest, open conversations that professional growth occurs (Desimone, 2009; Flanagan, 2015).

Focusing on Student Outcomes. The direct conversations that can take place between teachers and administrators regarding instruction and student outcomes can have dramatic effects on the classroom (Flanagan, 2015). However, teachers often feel uneasy about using data to inform instruction (Hamilton, et al., 2009; Logan, 2018; Williams & Coles, 2007). Teachers may find assessing data intimidating due to a lack of time for applying new methods, a lack of access to research materials, and sometimes a lack of confidence in their own abilities to understand research (Hamilton, et al., 2009). In order for data and research-based trends to be effective the data must be communicated in a way that is relatable and applicable to daily classroom instruction (Hamilton, et al., 2009; Logan, 2018; Richards & Skolits, 2009). Encouraging teachers to use data to guide instruction will help them develop steps towards innovation (Hamilton, et al., 2009; Richards & Skolits, 2009; Williams & Coles, 2007).

Identifying effective instruction. A key factor in discussing classroom observations and evaluation is understanding how to identify effective instruction (Danielson, 2015; Ferguson & Danielson, 2014; Marzano, et al., 2011). An evaluation system provides academic administrators the ability to approach observations in an objective manner and share information about instructional practices (Jerard, 2012). These strong protocols and tools can allow observers to identify instructional practices as effective or ineffective in multiple dimensions and clarify performance along the various dimensions (Jerard, 2012; Marzano, et al., 2011). Drawing from the lessons of instructional coaches, administrators responsible for observations can team to conduct group classroom observations, which may help the team of administrators develop a common vision for what good teaching should look (Kehn, 2016). All observers should meet consistently to share observation notes about individual teachers and develop instructional improvement efforts throughout the entire building (Kehn, 2016).

Providing Meaningful Feedback

Classroom observations can be most useful when providing teachers with real-time, meaningful feedback (Archer et al., 2016; Bambrick-Santoyo, December 2013/January 2014; Jerald, 2012). Real time feedback closes the gap between rehearsed lessons and the reality of the classroom (Bambrick-Santoyo, December 2013/January 2014). Bambrick-Santoyo (December 2013/January 2014) continued to explain that immediate feedback is the one way to show teachers how great and effective teaching feels in action. It is through this real-time feedback a teacher can be inspired by small changes, which if done repeatedly, can improve instruction and student achievement (Bambrick-Santoyo, December 2013/January 2014).

Through feedback teachers are able to improve their instructional practices and make instructional shifts (Archer et al., 2016). Ensuring that effective and accurate feedback is based on recognized observation instrument could be a useful resource for improving teaching and learning (Jerald, 2012). Through observations, academic administrators help teachers strengthen their instructional practices and in turn, student achievement (Danielson, 2016; Donaldson, 2011).

Building A Culture of Trust

Trust is an important quality of any relationship (Robertson, 2005; Stone & Heen, 2014; Wahlstrom & Louise, 2008). Rousseau et al. (1998), in reviewing the literature on trust across multiple disciplines, suggested that individuals who understand the expectations of each other and are open to being vulnerable are critical to establishing successful conversations and developing the element of trust. Mishra (1996) identified trust as willing vulnerability to another party based on the understanding the other party is competent, open, concerned, and reliable. Within an organization, a culture of trust can lead to positive personal and community outcomes

(Knight, 2005; Mishra, 1996; Robertson, 2009; Stone & Heen, 2014; Wahlstrom & Louise, 2008).

Danielson (2016) confirmed the importance of trust in education in her commentary published in *Education Week* when she stated “learning can only occur in an atmosphere of trust; fear shuts people down; learning, after all, entails vulnerability; the culture of the school and of the district must be one that encourages risk-taking” (Danielson, 2016, para. 12). Academic leaders are essential in encouraging and facilitating an atmosphere of trust for their teachers. According to Robertson (2009) if teachers do not have a sense of trust in the relationship between themselves and the administrator they will be less inclined to share the vulnerabilities and areas which might require growth and support. Trust can develop when administrators see themselves in an equal partnership with teachers and expect to get as much out of collaboration as they give to their faculty members (Donaldson, 2011; Knight, 2005; Stone & Heen, 2014).

Developing this trust can require a balancing act by the leader of holding individuals responsible for the rules of the organization, not with confrontation or overt criticism, but instead by working towards the individual’s overall development (Shelton, 2012; Stone & Heen, 2014). Shelton (2012) continued to articulate that those leaders who consider the personal background and needs of their members have a better chance of building trust. Academic leaders, in order to encourage individual change within their teachers, must build a level of trust (Bryk & Schiener, 2002; Shelton, 2012). Bryk and Schiener (2002) reinforced the importance of a strong culture of trust needed to ensure strong outcomes within our schools when they stated that trust nurtures a set of organizational circumstances that make it more favorable for individuals to initiate and sustain the type of activities necessary to affect productivity improvements. Research has also

established significant positive relationships between trust levels in a school and other variables that affect student achievement such as willingness to innovate (Louis, 2007).

Role of Collaboration

As previously stated, the role of collaboration is essential to educational innovation and creativity (Danielson, 2015; Richards & Skolits, 2009). A leader will be required to give up elements of the top-down approaches and involve teachers in instructional and academic decisions at the school (Kolderie, 2015). Research showed that teachers who unite with academic leaders in decision-making not only accept responsibility for the academic performance of the students but also accept the responsibility for overall success of the school (DuFour, DuFour, & Eaker, 2008; Keiser & Shen, 2000; Kolderie, 2015). This theory on shared decision-making has been written about frequently within the business world for decades; it is shown to provide workers with a sense of productivity and ownership within their work environment (Short & Greer, 1993). Teacher empowerment increases morale and teacher knowledge of subject matter and pedagogy, which leads to increased levels of student motivation and achievement (DuFour, DuFour, & Eaker, 2008; Keiser & Shen, 2000).

Teachers often cite that they learn more from their colleagues than from an expert in a workshop (Danielson, 2016). When teachers work together to solve problems of practice, they have the benefit of their colleagues' knowledge and experience to address a particular issue they are facing in their classroom (Danielson, 2016). This level of collaboration between colleagues is what allows classroom problem solving through exploring new strategies and contact, which may make material more meaningful and relevant for students (Richards & Skolits, 2009).

Principals should develop opportunities to model the implementation of new strategies for teachers and allow teachers to interact in small groups to evaluate and assess the effectiveness of

the strategies within the context of their own classroom practices (Richards & Skolits, 2009). Collaboration inspires professional learning that requires interaction and engagement with colleagues (Danielson, 2016). Danielson (2015) stated that observations and evaluations must promote engagement of the teacher through self-assessment, reflection on instructional practices and professional dialogue. Therefore, developing a common culture of professional inquiry and exploration ensures that teachers continue to be life-long learners working towards the needs of their current students (Danielson, 2016).

Sharing Ideas: Concerns, Visions, and Solutions

Leicester, Stewart, Bloomer, and Ewing (2013) highlighted an approach of building trust between teachers and administrators. Teachers much feel empowered to share concerns, visions, and solutions for the education of their students (Leicester, Stewart, Bloomer, & Ewing, 2013). It is expressed that the need for “prompt for effective education reform ... open, honest, strategic conversation” (Leicester, Stewart, Bloomer, & Ewing, 2013, Location 364). An aspect of this strategy can be utilized effectively when an administrator holds a conversation with each teacher prior to observations and evaluations (Knight & Cornett, 2009; Knight & van Nieuwerburgh, 2012) with the goal of developing that trusting relationship and openness. These one-to-one conversations can work to develop a shared vision for instruction and education, both within the classroom and the school. An academic leader who conducts classroom observations is required to have not only significant instructional expertise but also a pedagogical preference for a shared vision of what quality instruction looks likes (Richards & Skolits, 2009). Through intentional conversations, academic leaders articulate this shared vision and utilize it as part of the school improvement planning process (Leicester, Stewart, Bloomer, & Ewing, 2013). This approach can leverage innovation within the building and in individual classrooms.

The power of the trusting relationship between administrators and teachers and teachers with other teachers can at times create solutions not previously considered (Leicester, Stewart, Bloomer, & Ewing, 2013). These actions will be contagious in a way that others will adopt the solutions because they witness success not simply because a voice in authority required it (Leicester, Stewart, Bloomer, & Ewing, 2013). Engaging all stakeholders in the school may allow an academic leader to face the challenge of both creating a vision for the future and translating that vision into effective practice (Leicester, Stewart, Bloomer, & Ewing, 2013).

While approaches can vary, the key is developing one where teachers feel empowered to share concerns, visions, and solutions for the education of their students (Leicester, Stewart, Bloomer, & Ewing, 2013). The process of engaging stakeholders in seeking a solution the organization is better able to both take a collective look at the future of the establishment through benchmarks and learning from the collective experience but also the individuals are able to self-evaluation using data and professional judgments to take individual strides forwards (Leicester, Stewart, Bloomer, & Ewing, 2013). Educators meet the challenges within schools today and respond effectively to increase student achievement by building a vision for the future (Leicester, Stewart, Bloomer, & Ewing, 2013). Innovation requires encouraging multiple staff members supporting each other and trying something new (Leicester, Stewart, Bloomer, & Ewing, 2013) to move instructional practices forward.

Conceptual Framework

The Danielson Framework for Teaching classifies those characteristics of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning (Danielson, 1996). The framework consists of four distinct domains and 22 components that break down the elements of successful teaching; each of the

components are based on research, which supports the impact of the framework on teacher performance and student achievement (Danielson, 2013). Mielke and Frontier (2012) stated frameworks create a common language for practice and focus teachers' collaborative efforts to identify and implement specific research-based instructional strategies and behaviors. Catholic school administrators must prove their school's legitimacy as viable educational institutions, as well as satisfy the requirements of the Church and religious organizations charism, while simultaneously responding to government accountability and to Church expectations (Belmonte & Cranston, 2009). Administrators in Catholic schools must seek frameworks and tools to clearly evaluate and support their teachers in not only implementing academic standards but also implementing the school's unique charism.

Catholic school academic leaders need to find methods of ensuring that the school and teachers are effectively integrating the school charism into the school culture. Cook (2015) supported the importance of assessing the effectiveness of charism integration in Catholic schools as a key component of Catholic school accountability. Assessing the teacher implementation of charism in Catholic schools reinforces the importance of defining a vision for excellence specific to Catholic schools (Cook, 2015; Cook & Simonds, 2011).

Methodology

Creswell and Poth (2018) indicated that as a qualitative methodology, a case study allows a researcher to develop an "in-depth description and analysis of a case or multiple cases" within a real-life bounded system (p. 104). The researcher developed a single-case research design, utilizing an interpretive framework to guide the research practice (Creswell and Poth, 2018; Tagliaferro, 2018). Tagliaferro (2018) utilized a three tier, interpretive framework to guide research into the role of chief mission officer in sponsored secondary schools. The research

design of utilizing data from three tiers of research was utilized in this research study.

Triangulating data in research ensures the accuracy of the study (Creswell & Poth, 2018; Tagliaferro, 2018). Data from the three tiers of research are then coded to determine emerging themes (Creswell & Poth, 2018).

Conclusion

When reflecting on the era accountability all schools face, Catholic school academic leaders must work to not only ensure academic standards are being met for all students but also ensure that teachers are effectively integrating the school's charism (Cook, 2015; Cook & Simonds, 2011). Cook (2015) supported the importance of assessing the effectiveness of charism integration in Catholic schools as a key component of Catholic school accountability. Assessing the individual and school-wide implementation of charism in Catholic schools reinforces the importance of defining a vision for excellence specific to Catholic schools (Cook, 2015; Cook & Simonds, 2011). The purpose of this dissertation is to research the professional impact the creation of a Fifth Domain that supports charism implementation into a teacher's professional practice. In chapter three, the methodology for this study is presented.

CHAPTER 3

METHODOLOGY

Educators are living in an era of standards and accountability (Cook, 2015). Academic leaders seek opportunities to work with faculty members to not only measure their academic success of students but also seek opportunities for the faculty member to grow professionally. Danielson developed her Framework for Teaching in the early 1990s; the framework was intended to be a definition of good teaching in all its intricacy (Danielson, 1996). Danielson's Framework for Teaching contains the four domains of planning and preparation, classroom environment, instruction, and professional responsibilities (Danielson, 2013) that are elements of good teaching. Each domain is divided into a total of 22 components that further describe an aspect of teaching (Danielson, 2013).

Cook (2015) articulated the added importance specific to Catholic schools of accountability not only for strong educators but also accountability in carrying out their entrusted religious mission. In Catholic schools there should be embedded expectations in the evaluation process that originate from the school's mission-related goals and core values (Cook, 2015; Cook & Simonds, 2011). Such an example would be Catholic schools, which expand the four domains within the Danielson Framework for Teaching to include a Fifth Domain related to the specific school's mission (Cook, 2015). This articulation of charism and values provide teachers a clear understanding of the expectations for supporting those elements (Cook, 2015; Cook & Simonds, 2011).

The researcher in this study sought to investigate the effectiveness of the addition of a Fifth Domain to the Danielson Framework for Teaching that reflects and measures teachers' willingness and ability to incorporate the mission and values of the school into their teaching

practice. This research in this study primarily sought to understand:

- How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a Fifth Domain to the Danielson Framework for Teaching?

Through the methodology, the researcher sought to understand the associated sub-questions of:

- How do Catholic school academic leaders define experiences and outcomes related to Catholic education through the development of the Fifth Domain?
- How do Catholic school academic leaders support teachers in growing to become stronger Catholic school educators?
- What do Catholic school teachers need in the area of professional development opportunities to continue to support the individual charism of their school?

Ultimately the researcher sought to develop a set of best practices for Catholic school academic leaders to utilize when developing the Fifth Domain to measure charism and Catholic mission integration within the Danielson Framework for Teaching.

Setting

The researcher conducted a single site case study to research and evaluate the development and implementation of the Fifth Domain to the Danielson Framework for Teaching, which is designed assist teachers and educators in demonstrating accountability to the implementation of their specific charism. Creswell and Poth (2018) indicated that as a qualitative methodology, a case study allows a researcher to develop an “in-depth description and analysis of a case or multiple cases” within a real-life bounded system (p. 104).

The researcher traveled to a co-ed Catholic high school located in the New England area that is sponsored by a religious order of brothers. The school’s mission is to “develop[e]

students to their greatest potential, especially in their contribution toward the world around them and in their faith in a loving God (NAME High School, n.d.). Enrolling over 770 students annually, students matriculate to the school from more than 41 cities and towns in New Hampshire and Massachusetts (NAME High School, n.d.).

The researcher, through employing a single-case design, utilized an interpretive framework to guide the research practice (Creswell and Poth, 2018; Tagliaferro, 2018). The researcher conducted an analysis of key observations, evaluations and professional development documents specific to the identified school. The researcher conducted an online survey using Survey Monkey© to understand the faculty's perceptions and implementation of the school's Fifth Domain specific to the school's charism. Finally, the researcher conducted individual interviews with key academic administrators responsible for faculty observations, evaluations and professional development to seek to understand how they utilize the data gathered from the Fifth Domain framework to impact school decisions and positively develop the charism of the school. Creswell and Poth (2018) discuss the importance of triangulating data in research to ensure accuracy of the study. The information gathered from the document analysis, online surveys and individual interviews was coded by themes and evaluated to ensure findings were substantiated in multiple data points.

Participants and Sample

The researcher collected data from academic administrators responsible for observations and evaluations and faculty members from a single Catholic high school that utilizes both the Framework for Teaching (2013) and a Fifth Domain that measures and provides feedback on the schools charism. Merriam (1998) explained the need for a case to be fundamentally bounded, specific and with obvious boundaries in order to be considered a case for qualitative study.

Participants interviewed were those involved in the observation and evaluation process within the school. Additionally, those academic leaders who are responsible for professional development were interviewed if different than those involved in observations and evaluations. All faculty members within the school who are asked to utilize the Danielson Framework for Teaching with the addition of the Fifth Domain were provided an online survey about their experiences with the observation and evaluation process, specifically the implementation of the Fifth Domain.

Data and Analysis

The researcher identified a three-tier system for investigating the implementation of the Fifth Domain to the Danielson Framework for Teaching for measuring a teacher's implementation of Catholicity and mission within a Catholic school. After receiving IRB approval (see Appendix A), the researcher reached out to the identified school administrators to ensure they were open to participating in a single case study research on their implementation of the Fifth Domain of the Danielson Framework for Teaching based on their individual charism.

The first-tier of research involved the evaluation of the identified school documents and written protocols related to teacher onboarding, classroom observation, and evaluation. The researcher has determined these documents are often found within the faculty/staff handbook and subsequent addendums. The researcher looked for references to faculty onboarding and continued professional development related to the school's specific charism and Catholicity. The researcher found minimal references to the specific faculty onboarding process related to the school's charism at the site school instead references were made in the tier one materials to the need for ongoing support and mentoring of new teachers related to charism.

The second-tier of research involved an online, anonymous survey of faculty members

(see Appendix C). The researcher asked for demographic information regarding the current faculty including educational backgrounds, years in education and years at the site. The survey continued data collection seeking the participants' experience with observations and professional development related to the identified school's charism. Participants were surveyed about the personalization of professional development in the area of charism relating to the individual feedback given by administration in the Fifth Domain framework. Participants were asked to use a Likert scale to rate the effectiveness of the feedback given on their personal implementation of the school's charism based on the defined components in the framework. The researcher utilized a Likert scale to gain a clear picture of the faculty's perceptions about each question.

Additionally, faculty members were asked to answer open-ended questions about their specific experiences within the school of observations and evaluations as well as charism professional development. Open-ended questions were provided to allow faculty members to further share their individual experiences. The survey sought to determine the effectiveness of the Fifth Domain framework to plan onboarding for faculty members and professional development. Following the completion of the online survey the researcher coded the results to common themes. These themes were utilized in developing open-ended questions for the interviews with the school's administration.

The third-tier data collection was interviews of key building administrators involved in onboarding, observations, evaluations and professional development. The researcher traveled to the research site to conduct one-on-one semi-structured interviews with three administrators who were identified as responsible for faculty observation and professional development. The semi-structured interview approach enabled the researcher to utilize open-ended questions to explore a complexity of views and experiences for each participant and understand how the various roles

impact the implantation and support of the school's charism (Creswell & Poth, 2018). Each interview was conducted for 45 to 60-minutes. The researcher recorded the interviews with a digital recorder. Prior to the start of the interviews the researcher provided hard copies of the participation agreement for the participant to sign (see Appendix E) and the researcher reminded the participants of the use of the recorder (see Appendix D).

During the interview process the researcher sought to learn the history of the creation and development of the Fifth Domain within the school through a variety of questioning techniques including open-ended, predetermined questions and unscripted follow up questions (see Appendix D), which sought to clarify points made by the participant. Secondly, the researcher sought to understand the onboarding process, specific to the school's charism. Finally, the researcher explored how the data gained from the Fifth Domain framework is used to create schoolwide and individual professional development including growth through the implementation of the document.

The researcher utilized the services of Rev.com, a transcription company, to transcribe the audio recordings collected during the interviews. Transcriptions of the interviews were reviewed for accuracy and then forwarded to participants. Clark (2015) utilized a method of sending an electronic copy of transcripts to each interview participant. This allows participants to fact check the interview but also allows the participant the opportunity to withdraw from the research, edit their remarks, or approve the transcript unedited. Once each participant had the opportunity to review and respond to the transcripts, the researcher followed previous patterns of coding and theming as utilized in tiers one and two.

Once all data were collected the researcher coded the documents, surveys and interview transcripts for common themes and discrepancies. Files were color coded by themes by words

and phrases. Creswell and Poth (2018) suggest the use of coding data in a qualitative research study to determine emerging themes that arise throughout research. The researcher used the coded files to develop a list of best practices used in developing a model to measure teacher implementation of a specific charism within their classroom and instruction.

Participant Rights

Madsen (1992) identified stress, discomfort, embarrassment and invasion of privacy as potential risks of social research. Though the study involved minimal risk, the researcher kept the names and identifying information of the selected sites and the participants confidential and pursued approval from the Institutional Review Board (IRB) through the University of New England. Additionally, the researcher asked all participants to sign a consent form for use of interview and online survey data.

All survey data was collected anonymously through an online provider. The only identifying information that was collected from researcher was the years in education and the years working at the school. Any identifying information entered by the individual user within survey answers was redacted from the survey results.

Individual interviews were arranged in advance by the school administration, who were asked to identify administrators responsible for faculty observation and new teacher training. Interviews took place throughout a regular school day at times convenient for the participant. Interviews were conducted in each administrator's office to ensure confidentiality and privacy. The researcher recorded interviews to provide accurate transcripts of the conversations which were transcribed through Rev.com®, an online transcription service. Copies of the recorded interviews were stored through an online storage facility, Dropbox®, which only the researcher had access to.

While the name of the institution was used in the case study participants were identified using pseudonyms and identified only by their role (e.g. teacher, administrator, etc.) to ensure confidentiality. Interviews were recorded using a digital recorder and transcribed to ensure accuracy. At the start of each interview individuals were reminded that they could stop the interview at any time. Finally, those participants who were interviewed were provided a copy of their transcribed interview for review and approval. Copies of all audio files, transcription of interviews, survey results and researcher notes have been scanned and stored through the private Dropbox ® online file storage system. Any paper notes and research have been stored in a locked file cabinet accessible only to the researcher.

Potential Limitations

A limitation of the research is that engaging in a single site study might lead to false results and outcomes. A single school might have multiple factors that lead to the successful or lack of implementation of the charism in that particular school's classrooms. Such additional factors that might account for the success or failure to implement a school's charism could include, but not limited to, tenure of the academic administrators and faculty and the sponsoring orders' process for introducing new faculty to the school's charism.

Additionally, while many schools utilize the Framework for Teaching by Danielson (2013) amongst Catholic schools there is a difference between individual charisms. Many schools have common language or rubrics, which are used to identify strong teaching practices. The researcher was concerned about limiting participation to a single school utilizing the Danielson Framework, potentially creating too narrow of a participant pool. However, a single framework can provide a common language, which identified common strategies used by academic leaders to collaborate with teachers to building innovative instructional strategies

within the classroom (Danielson, 2016). The researcher was able to identify the best practices utilized for developing the Fifth Domain of the Danielson Framework, which measures and describes successful implementation of the school's unique charism within the classroom, through the use of the single site. Because it is a single site case study the participant pool was limited to voluntary participants within one school. Depending on the experience of those participants, both within the school and within Catholic education, there is potential for limited insights into the use of the Fifth Domain on their teaching and professional development.

Conclusion

Academic leaders must develop a culture of teacher growth and development that ensures students are academically prepared. Catholic school academic leaders must also ensure that the teachers are embedding their classroom instruction and student interactions with the specific charism of their school (Cook, 2015; Hervey, 2017). Two of the objectives of the study was to determine how frameworks such as Danielson's Framework for Teaching with an additional domain relating to the school charisms help academic leaders develop a culture of growth and development and provide a common language for faculty to discuss charism within the classroom. Catholic school academic leaders and Catholic school teachers benefit from the use of a single document which both encompasses the elements of strong instructional components and the school's Catholic charism to inform post-observation conversations between administrator and teacher and inform professional development goals.

CHAPTER 4

RESULTS

Catholic school academic leaders are in a situation where they not only need to inspire teachers to reflect and improve on their own instructional practices but also seek opportunities to incorporate the unique charism of the school within the classroom. The researcher of this study sought to analyze how a single school did that by incorporating a Fifth Domain to the Framework for Teaching developed by Danielson, which measures school charism. The following is a presentation of the research results for the site study.

Analysis Method

The researcher identified a three-tier system for investigating the implementation of the Fifth Domain to the Danielson Framework for Teaching for measuring a teacher's implementation of Catholicity and mission within a Catholic school. The first-tier of research involved the evaluation of the identified school documents and written protocols related to teacher onboarding, classroom observation, and evaluation. The researcher obtained several documents from the site school including a copy of the evaluation framework, a document published by the founding order about charism implementation in education and a book published by the founding order regarding teaching with the charism. The researcher then reviewed these documents and coded them for key themes and important phrases utilized by the charism.

The second-tier of research involved an online, anonymous survey of faculty members (see Appendix C). The researcher designed the survey using language specific to the site school, as learned in the tier one document analysis, to ensure the participants understood the questions. The researcher began by asking for demographic information regarding the current faculty

including educational backgrounds, years in education and years at the site. The survey continued to seek the participants' experience in observation and professional development related to the identified school's charism. Participants were surveyed on the personalization of professional development in the area of charism relating to the individual feedback given by administration in the Fifth Domain framework. Participants were asked to use a Likert rate scale to rate the effectiveness of the feedback given on their personal implementation of the school's charism based on the defined components in the framework. The survey sought to determine the effectiveness of the Fifth Domain framework to plan onboarding for faculty members and professional development.

The researcher allowed faculty members two weeks to complete the online survey. Initial data analysis was utilized through basic functions provided by Survey Monkey ®. The researcher continued data analysis of the likert scale questions to look for patterns of answers based on a faculty member's years of experience at the site school or in education. Responses for open-ended questions were coded for common themes both in the areas of purpose of observations and evaluations within the school and professional development opportunities to learn about charism implementation. The researcher coded themes manually using colored highlighters and post it color tabs for each theme. The color highlights and tabs were then logged into an excel file based on the specific data source to track the number of references. The coded themes from both the tier-one and tier-two data were utilized to develop open-ended questions for the interviews with the school's administration.

The third-tier data involved interviews of key building administrators involved in onboarding, observations, evaluations and professional development. The researcher traveled to the research site to conduct one-on-one semi-structured interviews with identified administrators

responsible for faculty observation and professional development. Each interview ran 45 to 60-minutes. The researcher recorded the interviews with a digital recorder, which was then transcribed through the Rev.com ® transcription company. Following interview participants checking and approving the transcripts, each transcript was coded and tracked in excel as done in tier one and two data.

The researcher sought to learn to learn the history of the creation and development of the Fifth Domain within the school through a variety of questioning techniques including open-ended, predetermined questions and unscripted follow up questions (see Appendix D), then clarified points made by the participant. Secondly, the researcher sought to understand the onboarding process, specific to the school's charism. Finally, the researcher explored how the data gained from the Fifth Domain framework is used to create schoolwide and individual professional development including growth through the implementation of the documented guidelines. Similar to tier-two analysis, the researcher coded the transcripts from key administrators for themes that emerged regarding faculty onboarding, observations and evaluations specific to the school's charism. Following the coding of the three tiers of data the researcher looked for common themes, which highlighted the site school's philosophical and practical approach to charism implementation and faculty evaluation at the school.

Presentation of Results

Central Research Question: *How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a Fifth Domain to the Danielson Framework for Teaching?*

According to the literature reported here, frameworks to evaluate classroom instruction were originally created to educate teachers, encourage self-reflection and guide professional

development (Garrett & Steinberg, 2015). Specifically, Danielson's model captures the multidimensional nature of teaching, provides a language for dialogue about teacher competence, and serves as a context for teacher self-assessment and reflection (Marzano et al., 2011).

Additionally, literature shows that strong observations occur when opportunities for teachers to collaborate with administration or other teachers regarding the findings occur (Knight & Cornett, 2009; Knight & van Nieuwerburgh, 2012; Leicester, Stewart, Bloomer, & Ewing, 2013)

Tier-one research of this study involved an analysis of documents provided by the site school related to teacher evaluation and on-boarding specific to the school charism. When analyzing documents provided, the researcher observed that the evaluation model used at the site school has a growth framework and is implemented every three years for faculty members. The self-evaluation document includes the Danielson Framework and school-created Fifth Domain that measured for teacher implementation of charism. The introductory paragraph to the framework for the site school states that the staff believes in the "pursuit of professional excellence in providing students with the highest quality high school educational experience". Teachers are asked to self-reflect and identify areas of strengths and opportunities of growth. Following the completion of a self-evaluation the teacher meets with an administrator to review their self-assessment, observations from the administrator (both formal and informal) and talk about professional development goals for the next three years. Through the school created framework, teachers were asked to move through each domain for teaching, including the school-created Fifth Domain for charism, and rate themselves on each component as unsatisfactory, basic, proficient, and distinguished based on descriptions given by the school in the case of the Fifth Domain for charism or Danielson for the original four domains. Descriptions of each component highlight examples of what teachers within that rating would be

doing to achieve that rating. Following the self-rating process throughout each domain teachers are then asked to write comments and reflections to guide a meeting with the administrator. From the observations and comments teachers and the administrator establish professional goals, which will guide the teacher's professional growth for the next three years and allow the administrator to support that growth.

Interviews with the academic leaders in the building supported the use of framework being used as a self-reflection piece for teachers and open to conversations about teaching practices, charism implementation and school culture rather than utilizing it during a single observation cycle. Administrator A stated "I think of formation as a faculty member. I'm thinking of spiritual. I'm thinking of personal. I'm thinking of emotional." Administrator B supported this approach by stating the conversations relating to charism usually "pop up with something little or not little" and often are tied to interactions with students or parents. Administrator B continued to illustrate that point by sharing how the charism of the sponsoring order relates to the treatment of students and gave as an example the implementation of a concussion protocol and late work. Administrator B, in this example, would have conversations with faculty members who would not be lenient in deadlines for student work regardless of the medical excuse.

Faculty members mentioned through open-ended survey responses that the charism encourages a stance about "the way we treat students: known valued and treasured, we should be available, forgiving and show compassion" in all encounters with students. Another teacher supported that idea when they stated it is emphasized "how children are treated as children of God is more than any grade; whole-person formation is encouraged". In 10 of the 18 responses

in the open-ended survey, they referenced those interactions with students and the philosophy of how relationships are built with students over an emphasis on curriculum.

This interpretation of the charism and how teachers in the sponsoring orders school implement it was supported by two additional tier-one documents provided by the school. The founding order published a book, *Beyond Charism*, after seeking input from religious and lay teachers as to how they live the charism in their respected schools. During individual interviews with Administrators A, B, and C the book was referenced as a source for guiding teachers on how to approach their profession through the lens of the charism. Additionally the sponsoring order published a document, *Charism and Mission*, which breaks down various aspects of an educational setting and specific applications of the charism with the setting.

Analysis of the faculty surveys supported the understanding that the frameworks were used to guide professional growth and development. When answering the open-ended question, *Please describe your understanding of the intended role of evaluations within your building*, faculty members identified the following themes in their responses (n=20) to provide feedback on teaching (13, n=20), to guide professional growth (6, n=20), and an opportunity for teachers to self-reflect (5, n=20). Other faculty members spoke of the evaluations as a tool to make employment decisions (1, n=20) and a requirement for state paperwork (2, n=20). This view of evaluations and approach by the school administrators to leverage discussions is supported by the literature that states that professional growth occurs through honest, open conversations (Desimone, 2009; Flanagan, 2015; Knight, 2005). Additionally, the literature states that effective and accurate feedback is based on a recognized observation instrument could be a useful resource for improving teaching and learning (Danielson, 2016; Donaldson, 2011; Jerald, 2012).

Sub-Question 1: *How do Catholic school academic leaders define experiences and outcomes related to Catholic education through the development of the Fifth Domain?*

After evaluating tier one documents the researcher learned that documents such as Danielson framework for teaching (1996) and the Fifth Domain for charism were not utilized by administrators in annual conversations or observations. Rather those documents were utilized ever three years during an evaluation cycle. Interviews with Administrators A, B and C did not contain strong references to the Fifth Domain in supporting their roles and responsibilities of ensuring charism implementation within their school. Rather, each administrator continued referencing the tier one documents of *Beyond Charism* and *Charism and Mission* as well as the foundational documents they received during their extensive leadership training. In each of the three interviews, administrators discussed the importance of those documents in assisting them in ensuring the charism transmission and experience for their students. Administrator A shared that the heart of the charism of their sponsoring order is relationships, and in an educational setting, it's about relationships with students. They go on to say:

At the end of the day, there are very, very, very few, if any, people in this building who aren't all in it for the kids and won't do the right things by kids, given the opportunity, within the constraints of their skills, their awareness, their common sense, things like that. And so, that's what we're really educating, is how do you build people's repertoire to respond to things better?

This is where leaders utilize the tier one documents for faculty to provide examples and approaches to student concerns to help build that repertoire.

An analysis of the Fifth Domain shows that the framework has been divided into seven components. Each component then gives examples of how a teacher would demonstrate that

component at the proficiency levels of unsatisfactory, basic, proficient, and distinguished. This level of detail for each component mimics the framework designed by Danielson (1996). During a three-year cycle, teachers are asked to self-reflect on this proficiency in demonstrating each component of the Fifth Domain. These self-reflections are then shared with an academic administrator in an evaluation conference. Following the conference, goals are set to guide the teacher for the next three years.

Evidence of the guidelines for implementing the components was found in the other documents provided during tier one research. The document *Charism and Mission* was written by the sponsoring order specifically for educational settings. *Charism and Mission* is divided into three sections (School Leadership, Educational Process and Student Formation) that are spelled out further within 17 subsections that briefly identify how the charism should be lived and experienced within the school. The section on Educational Process most relates to the faculty experience within the classroom with the subsections addressing areas such as teacher and student Relationships, values in the curriculum, motivation, and assessment. Each of the subsections the sponsoring order identifies has specific applications, which should guide their actions.

Additional evidence of guidelines for implementing the components was found in the book *Beyond Charism* that was published by the sponsoring order. The book was designed to be “an imminently practical guide, one that is directly transferable to the immediate needs and challenges that classroom teachers face” (p. 6). Through the book there are quotes from the founder of the religious order expressing the charism, practical examples of how teachers would live that charism in situations. The book repeatedly and elaborately addresses key values in various categories to give emphasis on their importance of “teachers having high expectations of

themselves and their students; respect for all students; confidence in their potential for good and for success; availability; order and structure; the prominence of the gospel values of spirituality, compassion, and faith” (p. 6). The book was designed for both new and veteran teachers to help them excel at teaching in a school with a strong charism focused on what the students deserve. The book was referenced in the individual interviews by Administrators A, B, and C as a tool to guide teachers about how to approach their profession through the lens of the charism.

When coding both *Charism and Mission* and *Beyond Charism* the researcher found several themes that repeatedly emerged in the tier one documentation. The most substantial theme was “professionalism,” which was mentioned a combined 37 times in the sections of the documents. Professionalism included responsibilities of teachers such as lesson planning, assessments, and classroom management. Professionalism as spelled out in the documents was not specifically unique to the sponsored school and would also be found in Danielson’s Framework. More specific to the site school and charism was the references to building relationships with students, as defined by the charism. Relationships with students was referenced a combined 24 times in the sections of the two documents.

Figure 1. *Tier One Themes Tied to Fifth Domain Framework*

| Fifth Domain Components | <i>Charism and Mission Document</i> | <i>Beyond Charism Book</i> |
|---|---|--|
| 5A. Spirituality of the Heart of Christ | Professionalism – 12 Student Relationships – 5 | Professionalism – 25 Student Relationships – 19 |
| 5B. Integration of Faith & Life | Catholic Values – 8 | Catholic Values - 12 |
| 5C. Spirit of Community | Student Relationships – 5 Whole Person – 4 | Student Relationships – 19 Whole Person - 6 |
| 5D. Formation of Whole Person | Student Relationships – 5 Whole Person – 5 | Student Relationships – 19 Whole Person – 6 |

| | | |
|---------------------------------------|---|--|
| 5E. Concern for the Poor or Neglected | Student Relationships – 5 | Student Relationships – 19 |
| 5F. Availability | Professionalism – 12 Student Relationships – 5 | Professionalism - 25 Student Relationships – 19 |
| 5G. Ordered Structure & Environment | Catholic Values – 8 Student Relationships – 5 | Student Relationships – 19 Catholic Values - 12 |

Sub-Question 2: *How do Catholic school academic leaders support teachers in growing to become stronger Catholic school educators?*

The primary focus of interviews with academic leaders at the site school was on two methods for supporting teachers in becoming stronger Catholic school leaders. The first method discussed by administrators interviewed was his or her own participation in an intensive professional development related to the charism of the order. The interviewees cited that this professional development allowed them to live the mission of the sponsoring order as lay leaders and model the expectations as laid out in founding documents, the Fifth Domain framework, *Charism and Mission*, and *Beyond Charism*. This was supported through the faculty’s perception that it was through the actions of the leaders that they learned the charism.

Faculty surveys showed that teachers at the site school felt expectations for implementing the charism were clearly communicated. When answering the question “do you feel the standards and expectations of implementing the school’s charism [was] communicated to you” 48% (n=12) stated they “strongly agreed” and “40% (n=10) stated they “agreed”. One faculty member answered, “disagree” to that question. Teachers also rated “the overall quality of the professional development at your school related to the school’s charism” as strong with 28% (n=7) giving it an “excellent” rating, 48% (n=12) as “above average” and 24% (n=6) as

“average”. In responding to this question, no faculty members rated professional development as “below average” or “extremely poor”.

Each of the three administrators interviewed discussed charism transmission with faculty most effectively occurring in small group or individual discussions. Administrator A did share that a major focus of opening faculty meetings and retreats was charism but then went on to say that it’s about putting charism in the minds of each professional so they can figure how they need to implement it in their classroom and through student interactions. Administrator C, who was primarily responsible for onboarding of new faculty, discussed the individual and small group meetings where charism was touched out to help teachers, new to the school, understand how to approach various issues. Administrator C went on to share an example of talking with two young teachers when “we would end up talking about the issues they were facing, I would give them my opinions” based on the charism but the ultimate implementation of that approach was dependent on their approach. Administrator B stated,

[Charism] is gonna pop up with something little or not little ... [it’s the conversation with a teacher about a student’s illness] one of the reasons why this child is hurting, a contributing factor is us. It’s just be that good Christian and the compassionate thing to do. But we’ve got the charism that says we are going do to in this this way. We have a fallback.

Administrator A stated that faculty formation specific to charism allows for information to be transmitted to faculty, usually in a variety of methods, and then as professionals, faculty are asked to explore how they will implement the charism within their teaching and classroom. This approach allows for individualization of implementation. Administrator A repeated in the interview statements about working on “building people’s understanding of kids” which has been

especially important at the site school. They stated, “a lot of the people [who work at the school] came in from a non-traditional field”. A faculty member supported this specific approach of each administrator by sharing that, in their experience, each administrator encourages the implementation of the charism through personal encounters and meetings. Of the other 17 open-ended responses about administrative support for charism implementation, 10 faculty members mentioned the importance of building positive relationships with students in various manners. Teachers stated that “practicing patience and building positive relationships with students”, “the way we treat our students: known, valued, and treasured”, and “by emphasizing the idea that how children are treated as children of God is more important than any grade”.

The school staff has taken the approach of working with the entire faculty on understanding students as a central support in learning to live the charism of the order that places a strong emphasis on relationships. Once teachers have a foundation of knowledge, then individual conversations can occur to support the implementation of the charism. The literature states that intentional conversations allow academic leaders to articulate a shared vision and utilize it as part of the school improvement planning process (Leicester, Stewart, Bloomer, & Ewing, 2013); and in the case of Catholic schools, this shared vision is tied to the charism.

Sub-Question 3: *What do Catholic school teachers need in the area of professional development opportunities to continue to support the individual charism of their school?*

Individualized. Outside of teaching the founding documents, *Charism and Mission* and *Beyond Charism* there were no individual professional development opportunities for a teacher to participate in to enhance their understanding and support of the charism. The tier-two faculty survey results indicated that 76% of faculty participants (n=25) felt the school professional development related to charism as excellent or above average and 24% rated it as average.

While the faculty felt they had opportunities for professional development on the charism, the open-ended question to faculty about their individual opportunities (Appendix C, Question 12) elicited responses such as “not sure”, “limited as individual, aside from sitting down and writing the self-evaluation”, “I don’t think there are opportunities apart from the faculty-wide functions and workshops” and “very few”. One teacher did reference that they felt administrators helped them implement charism through “personal meetings”. Another teacher mentioned they learned through watching administrators “display it themselves” as they go about their work. Finally, a third teacher felt “through examples given on how to treat students, and others in the building” they understand the charism and how to implement it for themselves.

This finding was supported in the interviews with Administrator B who stated that discussions on charism for individuals occur as situations arise that need to be supported through a charism discussion. Faculty members did not reference the individual conversations between teacher and administrator as a support for the charism. However, each administrator interviewed spoke about the importance of those individual conversations with teachers. Administrator A stated the conversations aren’t about “let’s sit and rewrite our Spanish curriculum”, instead they focus on teaching the curriculum with the charism.

Building Wide. Throughout the faculty survey the presence of building wide references and professional development related to charism was evident. As mentioned previously, 76% of faculty survey participants (n=25) expressed that that felt the school professional development related to charism were excellent or above average and 24% rated it as average. The open-ended question (Appendix C, Question 16) asked faculty to describe professional development opportunities; of the 19 respondents, 17 people specifically mentioned annual workshops,

presentations and retreats as meaningful opportunities to learn about the charism. Administrator A, when discussing building-wide professional development, stated

If I think of formation as a faculty member, I'm thinking of spiritual. I'm thinking of personal. I'm thinking of emotional. I'm thinking of skills of my ministry as well, and so we do some things that're geared towards that. We've kind of settled into ... and I won't call it a rut, but we do these faculty-sponsored presentations on specific things.

Administrator A continued by stating “it’s how you put a better framework in somebody’s head about kids, and then they can take that, as a professional, and figure out what they need to do about it.” This approach of the academic leadership of the site school of educating faculty on the charism and then working with them as individuals to how they chose to approach it in teaching and relationships with students. Several faculty members referenced that working at the school for multiple years with several different academic leaders and members of the sponsoring order allowed them to witness the charism in action and therefore learn from those who have taught before them. This philosophy is the reason the sponsoring order wrote the book *Beyond Charism* and works to pass the tradition to the lay faculty while religious members are still in the school.

Additional responses in the faculty survey discussed the new teacher orientation/coaching meetings as a specific avenue to learn about the charism and how to implement it within their professional practices. Administrator C, who primarily works with new faculty members to help them get oriented to the school, teaching and the charism shared that in the meetings with new teachers they will talk about “the life and the mission” of the school, sponsoring order and the charism. New faculty meetings often utilize the *Charism and Mission* and *Beyond Charism* documents to guide discussions as the new teachers bring issues forward. These coaching meetings were referenced by a teacher in their response to question 15 of the survey (Appendix

C) “I also had an orientation which explained the Charism ... I was provided with one-on-one coaching, then a series of group conversations with other teachers new to the building”. Another teacher supported this by stating that “the charism is passed to an individual ... I have learned this from recurring workshops and seminars ... it took me ten years to learn ... today we do a better job beginning with our new teacher program”.

Leadership. Professional development related to charism throughout each tier of research was a repeated theme by both the academic administrators and the teachers. In the survey, a faculty member (Appendix C, Question 20) described how administrators live by the same standards they are held to in the Fifth Domain. One teacher referenced “through examples given on how to treat students, and others in the building”, another teacher said “modeling behavior and being an advisory resource as needs arise” and a third stated, “by displaying it themselves”. Administrators each mentioned, within their interviews, the important professional development they received relating to the sponsoring order’s charism and how to live it in their profession. This professional development is a three-year long program that involves online components, mentoring, and travel to several sites sponsored by the order including Rome to view original documents. Administrator B elaborated extensively on the program while explaining how he is able to model the charism for the faculty and engages others in the individual conversations about what charism should look like in their building. He stated that the administrator is provided a mentor during the program, which is key to how much they learn from the program and how they can subsequently implement the charism. Administrator C supported the importance of a strong mentor when they shared the story of Skyping with a mentee who wanted to talk through several situations through the lens of the charism. Administrators A and B shared that the program was designed for those who a building wants to “groom into leadership” for the

school. Teachers supported the administration's professional development as a key component for helping them support the charism in the school. Teachers stated, "they have been formally trained in the charism and live it every day" and in turn, "model the character of all events in the spirit of Charism". The responses from teachers about the administrators' understanding of charism also all (n=20) support their "excellent", "confident", "totally solid and committed" and therefore willing to model it as well as leverage their understanding through the creation of school-wide professional develop specific to charism.

Summary

Throughout the study the researcher learned that, while the site school had developed the Fifth Domain for charism to work with the Danielson Framework, teachers or administrators rarely referenced it specifically as a driving force, as it was only utilized every three years during the self-evaluation cycle. Greater emphasis was placed on the daily interactions and experiences of the charism, which while spelled out in several documents, was based on experience and taught through individual interactions. The importance the school and sponsoring order places on annual professional development opportunities for the faculty relating to charism along with the priority given to administrators receiving extensive training in the charism allow for the faculty to learn and teach through the importance lens.

CHAPTER 5

CONCLUSION

Educators are living in an era of standards and accountability (Cook, 2015). Academic leaders seek opportunities to work with faculty members to not only support the professional growth and development of teachers but also to measure the academic success of students. Cook (2015) expressed this goal specifically for Catholic schools the importance of accountability not only to attain strong academic outcomes but also accountability in carrying out their entrusted religious mission. In Catholic schools there should be embedded expectations in the evaluation process that originate from the school's mission-related goals and core values (Cook, 2015; Cook & Simonds, 2011). Such an example would be Catholic schools, which expand the four domains within the Danielson Framework for Teaching, to include a Fifth Domain related to the specific school's mission (Cook, 2015).

The researcher in this study sought to investigate the effectiveness of the addition of a Fifth Domain to the Danielson Framework for Teaching that reflects and measures teachers' willingness and ability to incorporate the mission and values of the school into their teaching practice. This research in this study primarily sought to explain:

- How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a Fifth Domain to the Danielson Framework for Teaching?

Through the methodology, the researcher sought to understand the associated sub-questions of:

- How do Catholic school academic leaders define experiences and outcomes related to Catholic education through the development of the Fifth Domain?

- How do Catholic school academic leaders support teachers in growing to become stronger Catholic school educators?
- What do Catholic school teachers need in the area of professional development opportunities to continue to support the individual charism of their school?

The researcher of this study sought to analyze how a single school did that through the incorporation of a Fifth Domain to the Framework for Teaching developed by Danielson, which measures school charism. The following is a presentation of the results of the research study including recommended action steps for Catholic educators seeking to support teachers in their growth and understanding of the specific charisms of their schools.

Interpretation of Findings

Through the research there was evidence that the creation of a Fifth Domain to help teachers self-reflect on their implementation of the charism was rooted in documents provided by the sponsoring order. The elements of the Fifth Domain were repeated throughout *Charism and Mission* and *Beyond Charism* documents the researcher analyzed in tier one research. The use of the framework, in a three-year cycle, provided limited repeated interactions with the framework for the faculty. The faculty survey supported the finding that teachers within the site school understood the charism, felt supported in professional development about the charism and felt their administrators encouraged the implementation of the charism there was no specific references made to the use of the Fifth Domain in encouraging that. Faculty members, while content with the process, did not need the connections between the framework, professional development on charism and individual conversations with administrators about school and student issues. Administrators and tier one documents discussed the importance of the individual conversations with teachers to help them understand how to implement the charism through

specific situations related to students. The researcher has not learned of other schools within the same sponsoring order who utilized the Danielson Framework for Teaching and a Fifth Domain to evaluate and coach teachers.

An unexpected finding throughout the research was the importance of the academic leadership training on the school charism. Survey results of faculty members discussed the importance of seeing their administrators living the charism and naturally embedding it into the school culture. Each of the three administrators interviewed spent significant time discussing their own extensive professional development specific to the charism and how it has allowed them to learn how to lead through the lens of the charism.

The researcher, upon evaluating the responses of the tier-two faculty survey, realized that with the small response rate of faculty (n=35) and only utilizing a single research site, several questions proved unnecessary to the research. Questions about the educational background of the faculty and number of years teaching at the specific school were asked to determine if a particular demographic of the faculty had a different experience with the evaluation process, professional development or implantation of the charism. Those who responded were consistent in their experiences (with one outlier who responded “very dissatisfied” for several questions). It is perceived that those questions could have been useful had there been a larger number of respondents or a multi-site case study.

Similarly, as a single site research study with limited administrators to interview in tier three research there were common threads of the approach used to educate faculty on the charism, specifically the decision to utilize individual conversations to educate faculty on the charism. Had this research been expanded to multiple sites there could have been a discrepancy of approaches for supporting teachers in their implementation of the charism.

Implications

The initial findings of this research study can inform both individual religious sponsored schools and sponsoring orders with recommendations for developing opportunities to both measure and implement the charism within academic settings. The sponsoring order of the site school spent considerable time and resources creating significant documents to be used throughout all of their schools to support lay leadership and teachers in understanding how the charism impacts education within their schools. Additionally, the sponsoring order invested in the creation of a significant professional development for lay leadership taking over the sponsored ministry.

The first implication would be for an individual school that could explore the creation of a Fifth Domain framework to measure the school charism and levels of proficiencies specific their unique charism. While a school which already utilizes the Danielson Framework for Teaching may wish to explore the benefits from adding a Fifth Domain to support charism, other schools which utilize other frameworks for classroom observation could also create a framework to measure their charism. The creation framework would allow a common language amongst faculty and administration to discuss how charism is being implemented within the classroom.

The second implication would be for sponsoring orders to explore asking sponsored schools to add a self-reflection component with the development of their annual or semi-annual mission audit at individual schools. The utilization of the Fifth Domain could provide the sponsoring order opportunities to better support individual schools and the order in charism transmission. This framework provided by a sponsoring order would allow schools to collect data within their building on charism and create meaningful conversations between the sponsoring order and the school as well as between different sponsored schools. All sponsored

schools would then know, from the religious order, what the ideal implementation would look like at the building level. A school could go as far as sharing data with their community members, similar to a public school report card, which would highlight how well a school is doing in the area of charism.

Recommendations for Action

Academic administrators are increasingly asked to demonstrate how their teachers meet academic standards, innovate within the classroom and participate in professional development. In many school settings the use of a common framework provides a language for dialogue about teacher competence, and serves as a context for teacher self-assessment and reflection (Marzano et al., 2011). Catholic school academic leaders must find methods of ensuring that the school and teachers are effectively integrating the school charism into the school culture as well as academic standards asked of all educators. Cook (2015) supported the importance of assessing the effectiveness of charism integration in Catholic schools as a key component of Catholic school accountability. Assessing the teacher implementation of charism in Catholic schools reinforces the importance of defining a vision for excellence specific to Catholic schools (Cook, 2015; Cook & Simonds, 2011).

The researcher was able to find sound parallels between key charism documents at the site school and the self-defined Fifth Domain framework. Teachers at the site school did have a clear understanding of the charism and how to incorporate it into their professional experiences. It was unclear how the use of the Fifth Domain, at the site school, impacted that understanding as it was only used every three years during a self-reflection and evaluation conversation. Catholic schools which utilize the Danielson Framework during annual observations and evaluations would benefit from incorporating a Fifth Domain framework. This would allow teachers and

administrators to utilize the common language of the charism and the proficiency levels objectively in conversations about development (Cook, 2011; Danielson 2016. Marzano et al., 2011).

Additionally, a sponsoring order could consider implementing the Fifth Domain, independent of the original Danielson Framework, during annual sponsorship visits (Tagliaferro, 2018) to measure faculty understanding of the charism and support provided by the school regarding professional development needs. The sponsoring order would also benefit from seeing the multi-school data of charism implementation to help assess, as a larger order, how they might ensure their charism is transmitted to future lay leaders (Tagliaferro, 2018).

While not the focus of the research study, the researcher discovered that the sponsoring order the site school placed great emphasis on professional development of leaders through the three-year leadership experience. This professional development infuses lay leaders with the charism as taught by the sponsoring order. Faculty members at the site school commented in the survey about the importance of witnessing the leaders living the charism as a manner for how they learn to live the charism with their students. Additionally, through the exploration of tier one documents, the key role the sponsoring order of the site school placed on transmitting the oral history of the charism and its implications within an educational setting was identified. Other sponsoring orders would benefit from exploring how they are transmitting the charism to their lay leaders and faculty so the charism is evident throughout their sponsored schools (Tagliaferro, 2018), both through formal professional development and through documenting the oral history of their approach to education.

Recommendations for Further Study

The findings of this study have highlighted several areas of future studies for the research on charism transmissions in educational settings. These future studies could include an individual school setting, a cluster of similarly sponsored schools, and a sponsoring order to discover how charism is evaluated, coached and taught to lay teachers and academic leaders. The suggestions for these studies are as follows.

Expanding Original Study. This initial study could be replicated in a variety of ways to gain other perspectives of charism implementation within Catholic education. Conducting the same study in a school that utilizes a framework for both high quality teaching and charism implementation for both classroom observations and annual evaluations potentially could gather deeper data about the effectiveness of the framework in supporting charism within a school setting and helping individual teachers' growth in their individual approaches to charism within the classroom. If, within a single sponsored religious order, multiple schools utilized the same framework, data could be shared between schools to measure growth and share best practices in supporting teachers and school charism.

Individual Professional Development on Charism. Through faculty surveys in this research study, the researcher learned that there were limited opportunities for faculty member to learn about the charism through professional development or optional spiritual engagement opportunities. Instead the whole faculty participated in annual experiences. A future study could include exploring how other sponsoring orders provide local and national professional development on charism to support teachers in implementing in their settings.

Specific Sponsoring Order Charism Implementation Documents. One example of the charism document was created by the founding order in the *Beyond Methodology* book. Other

founding orders could look at those documents and create something similar for teachers within their schools so they might understand the relational piece as specific to their charisms and also the implementation of those values.

Academic Leader Professional Development. Through research gathered in tier three interviews and comments in tier two, significant emphasis was placed on the importance of the professional development specific to charism of academic leaders. Vowed religious who sponsor schools should explore the exact impact this extensive professional development has on both charism transmission and succession planning for their sponsored ministries.

Conclusion

The researcher of this study found mixed results about the site school's implementation of the charism specific to the Fifth Domain. As the domain is only utilized every three years teachers had limited exposure and recognition of the Fifth Domain. However, those same teachers felt connected with the charism and how to implement it within their classroom. The research found significant documents created by the sponsoring order to help individual implementation of the charism. Additionally, the researcher found the sponsoring order spent significant time ensuring leaders of the schools understand the charism of the sponsoring order and the mission of the school. This approach is of value in that teachers look to their leaders to be examples of how to implement the charism through individual interactions.

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Appendices

Appendix A: IRB Approval Documentation



Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Emily Hanson Ramos

Cc: Ella Benson, Ed.D.

From: Lliam Harrison, M.A., J.D.

Date: September 24, 2018

Project # & Title: 18.09.21-015 Incorporating the Fifth Domain to the Danielson Framework to Support Charism in Catholic Education

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project, including revisions submitted at the end of August 2019 changing personnel, and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.104(b)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "William R. Harrison", is written over a light gray rectangular background.

William R. Harrison, M.A., J.D.
Director of Research Integrity

IRB#: 18.09.21-015
Submission Date: 09/20/18
Status: Exempt, 45 CFR 46.104(b)(2)
Status Date: 09/24/18

Appendix B: Teacher Online Survey Invitation

Dear Teacher at [REDACTED],

My name is Emily Hanson Ramos; I am a doctoral student at University of New England. My research study is entitled Incorporating the Fifth Domain to the Danielson Framework to Support Charism in Catholic Education. As an administrator and veteran in Catholic education for over 18 years I am interested in exploring your experience with the Charism framework (modeled off of the Danielson's Framework for Teaching).

If you choose to participate in this study, it is expected that it will take approximately 25 minutes to complete the online survey. The results from this study could assist other Catholic high schools in developing similar framework in measuring and guiding their school's Charism. The survey results will be pooled for the dissertation and individual results of this study will remain absolutely confidential and anonymous.

If you'd like to participate in this study, you can do so by following this link: <https://www.surveymonkey.com/r/HansonRamos>

If you have any questions or concerns, please feel free to contact me by phone at [REDACTED] or by email at [REDACTED]. Thank you in advance for your consideration of participating in this research study.

Sincerely,

Emily Hanson Ramos

Appendix C: Teacher Online Survey Questions

Demographic Data

1. What is your gender?
 - a. Female
 - b. Male

2. Including your current year, how many years of teaching experience?
 - a. 1 year
 - b. 2-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16 or more years

3. Including your current year, how many years of teaching experience at Bishop Guertin High School?
 - a. 1 year
 - b. 2-5 years
 - c. 6-10 years
 - d. 11-15 years
 - e. 16 or more years

4. What is your degree level?

- a. Bachelors Degree
- b. Masters Degree
- c. Doctorate Degree

Please reflect on your most recent year of experience with professional development and the observation and evaluation process.

1. Rate the overall quality of the evaluation.

Very poor quality 1 2 3 4 5 Very high quality

2. Rate the overall impact of the observation process on your professional practices.

No impact 1 2 3 4 5 Strong impact

3. Rate the overall impact of the evaluation process on your professional growth as an educator.

No impact 1 2 3 4 5 Strong impact

4. Rate the overall quality of professional development related to your school's Charism.

Very poor quality 1 2 3 4 5 Very high quality

5. Were standards for observing and evaluating Charism communicated to you?

Not at all 1 2 3 4 5 In great detail

6. Were standards of the Charism framework clear to you?

Vague 1 2 3 4 5 Very clear

7. How confident are you in your ability to communicate the Charism within your classroom instruction?

Not at all 1 2 3 4 5 Very confident

8. Were opportunities to discuss observations provided for you?

Not at all 1 2 3 4 5 Always

9. What is your understanding of the intended role of evaluation within your building?

Teacher accountability 1 2 3 4 5 Teacher growth

10. Please describe how you have been trained on the Charism of your school? The history of the founding order?

11. What opportunities are provided to the entire faculty to learn the Charism?

12. What opportunities are provided to you, as an individual, to experience the Charism?

13. How would you describe your administrators understanding of the school Charism?

14. How does your administrator encourage your implementation of the Charism within your classroom?

Appendix D: Administrator Interview Script

Opening Comments

Good morning/afternoon. My name is Emily Hanson Ramos; I am a doctoral student at University of New England. Thank you for consenting to spending time with me and discuss your experience, ideas and perceptions about the use of the Charism framework in the observation/evaluation process and how it influences school Charism and professional development. You should have received a copy of the consent agreement at the time this interview was scheduled. If not, I have a copy of the agreement here. Do you have any questions? Would you mind signing a copy of the consent again or turning in a copy if you brought it with you?

Again, the purpose of these interviews is to gather information that will assist me in completing my dissertation. With your permission, I would like to record our interviews, as this will allow me to accurately capture your thoughts and comments. I welcome your candid, straightforward answers, as your responses will be kept confidential. A few weeks following our interviews I will send you a transcript of the interview for you to review for accuracy. Again, you are free to stop this interview at any time.

Do you have any questions before we begin?

Interview Questions

1. Could you start by describing the classroom observation and evaluation process at your school?

2. Can you describe the process for creating and implementing the Charism framework for your classroom observation and evaluation process?
3. What do you perceive as the purpose of classroom observations and evaluation process in your school?
4. How is Charism imbedded into new hire orientation for faculty/staff members? How is it followed up in subsequent years?
5. What training, in any, have you had as an administrator on the school's Charism? On the Danielson Framework?
6. What effect, if any, have you seen in Charism implementation through the use of the Charism framework?
7. What effect, if any, has the Charism framework had school wide Charism professional development? On individual teacher professional development?
8. How do you identify, if at all, when a teacher does not align or support the Charism? How do you respond?

Appendix E: Consent For Participation In Research

Project Title: *Incorporating the Fifth Domain to the Danielson Framework to Support Charism in Catholic Education*

Principal Investigator(s): Emily Hanson Ramos [REDACTED]

or [REDACTED].

Lead Research Advisor, Dr. Ella Benson, University of New England, Adjunct Faculty Member,

[REDACTED] or [REDACTED]

Introduction:

This research investigates the impact a Fifth Domain to the Danielson Framework for Teaching can play in influencing teacher professional development and implementation of a school's religious charism into their instructional practices at a single school. The research is driven by the central research question: How have Catholic school academic leaders utilized the Danielson Framework to improve definitions of good teaching within a Catholic school through the addition of a Fifth Domain to the Danielson Framework for Teaching? Previous research indicates the importance of classroom observations with a clear rubric with defined elements of successful classroom instruction as imperative in teacher improvement. To date there is limited exploration of the use of a rubric defining elements of successful implementation of a school's charism in classroom instruction. For academic leaders and teachers within Catholic education successful achievement of a school's charism is of primary focus.

Please read this form. Your participation in this research study is voluntary.

There will be no penalty to participants who do not agree to participate or who wish to discontinue participation. An electronic signature (for online survey) and physical signature (for interviews) on this informed consent form indicates agreement to participate in this study.

You may print/keep a copy of this consent form.

Why is this study being done?

Catholic school academic leaders need to work to not only increase student achievement and instructional outcomes for students but also need to increase those through the lens of the Catholic school identity and the individual school's charism (Belmonte & Cranston, 2009; Cook, 2015; Dygert, 1998). The question remains for Catholic school academic leaders is how can they encourage teachers, regardless of their faith or background, to support and develop their classroom implementation of Catholic identity and charism within their classrooms.

Researching the role academic leaders can play in inspiring instruction to better meet the needs of students and do so in a manner that is not punitive is critical to the definition of a successful academic leader (Leicester, Steward, Bloomer, & Ewing, 2013). Catholic school academic leaders need to create a culture where these processes also support the development of the Catholic charism (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011; Dygert, 1998). The task of Catholic schools to develop appropriate processes and tools which would work to assess the Catholic identity, gather and analyze data which can in turn be used to implement appropriate change and professional development is overwhelming but essential to

maintaining the integrity of the Catholic school identity (Belmonte & Cranston, 2009; Cook, 2015; Cook & Simonds, 2011). The purpose of this study is to identify best practices used by a school, which has tailored the Danielson Framework for Teaching to also measure the school's charism and Catholic identity.

Study Participants:

- Individuals invited to voluntarily participate in this study either teach at the research site and have experience with the Charism framework to the teacher evaluation system and professional development relating to the school's specific charism (quantitative/qualitative surveys) or are administrative with direct responsibility for the implementation of the school's Charism and teacher observation/evaluation protocols (qualitative interviews).
- Approximately 80 individuals will be invited to voluntarily participate.

Study Involvement:

- Teachers will be invited to participate in anonymous, Survey Monkey © regarding their experience as a teacher, on-boarding professional development related to school Charism, experience with the observation/evaluation system and individual continual professional development related to Charism implementation. This online survey will take roughly 30 minutes to complete and will continue both open and close ended questions.
- Administrators responsible for Charism implementation, professional development planning and classroom observation/evaluation will be invited to participate in recorded interviews which should last roughly 45 minutes each. Interviews will be recorded for accuracy and transcribed by Rev©. Participants will be given an opportunity, following the interview, to review the transcript for accuracy and clarification.

Possible Risks, Discomforts, Benefits:

- There are no risks, discomforts, or benefits of any kind to the participants.

Informed Consent:

- Participants will receive an Informed Consent Form. By signing the form, participants consent to participate in the study and are made aware that their interview responses will be audio-taped for accuracy and later transcribed by Rev©.
- Participants may discontinue participation at any time without penalty of any kind.
- The Informed Consent Form will be included with the questionnaire. Signed consent forms will remain with the researcher for a period of not more than three years.

Anonymity:

- The researcher will assign numbers to each participant. Aggregate data will be reported in the dissertation. No identifying names or schools will be used on any forms or transcripts. The researcher alone will analyze both quantitative and qualitative data.

Confidentiality:

- Participants are assured of their confidentiality.
- The information gleaned through the document analysis, questionnaire and the interviews will be used for this dissertation study only.
- No identifying references to individuals or their schools will be included in the final dissertation results.

Security Measures:

- All data and information will remain with the researcher. No data will be stored electronically on hard drives of laptops or desktop computers. Data will be stored electronically on a USB memory fob and kept in a locked, secure cabinet.

- Data will remain with the researcher for a period of not more than three years. All data, including recordings and transcribed data will be destroyed after a period of three years.

Additional Questions:

- If you have any questions or concerns about your rights or the study you may contact the researcher, Emily Hanson Ramos, may be contacted for further information by mail at [REDACTED]; by phone at [REDACTED] or by email at [REDACTED].
- University Contacts: Lead Research Advisor, Ella Benson, Ed.D., University of New England, Adjunct Faculty Member by phone at [REDACTED] or by email at [REDACTED]. For information regarding answers to pertinent questions about the research and research subjects' rights, contact the Institutional Review Board Chairperson at (207) 221-4171 or irb@une.edu.

I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey/interview I agree to take part in this research and do so voluntarily.

Signature

Date