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Organizational Citizenship and Teacher Evaluation: Using the T-TESS to Promote OCB and Improve Student Outcomes

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Research indicates that people demonstrate organizational citizenship behavior (OCB) by performing acts that benefit the organization without expecting to be acknowledged or rewarded for their actions. Essentially, organizational citizenship behavior refers to going beyond the requirements of one's job with the understanding that making such efforts benefits the greater good (i.e., the company or school). Collectively, these discretionary behaviors may yield enormous improvements to organizational processes and efficacy. The foundational work of Bateman and Organ (1983) referred to these desirable discretionary contributions as positive citizenship behaviors. Similarly, research examining the role of OCB in schools also demonstrates positive outcomes, including the creation of safe and effective learning environments in the classroom, (DiPaola & Tschannen-Moran, 2001), commensurately higher levels of student achievement (Jurewicz, 2004), and an added emphasis on student attainment (academic press) that produces an overall positive campus climate (Hoy, Hannum, & Tschannen- Moran, 1998; Hoy, Sweetland, & Smith, 2002).

Research linking academic press and high levels of OCB in schools demonstrates that OCB contributes to educational climates that promote heightened expectations for student achievement, the setting of aggressive and attainable stakeholder goals as a focal point, and the shaping of professional demeanor of the faculty toward selflessness (DiPaola, Tarter, & Hoy, 2005). To that end, Borman and Motowildo (1993) found that the extra duties performed by teachers were reflective of their high levels of OCB, and helped shape organizational and social climates in schools, which in turn supported high achievement and increased expectations for student success. Essentially, the presence of higher levels of teacher and administrator OCB directs educator expertise toward a focus on the best interests of all school stakeholders (DiPaola, Tarter, & Hoy, 2005).

Accordingly, we will argue in this paper that a path to increased OCB levels in schools may be forged via the use of the current professional teacher evaluation instrument utilized in the Texas public school system, the Texas Teacher Evaluation and Support System, more commonly referred to as T-TESS (Texas Education Agency, 2016). We theorize that the use of the T-TESS to outline a process of formal instruction of the characteristics and implementation of OCB in schools for educators may result in a climate conducive to improved student outcomes. Specifically, Domains 1 (Planning), 3 (Learning Environment), and 4 (Professional Practices and Responsibilities) (Texas Education Agency, 2016) of the T-TESS may be leveraged as part of an overall plan incorporating OCB instruction to develop clear goals, outline the steps needed for

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educators to improve pedagogical performance, and by extension, enhance school climate and organizational outcomes.

Review of the Literature Organizational Citizenship Behavior

Why do some individuals voluntarily assist others in the workplace or promote organizational excellence through their behaviors with no guarantee of additional compensation, praise, or reward? Similarly, why do some employees work overtime without getting paid, volunteer for unusual or unpleasant assignments outside of their normal job responsibilities, or contribute an excessively disproportionate share of work to group projects? The answer to these questions is rooted in organizational citizenship behavior (OCB), a construct whose foundations emanated from the business and psychological literature of the 1930s exploring the fair treatment of employees and the use of incentives to improve their performance (Barnard, 1938).

Presently, this complex phenomenon is materializing as an important facet of human behavior in both the business and educational fields. As a pro-social behavior that puts the needs of the organization and its stakeholders above one's own needs (Organ, 1988), people demonstrate OCB by performing acts that ultimately contribute to the collective well-being and success of the institution, and they do so as a matter of course without expecting to be acknowledged or rewarded for their actions.

Essentially, organizational citizenship behavior refers to going beyond the prescribed requirements of one's job with the understanding that such actions benefit the organization. Although singular incidents of OCB may not appear to markedly improve institutional health, when combined together, these discretionary behaviors often result in huge improvements to organizational processes and efficacy. Bateman and Organ (1983) initially referred to these desirable discretionary organizational contributions as positive citizenship behaviors. Smith, Organ, and Near (1983) then proposed that OCB is comprised of two overarching dimensions: altruism, defined as helping behaviors in the workplace, and general compliance, explained as following organizational policies regarding such things as attendance and processes, which will ultimately lead to greater collective productivity of the workforce. Subsequently, Organ (1988) defined organizational citizenship behavior as:

> Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate prompts the effective function of the organization. By discretionary, we mean that the behavior is not an enforceable requirement of the role or the job description, that is, the clearly specifiable terms of the person's employment contract with the organization; the behavior is rather a matter of personal choice, such that its omission is not generally understood as punishable (p. 4).

Organ (1988) indicates that OCB contributes to collective organizational effectiveness by increasing employee flexibility in the decision-making process, thus allowing them to circumvent organizational policies and processes if they feel it is in the company's best interests. In turn, this empowerment increases job satisfaction for the worker and encourages further demonstrations of OCB by employees (Organ, 1988). Further, Organ (1988) deconstructed his original dimension of general compliance, resulting in the five-factor model of OCB described below.

1. Altruism refers to an individual's willingness to contribute to another's well-being.
2. Sportsmanship entails the intentional use of time directed toward achieving organizational goals.
3. Conscientiousness represents the mindful use of time to augment an individual's efficiency beyond normal expectations.
4. Courtesy involves aiding others via both early notification and appropriate information.
5. Civic virtue targets the promotion of organizational interests (Klotz, Bolino, Song, & Stornelli, 2018).

Organizational citizenship behaviors are usually categorized as pro-social employee contributions that enhance organizational effectiveness and extend beyond any existing formalized incentive systems (Bolino & Grant, 2016; Erturk, Yilmaz, & Ceylan, 2004; Organ & Konovsky, 1989). Professional traits such as timeliness, cleanliness, helpfulness, and conscientiousness are found to affect a person's capacity to complete assigned tasks while simultaneously contributing to his or her ability to excel in the work setting via improvement of the institutional environment (Bolino & Turnley, 2003). Furthermore, Schnake (1991) depicts OCB as functional, extra-role, pro-social employee behaviors directed at individuals, or collectively toward groups, departments, or the organization as a whole. These subcategories of organizational citizenship behavior are related to organizational effectiveness (Bolino & Turnley, 2003; Organ, 1997) and are acknowledged as important components of successful organizations (DiPaola & Hoy, 2005).

The foundational work of Bateman and Organ (1983) and Organ (1988) spurred subsequent OCB research focused on a variety of its facets. These included performance attributes such as extra-role behavior (Takeuchi, Bolino, & Lin, 2015; Van Dyne, Cummings, & Parks, 1995) and pro-social organizational behaviors (Brief & Motowildo, 1986; Grant & Berg, 2011; O'Reilly & Chatman, 1986). Further, organizational spontaneity was investigated by George and Brief (1992), while contextual performance was studied by Borman and Motowildo (1993). Later, organizational citizenship researchers engaged with a variety of specialized domains such as human resource management (Bolino, Hsiung, Harvey, & LePine, 2015; Podsakoff, MacKenzie, & Hui, 1993) and education (Bogler & Somech, 2004; Somech & Ron, 2007). Assessed collectively, the various studies described in this section are to some degree derivatives of Organ's (1988, 1990, 1997) model of OCB, which hence is utilized as the theoretical basis for this paper.

OCB in the Educational Domain

Although organizational citizenship behavior has received much attention in the private sector and management research, it is only within the last few decades that investigations of the construct in educational settings have surfaced (Dipaola & Hoy, 2005). However, as DiPaola and Tschannen-Moran (2001) point out, the investigation of OCB in schools remains scarce despite their belief that a greater understanding of the construct can make important contributions toward improving school and teacher efficacy (Mitchell, 2018). To that end, scholars have investigated the relationship of OCB to the effective functioning of schools (DiPaola & Hoy, 2005; Tschannen-Moran, 2003) and student achievement (Jurewicz, 2004). Additionally, research investigating the relationships of OCB to school climate (DiPaola & Tschannen-Moran, 2001; Hoy, Tarter, & Kottkamp, 1991) has provided critical links toward increasing campus effectiveness. Further, the literature indicates that while the presence of isolated incidents of OCB in schools does not

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necessarily equate to increased organizational effectiveness, when these behaviors are assessed collectively from various sub-groups (for example, faculty, staff, or administration), institutional effectiveness appreciates dramatically (Bolino & Turnley, 2003). The research clearly indicates that schools with high levels of organizational citizenship behavior show marked increases in organizational efficacy and efficiency.

One of the keys to improving student achievement lies in what Hoy, Sweetland, and Smith (2002) refer to as academic press. Defined as an emphasis by faculty and administration on higher expectations for student attainment, researchers have concluded that academic press sharpens focus on educational goals of both the students and the school, sets aggressive yet attainable levels for those goals, and encourages a professional stakeholder demeanor characterized by prioritizing service to others and the school above self-interest (i.e., demonstrating organizational citizenship) (DiPaola, Tarter, & Hoy, 2005).

Supporting this finding was the work of Borman and Motowildo (1993), who discovered that high levels of OCB (as reflected by the extra duties performed by teachers) directly framed organizational and social contexts in the schools and supported positive campus climates, which in turn may compel higher levels of academic press for students. Put simply, the presence of higher levels of teacher and administrator OCB is consistently found to further the best interests of all school stakeholders (DiPaola, Tarter, & Hoy, 2005). Accordingly, schools with high levels of stakeholder OCB tend to have greater morale, better attendance (of both employees and students), and higher rates of student achievement.

OCB and Teacher Competence

Rooted in the management literature, the concept of competence was first described by Boyatzis (1982) as the underlying characteristics of a person that lead to increased effectiveness and superior job performance. Although a precise scholarly definition of competence remains elusive, the literature reveals a generalized consensus that the construct involves the skills, knowledge, and attitudes required to perform a job at or above expectations established for the position (Sanghi, 2007). The definition and study of competencies is vital because employees who demonstrate high levels of competence in the carriage of their duties also tend to have higher levels of organizational commitment (Cohen-Charash & Spector, 2001; Mitchell, 2018).

According to Stoof, Martens, Van Merrienboer, and Bastiaens (2002), high levels of organizational commitment have been linked with both individual teacher empowerment and their commitment to the school. However, as Kasekende, Munene, Otengei, and Ntayi (2016) note, the scholarly examination of competence has traditionally been viewed through the objectivist lens. For example, an assumption is made that an organization seeks to identify a set number of competencies to meet organizational objectives, and then expects each organizational unit/employee to work toward acquiring that set. Contrarily, Stoof et al. (2002) argued that such a perspective hinders creativity in assessing employee performance and creating an effective employee professional development plan by using what is effectively a one-size fits all approach. Alternatively, Stoof et al. (2002) proposed the use of a constructivist view of competencies that allows users to define competence in the context of their individual units/work environments.

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In turn, this claim of ownership of responsibility increases levels of organizational commitment, empowerment, and citizenship on the part of the employee.

The T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) is a resilient evaluation system which allows for self-assessment and goal- setting processes that provide teachers with the opportunity to identify professional goals, determine an individual professional development plan to accomplish related goals, and monitor the progress of personal growth during the annual evaluation. Additionally, the T-TESS was designed to provide multiple opportunities for formative teacher evaluation and development via frequent and nurturing feedback loops during the course of the academic year. The state educational leaders describe the ultimate goal of the T-TESS process is to support individual teachers in the identified areas of growth and professional development associated with student needs, thus leading to improved student performance (Texas Education Agency, 2016).

The T-TESS is comprised of three segments: (1) a goal setting and professional development plan; (2) the evaluation cycle; and (3) student growth measures. It is the combination of these three areas which forms an integrated system to assist teachers in crafting their target areas for further refinement. A central component of this system is the use of self-reflection by the teacher to improve their delivery of instruction, and hence increase student academic performance.

As previously discussed, organizational citizenship behavior refers to going beyond the prescribed requirements of one's job with the knowledge that undertaking such actions benefits the organization. It is clear that as teachers refine their delivery of instruction, so too do they enhance their personal characteristics of organizational citizenship behavior by consistently holding themselves to a high standard for individual development and performance (DuFour, DuFour, & Eaker, 2008).

Within the four domains lie sixteen dimensions (see table 1) which include specific descriptors of practices, and five performance levels (Texas Education Agency, 2016). Throughout the evaluation process, teachers participate in coaching meetings with their supervisor to assess progress on goals, discuss best practices, and analyze data.

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Table 1. T-TESS Domains and Their Respective Dimensions

Domain 1 - Planning	Domain 2 - Instruction
1.1 Standards and Alignment 1.2 Data and Assessment 1.3 Knowledge of Students 1.4 Activities	2.1 Achieving Expectations 2.1 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust
Domain 3 - Learning Environment 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture	**Domain 4 - Professional Practices and Responsibilities** 4.1 Professional Demeanor and Ethics 4.2 Goal Setting 4.3 Professional Development 4.4 School Community Involvement

Aligning the Frameworks of OCB and the T-TESS

When considering the primary function of the T-TESS as both a planning and professional development tool for teacher growth, a review of the four T-TESS domains (see figure 1) closely ties the characteristics of each of those domains with the features of OCB. For example, Domain 1.3 (Planning-Knowledge of Students) speaks to the value of the OCB component conscientiousness; when educators demonstrate knowledge of their students and utilize proven pedagogical techniques for differentiated instruction (Domain 2.4), high levels of learning, social emotional development, and achievement for all students is realized.

The components within Domain 2 specific to instruction (2.1-Achieving Expectations), and those in Domain 3 related to the learning environment (3.3-Classroom Culture) align with what is described by Hoy, Sweetland, and Smith (2002) as academic press, or the high expectations for student achievement. By setting high expectations for student success, the components in Domain 3 also address school climate, which numerous studies indicated significantly impacts and increases levels of OCB among the faculty, and by extension, student achievement (see: DiPaola & Tschannen-Moran, 2001; Hoy, Tarter, & Kottkamp, 1991; Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013).

Finally, when assessing Domain 4, Professional Practices and Responsibilities, there appears to be alignment with Organ's (1988) seminal definition of the construct: taking on extra-role behaviors with no expectation of acknowledgement or reward in order to benefit the organization. Teachers who exhibit a healthy professional demeanor with strong ethical values will ultimately contribute to the collective benefit of the organization, as their quest to meet personal aspirations simultaneously enhances individual levels of OCB, and leads to goal setting and attainment for the overall benefit of the school (Texas Education Agency, 2016). Table 1 demonstrates the ways in which the various components of OCB align with the Dimensions of the T-TESS.

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As a professional development tool, the T-TESS holds teachers accountable for improved student outcomes. Accordingly, incorporating instruction and modeling of OCB as an objective for faculty members may increase the desire of stakeholders to positively contribute to the overall good of the organization. Thus, we posit that increased organizational citizenship behavior of the faculty may enhance school climate, and in combination with other salient school properties that also affect the school social milieu, increase student achievement. As such, the central research question driving our theory is: How can OCB be implemented and modeled in Texas public schools to improve student achievement?

Table 2. Aligning the Frameworks of OCB and T-TESS

OCB Category	OCB Descriptor	T-TESS Dimension	T-TESS Indicator
Altruism	These are behaviors directed toward service to others.	2.1: Achieving expectations	The teacher supports all learners in their pursuit of high levels of academic and social-emotional success
Conscientiousness	These are behaviors directed toward ensuring efficiency of the individual and the group.	1.3: Knowledge of students	Through knowledge of students and proven practices, the teacher ensures high levels of learning, social emotional development, and achievement for all students
Sportsmanship	These are behaviors directed at decreasing negative actions and beliefs while increasing productivity.	3.2: Managing student behavior	The teacher establishes, communicates, and maintains clear expectations for student behavior.
Courtesy	These are behaviors which facilitate constructive use of time in a proactive manner.	3.1: Classroom environment, routines, and procedures	The teacher organizes a safe, accessible, and efficient classroom
Civic Virtue	These are behaviors which place the interests of the organization before the interests of the individual	3.3: Classroom Culture	The teacher leads a mutually respectful and collaborative, actively engaged learners.

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Leveraging the T-TESS in a Strategic Plan to Increase OCB Levels in Schools

As defined by Carasco, Munene, Kasente, and Odada (1996), planning is a process of considering and organizing the activities required to reach a desired objective, incorporating both the creation and maintenance of the plan. Examinations of planning in the literature expose it as a dimension of operant competencies in schools (Kagaari & Munene, 2007). Further, Kasekende et al. (2016) argued that when considered as a teacher operant competency, planning enables the teacher to acquire the skills that further his or her individual empowerment.

Based on the role of education in our society, OCB in schools can clearly be documented in the area of altruism. DiPaola and Neves (2009) stated that "teachers routinely perform behaviors directed toward helping individuals, both students and colleagues, as part of their professional identity" (p. 493). Since supporting and encouraging students are the goals of every educational environment, behaviors that help students also serve to assist the school in their mission. DiPaola and Hoy (2005) stated "the distinction between helping individuals and furthering the organizational mission is blurred because, in schools, the mission is synonymous with helping people" (p. 37).

Further, teachers often describe a "sense of calling" that brought them to the field of education. This sense of "others before self" can be seen in the OCB category of Civic Virtue, which places the interests of the organization before the interests of the individual. Oplatka (2006) stated "teachers emphasized the emotional aspects of their workplace, using phrases such as: "our staff room is like family", and "family atmosphere and warmth" (p. 409). Therefore, a school leader who values and demonstrates OCB may serve to promote a culture that encourages others to demonstrate characteristics of OCB as well (DuFour, DuFour, & Eaker, 2008).

Principals may use the T-TESS Dimensions and Descriptors to purposefully foster teacher OCB. In order to identify and advance OCB through the use of the T-TESS, a principal must work with each teacher to make them feel like they are a valued member of the team rather than creating a feeling that they are simply being subjected to an annual appraisal in order to meet a state requirement. This can be part of the conversation during the annual goal setting meeting between the teacher and the appraiser, or part of the pre-observation conference. A working knowledge of T-TESS along with a commitment to OCB will result in more effective instruction and improved student outcomes.

As noted earlier, it is our contention that the T-TESS may be used to increase levels of teacher OCB in schools, and by extension, improve student outcomes. We argue that as a planning and professional development tool, a number of domains outlined in the T-TESS evaluation and planning instrument align with the scholarly arguments surrounding planning, empowerment, and the use of OCB as a tool for professional teacher development. Thus, they can act as a catalyst for increased student achievement in schools. In particular, we highlight Domain 1 (Planning), Domain 3 (Learning Environment, and specifically, Domain 3.3- Classroom Culture), and Domain 4 (Professional Practice and Responsibilities) (Texas Education Agency, 2016.) as opportunities to incorporate OCB into the professional development (planning and assessment) and

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implementation (pedagogical best practices) responsibilities that comprise, define, and demonstrate the competent job performance of educators.

The T-TESS rubric is designed as a coaching and growth model to improve instruction, and hence result in positive learning outcomes for all students. The evaluation scale describes teacher characteristics in the following categories: improvement needed, developing, proficient, accomplished, and distinguished (Texas Education Agency, 2016). It is important to note that the descriptor "proficient" generally describes satisfactory teacher performance characteristics in all four domains.

Effective instructional planning (Domain 1) will result in improved student outcomes, and serves as the foundation for all other dimensions (Texas Education Agency, 2016). It is vital that teachers clearly identify expectations for student outcomes from each lesson. Distinguished instructional planning includes rigorous and measurable goals aligned to state content standards and objectives appropriately sequenced to provide relevant experiences and extensions. T-TESS appraisals of distinguished lesson planning emphasize student-centered actions designed to deepen understanding of the broader unit plan and course objectives. Planning within an OCB rich environment will result in differentiated activities and appropriate lessons for a diverse learning population.

OCB characteristics tie directly to all of the teacher behaviors in Domain 3: The Learning Environment. Teachers demonstrate a commitment to maintaining a mutually respectful and collaborative classroom environment to support the active engagement of all students. Similar to the dimensions of Civic Duty, Courtesy, and Altruism in OCB, a distinguished classroom in Domain 3 would emphasize student collaboration and engagement in relevant, meaningful learning activities based on their interests and abilities. Teachers in this distinguished category actively advocate for the learning needs of all students, and model professional standards to all members of the learning community.

Domain 4 (Professional Practices and Responsibilities) may be seen as a direct link to the overarching definition of organizational citizenship behavior. The distinguished professional educator will model similar traits of OCB in the course of their employment with the school. For example, they will demonstrate the OCB component of general compliance by modeling the code of ethics and standard practices developed by the State of Texas, showing professional reliability by arriving for work in a timely fashion each day, and consistently advocating for the needs of their students both on and off their campus. Further, they will set goals that benefit school stakeholders, modify practices to ensure student success, and interact with peers and administrators in a collegial and collaborative manner to advance learning and professional development of the faculty (Glanz, 2000).

Practical Application

Improved student outcomes are attainable in creating a strong presence of OCB through implementation of the T-TESS. Table 3 contains some practical ideas that a school leader may implement to address the direct instruction of the dimensions of OCB and T-TESS to improve

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student outcomes. These ideas may serve as a springboard for conversations in faculty meetings, team meetings, or teacher in-service trainings which focus on improving student outcomes.

Table 3. Ideas for School Leaders to Implement OCB in the T-TESS Development Plan

Objective	Leadership Action Plan
Teachers will know and understand the 5 dimensions of OCB (Altruism, Conscientiousness, Courtesy, Sportsmanship, and Civic Virtue).	Teacher In-service/ Professional Development: www.slideshare.net/OCB Prepared presentations available as open access on SlideShare https://youtu.be/8pBbFt9hec0
Teachers will know and understand the 4 domains of T- TESS (Planning, Instruction, Learning Environment, and Professional Practices & Responsibilities).	Teacher In-service/ Professional Development: www.teachfortexas.org Prepared videos and presentations available.
Teachers will identify examples of OCB in their personal and professional lives.	Faculty Meeting: Groups will be assigned a dimension of OCB and they have to create a poster of relevant quotes from famous people demonstrating that dimension. Groups will then add examples of OCB from their personal and professional lives to this poster. These posters could be displayed in a shared space on campus.

Conclusion

The recent implementation of the T-TESS as the standard professional development tool for educators in the Texas public school system provides an opportunity to effect a dramatic change in the cultural paradigm surrounding teacher evaluation. Rather than providing a simple template which may end up as no more than a checklist of accomplishments or areas in need of improvement, the T-TESS may be used as a robust and strategic planning tool to assist administrators in guiding their faculty members toward substantial professional, pedagogical, and personal growth. Further, the instrument allows for the creation of a plan that is customizable to the unique needs of each teacher while remaining true to the core domains and their respective components upon which teacher evaluations are predicated.

The authors of this paper have posited that as a growth and development tool with such flexibility, the T-TESS may be used to create a custom plan for each teacher that draws upon constructs in the educational and business literature that have demonstrated significant contributions toward improving school climate and culture, and by extension have to led to increases in student achievement in public schools. Specifically, we argued that when incorporated into the T-TESS, the construct of Organizational Citizenship may be used as a lever to individually and collectively improve outcomes for teachers and students.

Via an examination of extant literature on OCB, educator professional development, and student success, along with our professional experiences as educational administrators, we have theorized that the T-TESS may indeed contribute to the collective growth and advancement of all school stakeholders. In an era of increased public scrutiny and demands for accountability in America's public-school system, our work adds to the existing literature, and examines the possible impact of the influence Organizational Citizenship may have on improving student success. In general, the current research represents an initial attempt toward both understanding and addressing important school concerns surrounding teacher professional development and its possible relationships with student achievement.

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