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Teachers' Perception of Looping in Secondary Schools

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TEACHERS' PERCEPTION OF LOOPING
IN SECONDARY SCHOOLS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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The purpose of this qualitative study was to gain an understanding of secondary teachers' perception of the looping process. The research questions revealed teachers' opinions of the looping process and its impact on the overall educational experience.

Participants within this study had experiences teaching within the looping process and within a customary one year teaching progression. Interviews were conducted with all participants. The interviews were transcribed and data analysis was conducted in order to isolate emerging themes. The emerging themes were categorized as consensus, supported, or individual.

Findings of this study revealed that secondary teachers perceived the looping process to have a positive impact on the overall educational experience. Specifically, the majority of secondary teachers reported that the looping process positively impacted students, teachers, and parents. In addition, teachers reported that their experience directly impacted their performance within Component 2A: Creating an Environment of Respect and Rapport and Component 2D: Managing Student Conduct from Charlotte Danielson's Framework for Teaching.