Organizational Climate, Teacher Beliefs, and Professional Development:

An Investigation of the Relationships

by

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Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

Educational Leadership and Policy Studies

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August 22, 2007
Virginia Beach, Virginia

Keywords: Academic Emphasis, Classroom Management, Collective Efficacy, Enabling Bureaucracy, Mindfulness, Organizational Climate, Teacher Beliefs, Trust, Professional Development
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(ABSTRACT)

This study investigated teacher beliefs and organizational climate constructs of collective efficacy, faculty trust, academic emphasis, enabling bureaucracy, and mindfulness as antecedents for implemented professional development. Researchers previously combined collective efficacy, faculty trust, and academic emphasis into academic optimism. Using Conscious Discipline as professional development and book study as delivery, in this mixed methodology study, 489 teachers in 17 suburban elementary schools completed surveys measuring organizational climate constructs, teacher beliefs about classroom management, and self-reported degree of implementation. Morning greeting and classroom walkthrough observations collected evidence of implementation. Sixteen focus group teachers from four elementary schools explained the degree of implementation. This study found that (a) Teacher and school demographic data correlated with organizational climate constructs; (b) Teacher beliefs and faculty mindfulness explained 65.7% of variance in self-reported degree of implementation; and (c) Socioeconomic status, book club participation, and teacher beliefs explained 77.1% of variance in observation degree of implementation.
# TABLE OF CONTENTS

Title Page .......................................................................................................................... i

Abstract .............................................................................................................................. ii

List of Tables .................................................................................................................... ix

List of Figures .................................................................................................................. xvii

Dedication ......................................................................................................................... xviii

Acknowledgement .......................................................................................................... xix

Chapter 1

Introduction ....................................................................................................................... 1

Background ....................................................................................................................... 1

Statement of the Problem ............................................................................................... 3

Purpose of the Study ....................................................................................................... 4

Theoretical Framework ................................................................................................. 6

Definition of Terms ....................................................................................................... 11

Limitations/Delimitations .............................................................................................. 13

Chapter 2

Review of Related Literature ......................................................................................... 15

Teacher Beliefs .............................................................................................................. 15

Academic Optimism ...................................................................................................... 21

Collective Efficacy ........................................................................................................ 21

Faculty Trust ................................................................................................................ 30

Academic Emphasis ...................................................................................................... 35

School Organizational Structure ................................................................................... 39

Enabling Bureaucracy ................................................................................................. 39
Mindfulness ................................................................. 44
Professional Development ............................................. 47

Chapter 3

Methodology ................................................................... 55
Sample ........................................................................... 55
Data Collection .................................................................. 55
Survey Instruments .......................................................... 58
Data Analysis .................................................................... 64

Chapter 4

Data Analysis and Interpretation ........................................ 67
Methodology ..................................................................... 68
Results ............................................................................ 71
Quantitative Analysis ....................................................... 71
Qualitative Analysis .......................................................... 187
Emerging Themes .............................................................. 202
Summary ......................................................................... 204

Chapter 5

Conclusions ..................................................................... 205
Findings .......................................................................... 206
Recommendations for Practice ........................................... 229
Limitations/Delimitations ................................................... 231
Future Research ............................................................... 232
Conclusion ........................................................................ 237
Reflection ......................................................................... 244

References .......................................................................... 246
Appendix A

Synthesis of Research ....................................................... 257
Table A1  Synthesis of Research on Teacher Beliefs ........... 257
Table A2  Synthesis of Research on Collective
Teacher Efficacy .............................................. 259
Table A3  Synthesis of Research on Trust ......................... 264
Table A4  Synthesis of Research on Academic Emphasis .... 267
Table A5  Synthesis of Research on Enabling
Bureaucracy .................................................... 269
Table A6  Synthesis of Research on Mindfulness ............... 271
Table A7  Synthesis of Research on Professional
Development .................................................. 272
Appendix B  Survey Items ................................................. 274
Appendix C  Letters to Principal and Teachers .................... 282
Appendix D  Observation Checklists .................................. 284
Appendix E  Focus Group Questions .................................. 286
Appendix F  Permission to Use Surveys ............................... 288
Appendix G  IRB Approvals ........................................... 291
Appendix H  Means, Standard Deviations, and ANOVA Tables ............. 293
Table H1  Mean Scores in the Attitudes and Beliefs about
Classroom Control by Years of Experience ............. 293
Table H2  One-Way Analyses of Variance in Attitudes and
Beliefs about Classroom Control by Years of
Teaching Experience ........................................... 294
Table H3  Mean Scores in the Attitudes and Beliefs about
Classroom Control by Years in Current School ..... 295

Table H4  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by Years in Current School

Table H5  Mean Scores in the Attitudes and Beliefs about Classroom Control by Job Description

Table H6  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by Job Description

Table H7  Mean Scores in Collective Teacher Efficacy by Gender of Teacher

Table H8  One-Way Analyses of Variance in Collective Teacher Efficacy by Gender of Teacher

Table H9  Mean Scores in Collective Teacher Efficacy by Years in Current School

Table H10  One-Way Analyses of Variance in Collective Teacher Efficacy by Years in Current School

Table H11  Mean Scores in Collective Teacher Efficacy by Job Description

Table H12  One-Way Analyses of Variance in Collective Teacher Efficacy by Job Description

Table H13  Mean Scores in Collective Teacher Efficacy by Book Club Participation
Table H14  One-Way Analyses of Variance in Collective Teacher Efficacy by Book Club Participation .......................... 306
Table H15  Mean Scores in Enabling Bureaucracy by Teacher Demographic Data ................................................. 307
Table H16  Mean Scores in Enabling Bureaucracy by Gender and Book Club Membership ........................................ 308
Table H17  One-Way Analyses of Variance in Enabling Bureaucracy by Teacher Demographic Data ............... 309
Table H18  Mean Scores in Collective Teacher Efficacy by Teacher by Size of School ............................................. 310
Table H19  One-Way Analyses of Variance in Collective Teacher Efficacy by Size of School ......................... 311

Appendix I  Means, Standard Deviations, and Intercorrelations for Attitudes and Beliefs about Classroom Control ......................................................... 312
Appendix J  Intercorrelations and Coefficients for Academic Optimism ......................... 314
Appendix K  List of Findings Showing No Significance ................................................................................... 316
List of Tables

Table 1 Enabling and Hindering School Structures.................................42
Table 2 Demographic Characteristics of Participants..............................72
Table 3 Demographic Characteristics of Schools.................................74
Table 4 Mean Scores in Attitudes and Beliefs about Classroom
Control by Teacher Age .................................................................76
Table 5 One-Way Analyses of Variance in Attitudes
and Beliefs about Classroom Control by Teacher Age ....................77
Table 6 Mean Scores in Attitudes and Beliefs about Classroom
Control by Gender...........................................................................78
Table 7 One-Way Analyses of Variance in Attitudes
and Beliefs about Classroom Control by Gender.............................79
Table 8 Mean Scores in Attitudes and Beliefs about Classroom
Control by Book Club Participation..................................................80
Table 9 One-Way Analyses of Variance in Attitudes and Beliefs
about Classroom Control by Book Club Participation....................81
Table 10 Mean Scores in Collective Teacher Efficacy by Teacher Age.....84
Table 11 One-Way Analyses of Variance in Collective Teacher
Efficacy by Teacher Age .................................................................85
Table 12 Mean Scores in Collective Teacher Efficacy by Years
of Teaching Experience ..................................................................86
Table 13 One-Way Analyses of Variance in Collective Teacher
Efficacy by Years of Teaching Experience .......................................87
Table 14  Mean Scores in Faculty Trust in Clients by Teacher Demographic Data
Table 15  Mean Scores in Faculty Trust in Clients by Gender and Book Club Membership
Table 16  One-Way Analyses of Variance in Faculty Trust in Clients by Teacher Demographic Data
Table 17  Mean Scores in Academic Emphasis by Teacher Demographic Data
Table 18  Mean Scores in Academic Emphasis by Gender and Book Club Membership
Table 19  One-Way Analyses of Variance in Academic Emphasis by Teacher Demographic Data
Table 20  Mean Scores in Faculty Mindfulness by Teacher Demographic Data
Table 21  Mean Scores in Faculty Mindfulness by Gender and Book Club Membership
Table 22  One-Way Analyses of Variance in Faculty Mindfulness by Teacher Demographic Data
Table 23  Mean Scores in Attitudes and Beliefs about Classroom Control by Size of School
Table 24  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by Size of School
Table 25  Mean Scores in Attitudes and Beliefs about Classroom Control by Teacher by SES .............................. 105

Table 26  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by SES ......................... 106

Table 27  Mean Scores in Attitudes and Beliefs about Classroom Control by Teacher by % Gifted .................................................... 107

Table 28  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by % Gifted ......................... 108

Table 29  Mean Scores in Attitudes and Beliefs about Classroom Control by Teacher by % SPED .................................................. 109

Table 30  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by % SPED ......................... 110

Table 31  Mean Scores in Attitudes and Beliefs about Classroom Control by Teacher by % PTA Membership ......................... 111

Table 32  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by % PTA Membership .......... 113

Table 33  Mean Scores in Attitudes and Beliefs about Classroom Control by Teacher by Years of Book Club ......................... 114

Table 34  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by Years in Book Club .............. 115

Table 35  Mean Scores in Collective Teacher Efficacy by Teacher by % SES ................................................................. 117

Table 36  One-Way Analyses of Variance in Collective
Teacher Efficacy by SES

Table 37
Mean Scores in Collective Teacher Efficacy by
Teacher by % Gifted

Table 38
One-Way Analyses of Variance in Collective Teacher
Efficacy by % Gifted

Table 39
Mean Scores in Collective Teacher Efficacy by
Teacher by % SPED

Table 40
One-Way Analyses of Variance in Collective Teacher
Efficacy by % SPED

Table 41
Mean Scores in Collective Teacher Efficacy by Teacher by
% PTA Membership

Table 42
One-Way Analyses of Variance in Collective Teacher
Efficacy by % PTA Membership

Table 43
Mean Scores in Collective Teacher Efficacy by
Book Club Participation

Table 44
One-Way Analyses of Variance in Collective Teacher
Efficacy by Years of Book Club

Table 45
Mean Scores in Faculty Trust in Clients by
School Demographic Data

Table 46
One-Way Analyses of Variance in Faculty Trust in Clients by School Demographic Data

Table 47
Mean Scores in Academic Emphasis by School Demographic Data
Table 48  One-Way Analyses of Variance in Academic Emphasis by School Demographic Data ......................................................... 134

Table 49  Mean Scores in Enabling Bureaucracy by School Demographic Data .................................................................................. 136

Table 50  One-Way Analyses of Variance in Enabling Bureaucracy by School Demographic Data ................................................................. 138

Table 51  Mean Scores in Faculty Mindfulness by School Demographic Data ......................................................................................... 140

Table 52  One-Way Analyses of Variance in Faculty Mindfulness by School Demographics ........................................................................ 142

Table 53  Intercorrelations and Coefficients for Attitudes and Beliefs about Classroom Control ........................................................................... 145

Table 54  One-Way Analyses of Variance in Attitudes and Beliefs about Classroom Control by Teacher by School ........................................ 145

Table 55  Means, Standard Deviations, and Range for Items on Measure of Collective Teacher Efficacy ......................................................... 146

Table 56  Intercorrelations for Items on Collective Teacher Efficacy Scale .......................................................................................... 147

Table 57  Intercorrelations for Collective Teacher Efficacy Scale ......................................................................................................................... 148

Table 58  One-Way Analyses of Variance in Collective Teacher Efficacy by School .................................................................................. 149

Table 59  Means, Standard Deviations, and Range for Items in Faculty Trust in Clients .................................................................................. 149
Table 60  Intercorrelations for Items in Faculty Trust in Clients ................. 150
Table 61  Means, Standard Deviations, and Intercorrelations for
          Items in Academic Emphasis .................................................. 151
Table 62  Means, Standard Deviations, and Range for Items in
          Enabling Bureaucracy .............................................................. 152
Table 63  Intercorrelations for Items in Enabling Bureaucracy .............. 153
Table 64  Means, Standard Deviations, and Intercorrelations for
          Items in Faculty Mindfulness ...................................................... 154
Table 65  Means in Academic Optimism by Teacher
          Demographic Data ........................................................................ 157
Table 66  Means in Academic Optimism by Gender and
          Book Club Membership .................................................................. 158
Table 67  One-Way Analyses of Variance in Academic
          Optimism by Demographic Data ................................................... 159
Table 68  Means in Academic Optimism by School
          Demographic Data ........................................................................ 161
Table 69  One-Way Analyses of Variance in Academic Optimism
          by School Demographic Data ........................................................ 163
Table 70  Mean Scores in Organizational Climate Constructs by
          School .......................................................................................... 165
Table 71  Means, Standard Deviations and Range for Measures of
          Organizational Climate ................................................................. 166
Table 72  Intercorrelations between Measures of Organizational Climate .... 167
Table 73  Means, Standard Deviations, and Range for Conscious Discipline Structures ......................................................... 170

Table 74  Intercorrelations between Measures of Degree of Implementation ........................................................................... 171

Table 75  Means, Standard Deviations, and Intercorrelations for Degree of Implementation Dependent Variables and Teacher Demographics Predictor Variables ........................................ 172

Table 76  Means, Standard Deviations, and Intercorrelations in Degree of Implementation Dependent Variables and School Demographic Predictor Variables ........................................ 174

Table 77  Means, Standard Deviations, and Intercorrelations for Total Observation Degree of Implementation and Constructs Predictor Variables .......................................................... 176

Table 78  One-Way Analysis of Variance in Degree of Implementation of Professional Development by School .............................. 178

Table 79  Means, Standard Deviations, and Intercorrelations for Total Observation Degree of Implementation and Predictor Variables .............................................................................. 180

Table 80  Regression Analysis Summary for Variables Predicting Total Observation Degree of Implementation ............................. 181

Table 81  Means, Standard Deviations, and Intercorrelations for Greetings Observation Degree of Implementation and Predictor Variables .............................................................................. 182
Table 82 Regression Analysis Summary for Variables Predicting Greetings Observation Degree of Implementation .................... 183

Table 83 Means, Standard Deviations, and Intercorrelations for Self-Reported Degree of Implementation and Predictor Variables ................................................................. 186

Table 84 Regression Analysis Summary for Variables Predicting Self-Reported Degree of Implementation ........................................ 186

Table 85 Degree of Implementation Variances in Schools by Number of Years of Book Club ........................................ 188

Table 86 Number of Coded Responses by Focus Group ......................... 200
List of Figures

| Figure 1 | Four Dimensions of an Organization ......................................... 7 |
| Figure 2 | A Model of Teacher Change .......................................................... 8 |
| Figure 3 | Conceptual Model ........................................................................ 11 |
| Figure 4 | A Model of Teacher Change ............................................................. 45 |
Dedication

Dedicated to my husband, Dave, my sons, Ben and Eric, my mother and always-remembered father, for instilling the belief that all things are possible.
Acknowledgements

This study came to fruition because of the encouragement and support of numerous people, both professionally and personally. Thanks to Patsy, Caryl, and Robin for their friendship and gentle pressure; without it, I would never have entered the Educational Leadership and Policy Studies program.

Thanks to my committee for their guidance and trust in me. Dr. Travis Twiford, an extraordinary guide from start to finish. His feedback was truly my friend, improving the clarity of language and constancy of research. Dr. Kusum Singh, a consummate teacher. Quantitative analysis was new knowledge for a veteran educator, and she helped me through the struggles of multiple regressions and analyses of variance without doubting my capability. Dr. James Roberts, a favorite teacher and advocate. He understood what I was trying to say when I didn’t completely understand. Finally, Dr. John Eller, an expert in professional development. His positive attitude and enthusiasm for my topic kept my focus on the meaningfulness of this research. I only hope that every doctoral candidate has the opportunity to work with such an exceptional committee.

Thanks to my colleagues, Dianne and Kim. Their support in data collection was unwavering and essential for the timely completion of this study.

Thanks to Bonnie and Mark, for providing a home away from home in beautiful Blacksburg, Virginia. Their friendship means the world to me. I will always hold dear Gretchen’s willingness to accept me into their family. I know frozen treats had nothing to do with it!

Finally, thanks to my faithful companion, Jazz. I promise leisurely walks on the beach and special treats for the best dog ever.