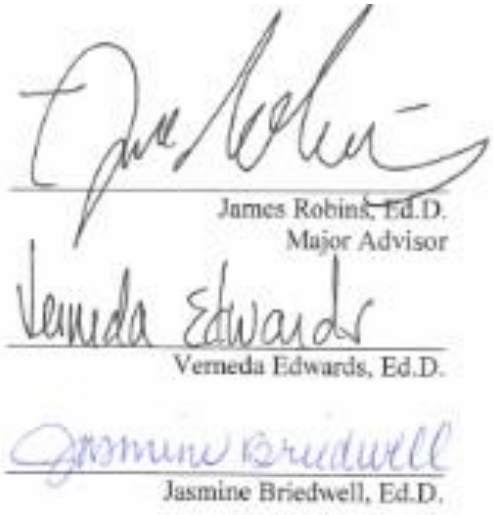
Teachers' Perceptions of the Impact of Classroom Walkthrough Feedback on Instructional Effectiveness

Heather M. Beaulieu
B.S.E, Missouri Western State University, 1996
M.S.Ed., Northwest Missouri State University, 2006

Submitted to the Graduate Department and Faculty of the School of Education of Baker University in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership



Date Defended: November 27, 2018

Abstract

The purpose of this research was to examine the extent to which teachers perceived that classroom walkthrough feedback improved instructional effectiveness and student learning. An additional purpose of this study was to determine whether teachers' number of years of service, grade level taught, and frequency and duration of the classroom walkthroughs affected teachers' perceptions of the impact that classroom walkthrough feedback had on instructional effectiveness. The sample of participants included certified teachers in the DDP School District, a public school district of 11,000 students in northwest Missouri.

This study was a quantitative research design using an original survey created by the researcher. The population of interest for the study were certified teachers, in grades K-12, in the DDP School District during the 2017-2018 school year. Multiple one-factor analyses of variance (ANOVAs) and multiple one-sample *t* tests were conducted to address the six research questions in the study.

Results from the survey data indicated that teachers had statistically significant positive perceptions with regard to the impact that classroom walkthrough feedback had on their instructional practices and student learning. There were no statistically significant differences amongst teacher perceptions with regard to the impact of classroom walkthrough feedback based on their years of service, grade level taught, and duration and frequency of classroom walkthroughs. Further studies with a larger sample size and qualitative data with regard to teacher perceptions of the impact of classroom walkthrough feedback on instructional practices and student achievement are recommended to ensure successful implementation of teacher evaluation systems.

Dedication

This work is dedicated to my husband and best friend, Todd, who has never ceased to believe in me. Thank you for your love and support through this journey and always.

To my wonderful daughters: Devon, Dallas, and Pierson, words cannot describe how proud I am to be your mom, you will always be my greatest accomplishment.

This work is also dedicated to my parents, Mike and Terry Guinn. Thank you for loving me unconditionally, your endless support, and instilling in me a love for learning.

Finally, to my grandson, Brooks, you don't know it yet, but you are pure joy and you make me want to be a better educator and person.

Acknowledgements

First, I would like to thank Dr. Jim Robins for his encouragement and guidance. He believed in my dissertation work from the first day I shared my thoughts with him and offered constant support from the first day of class to the day of my final defense. I would also like to thank my research analyst, Dr. Li Chen-Bouck, she also offered continuous encouragement and assistance, and this work was made possible through her outstanding expertise. Thank you to Dr. Verneda Edwards for serving on my dissertation committee, offering support and feedback throughout the process, and for her guidance and professional development during our coursework. Thank you to Dr. Kendra Lau for her assistance and guidance during my dissertation process and field experience.

I would also like to thank Dr. Jasmine Briedwell for serving on my committee, but more importantly for being an amazing mentor, colleague, and friend. Also, thank you to Dr. Brian Shindorf for believing in me and my abilities to be a principal, not only once, but twice. Thank you to my colleagues in Cohort 14 and 16 for their support, encouragement, humor and guidance. Finally, I would like to thank my dear friends, Terri Deayon, Darla Hunt, and Shelley Nordquist, without your support and countless conversations this journey for me would not have been possible.

Table of Contents

List of Tables

Chapter 1

Introduction

National student achievement reports and federal education policies have increased accountability in public schools for all teachers and administrators. The No Child Left Behind Act of 2001 (NCLB) required an increase in student achievement through the improvement of teacher and principal quality (U.S. Department of Education, 2001). By the year 2014, all students were expected to be proficient in reading and mathematics, and all educators were expected to be highly qualified in their areas of certification.

In July 2009, the Obama administration's Race to the Top initiative encouraged states to implement education policies in the area of teacher evaluation as a strategy to assess and improve teacher quality ("Race to the Top," n.d.). In response to the Race to the Top program, the Missouri State Board of Education approved a model evaluation system for educators (Missouri Department of Elementary and Secondary Education, 2013). The model evaluation system was based on seven essential principles of effective evaluation including research-based practices, a probationary period for new teachers, feedback, performance indicators, student learning outcomes, use of evaluation results, and professional development (Missouri Department of Elementary and Secondary Education, 2013). One key component in the reform of the Missouri evaluation system was the assessment of educator performance on a regular basis with accompanying feedback to improve instruction (Missouri Department of Elementary and Secondary Education, 2013). The evaluation of teacher performance on a regular basis and the

providing of frequent feedback represented a shift from the traditional, clinical supervision practice (Kachur, Stout, & Edwards, 2013).

In 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), which was bipartisan legislation that reauthorized the Elementary and Secondary Education Act (ESEA) ("Every Student Succeeds Act (ESSA)," n.d.). This measure required states to develop an evaluation system that took into account student learning and provided educators with information that improved instructional practice (U.S. Department of Education, 2010). Accountability focused on school reform through ESSA as it required states to set standards that prepared students for college and careers and challenged schools to rigorously close gaps in achievement ("Every Student Succeeds Act (ESSA)," n.d.).

The practice of clinical supervision has been a common mode of teacher evaluation for decades. Typically, this evaluation model consisted of one formal observation per year that included a pre-observation conference, a classroom lesson observation, and a post-observation conference (Acheson & Gall, 1987). However, with recent reform in teacher evaluation, instructional leaders have adopted more frequent, less formal methods of observing teacher performance.

Background

The Race to the Top initiative incentivized school districts to pursue higher standards, improve teacher effectiveness, make data-driven decisions, and improve instructional strategies to receive additional funding ("Race to the Top," n.d.). The Race to the Top competition forced states to consider the supervision and instruction within its educational system. As a result, some states altered their evaluation systems of teachers

in order to receive the competitive grant funding. In order to meet the demands of the Race to the Top initiative, the Missouri Department of Elementary and Secondary Education (DESE) approved a new model educator evaluation system in May of 2013 (Missouri Department of Elementary and Secondary Education, 2013).

One of the essential principles of effective evaluation in the Missouri evaluation system was to assess educator performance on a regular basis and provide feedback to teachers that can be used to improve their performance (Missouri Department of Elementary and Secondary Education, 2013). One district, in the state of Missouri, to adopt this model educator evaluation system was the DDP School District. The DDP School District is a pre-K-12 public school district of 11,000 students in northwest Missouri. The DDP School District is located 45 miles north of Kansas City, Missouri. Although DDP is considered a rural area, the district faces many urban challenges including a 62% free/reduced lunch percentage, which is 11% higher than the state average (Missouri Department of Elementary and Secondary Education, 2015).

One type of observational technique within some teacher evaluation systems that has become increasingly popular as a method for improving instruction is the classroom walkthrough (Moss & Brookhart, 2015). For the purpose of the current study, walkthroughs were defined as "brief, frequent, informal, and focused visits to classrooms by observers for the purposes of gathering data on educational practices and engaging in some type of follow-up" (Kachur et al., 2013, p. 1). Classroom walkthroughs allow principals to observe teachers and students on a frequent basis while providing teachers with the opportunity to reflect on their practices more often. Classroom walkthroughs

have become one of the most common instructional activities that principals perform to collect data on a teacher instruction (Grissom, Loeb & Master, 2013).

During a time of increased accountability in education, school reform, and a focus on teacher effectiveness, researchers seek to find successful methods to enhance teaching and learning. Education researcher, John Hattie (2009), synthesized over 800 meta-analyses in his book, *Visible Learning*, where he noted that the focus of educational reform should be on the effectiveness of the teacher. Hattie (2009) posited that the effectiveness of the teacher caused the greatest source of variance in student achievement. While school leaders were using classroom walkthroughs to evaluate teacher quality, there was little evidence of how the classroom walkthrough affected teachers' perceptions and effectiveness. Ziegler (2006) found that teachers believed that classroom walkthroughs facilitated self-reflection on teaching practices. However, Duffett, Farkas, Rotherman, and Silva (2008) reported that only 26% of teachers concluded that their performance-based evaluations were "useful and effective" (p. 3). Most teachers believe that their teacher evaluation system was lacking and desired feedback that would enable them to improve (Darling-Hammond, 2013).

School leadership and teaching practices impact student achievement both directly and indirectly. Evidence suggests that effective leadership qualities account for up to 20% of variation in student outcomes amongst schools (Louis et al., 2010). Research suggests that teachers impact student achievement more than any other school factors (McCaffrey et al., 2003; Rockoff, 2004). When school leaders retain highly effective teachers, their productivity results in large gains in student achievement (Staiger & Rockoff, 2010).

Mertler (2011) found that years of teaching experience showed no significant differences in the perceptions of the pressure of increased accountability and evaluation measures. However, in a study conducted about teachers' responses to administrator walkthrough feedback, teachers with 1-4 years of service responded more positively to walkthrough feedback than teachers with 10-20 years of service (Warren, 2014). The Marzano Research Group (Serdiouk, Bopp, & Cherasaro, 2017) also examined whether groups of teachers had differing perceptions of their evaluator feedback based on years of experience. Teachers with over 10 years of teaching experience reacted less positively to feedback during evaluations than did teachers with 1-5 years of teaching experience (Serdiouk et al., 2017). Teachers with over 10 years of experience also reported that evaluator feedback improved their instruction to a lesser degree than teachers with 1-5 years of experience (Serdiouk et al., 2017). Research has also shown statistically significant differences in teachers' perceptions of evaluator feedback based on grade levels taught. Teachers who taught 9^{th}-12^{th} graders were less responsive to feedback than teachers at any other grade level (Serdiouk et al., 2017).

Ginsberg and Murphy (2002) suggested that one benefit of brief, unscheduled visits to the classroom was that it enabled administrators to become more familiar with teachers' instructional practices. According to Skretta (2007), brief walkthroughs, in place of full-length classroom observations, demonstrated support for teachers' instructional efforts. Marshall (2009) found that frequent, three-to-five minute classroom walkthroughs were the most effective tool to monitor classroom instruction on an authentic basis. Frequent, five-to-ten minute observations, with feedback, at least five times per year have been found to promote professional growth (Goldhorn, Kearney, &

Webb, 2013). However, researchers have yet to present conclusive evidence that walkthroughs influence teachers' instructional practices and their ability to engage students in the learning process (Marsh et al., 2005). The current study examined the extent to which teachers believe that the classroom walkthrough process had an impact on their instructional effectiveness and student learning.

At the onset of the 2014-2015 school year, the DDP School District adopted the Missouri model educator evaluation system. This adoption shifted teacher observations from the traditional, clinical supervision model to the practice of frequent classroom walkthroughs conducted by school administrators. However, this was not a major shift for the district. The DDP School District has a strong history in the practice of classroom walkthroughs. In 2008, the district's Director of Curriculum and Instruction, Nancy Mooney, co-authored the book, *Align the Design: A Blueprint for School Improvement* (2008) where she highlighted "look fors", statements that describe observable teaching and learning behaviors that administrators can recognize when they visit a classroom (Mooney & Mausbach, 2008). Under Mooney's leadership, DDP School District administrators frequently observed classrooms, provided feedback, and collected data about how teachers were implementing instructional practices. However, even though walkthroughs occurred, the evaluation focus remained on a performance-based teacher evaluation system guided by infrequent, formal observations. Now with the state's shift to regularly assess teacher progress and provide feedback, DDP School District administrators are required to conduct brief, frequent, classroom walkthrough observations on teacher performance in specified indicators. The DDP School District chose two quality indicators to assess during administrator walkthroughs and the third

indicator is at the discretion of the building administrator. During each walkthrough, administrators gather evidence of instructional strategies leading to student engagement in problem solving and critical thinking. Some examples of evidence may include: cooperative learning strategies, effective questioning techniques, opportunities for students to critically think and problem solve, and technology skill attainment. The second quality indicator that the DDP School District monitors and evaluates through the classroom walkthrough process is that of a positive classroom environment in the classroom, school, and community culture. Some examples of evidence may include: motivation and engagement strategies, positive classroom culture, and positive strategies to address unique student behaviors.

Principals in the DDP School District observe teachers between 10-15 minutes, a minimum of five times per academic year, using a walkthrough observation form. The walkthrough observation form includes a scoring guide for the two quality indicators from the DESE evaluation protocol. As part of the feedback loop, administrators are required to provide feedback within 72 hours of the lesson segment observed. This study intended to explore the perceptions of approximately 262 certified teachers, employed in the DDP School District during the month of June of 2018, with regard to the impact they perceive classroom walkthrough feedback had on their teaching.

Statement of the Problem

Teacher effectiveness has grown in importance during the current era of accountability in education. In order for district leaders to measure teacher effectiveness, an evaluation process must be established. Skretta (2007) ascertained that walkthroughs are of great value to administrators for gathering data and engaging in instructional

dialogue with teachers. In a Research and Development Corporation (RAND) study (Marsh et al., 2005), it was found that walkthrough observers reported the process as more beneficial than the teachers who were observed. Teachers have reported that walkthrough observations provide a means of accountability and that principals are more aware of the instruction taking place in their classrooms (Rossi, 2007). Marzano, Schooling, and Toth (2010) suggest that the practice of classroom walkthroughs is often ineffective and is often unrelated to school improvement efforts. Little empirical evidence exists that identifies the extent to which classroom walkthroughs improve teacher effectiveness.

Purpose of the Study

This study was conducted to examine the extent to which teachers perceive that classroom walkthroughs improve instructional effectiveness. The teachers' number of years of service were analyzed to examine how teaching experience affected teachers' perceptions. The current grade level taught was also analyzed to examine how grade level affected the teachers' perceptions. The frequency and duration of the classroom walkthroughs were also analyzed to examine how the number and length of walkthroughs affected the teachers' perceptions. Furthermore, the researcher examined the extent to which teachers perceived the impact that classroom walkthrough feedback had on student learning and their instructional practices. Teachers' perceptions were analyzed through survey questions to determine if teachers perceived walkthrough feedback to be beneficial in increasing their effectiveness.

Significance of the Study

With an increase in educational accountability, school leaders continue to search for ways to improve teacher effectiveness. One common procedure for evaluating the instructional practices of teachers is the classroom walkthrough (Kachur et al., 2013). The state of Missouri had implemented a model evaluation system for public school districts within the state to assess educator performance. The state required informal opportunities for feedback specifically in predetermined quality indicators for each teacher (Missouri Department of Elementary and Secondary Education, 2013). This study was conducted to analyze teachers' perceptions of classroom walkthrough observations to explore if teachers perceived walkthrough feedback to be beneficial in increasing their instructional effectiveness.

Furthermore, minimal research was available that examines the effects of classroom walkthroughs on teacher effectiveness. Based on this study, the DDP School District, and other school districts conducting classroom walkthroughs, could gain insight from the teachers' perceptions of the impact of classroom walkthrough feedback. Research regarding walkthroughs and their perceived impact on instruction is important for the improvement of the teacher evaluation process and teacher effectiveness. The significance of this study relates to the contribution of improved teacher quality and student learning. By identifying teachers' perceptions of classroom walkthroughs, the impact of walkthrough frequency, and the impact of feedback on instruction and student learning, school leaders can improve their walkthrough process to maximize instructional effectiveness.

Delimitations

Delimitations were placed on this study regarding the teachers' perceptions of classroom walkthroughs. The researcher limited the study to certified teachers in the DDP School District in the state of Missouri. The researcher purposefully limited the study to K-12 teachers, in the district, in order to gain insight into the extent to which walkthroughs contribute to the improvement of instruction in the public schools in the district in which the researcher served as an elementary principal. The study was further delimited by the number of variables selected for inclusion in the study; years of teaching experience, grade level taught, the number of walkthroughs conducted, the length of the average walkthrough, and quality of feedback as a tool for the improvement of instruction.

Assumptions

The first assumption of this study was that the administrators in the DDP School District had conducted classroom walkthroughs using an adaptation of the Missouri Department of Elementary and Secondary Education (DESE) teacher evaluation protocol (Missouri Department of Elementary and Secondary Education, 2013). The second assumption was that administrators provided written feedback to teachers following each classroom walkthrough observation. A final assumption was that teachers answered honestly and accurately with regard to their perceptions of classroom walkthroughs and the number and duration of walkthroughs received.

Research Questions

Six research questions guided this study to examine teachers' perceptions of the impact of classroom walkthroughs on student learning and instructional practices:

RQ1. To what extent did teachers perceive that classroom walkthrough feedback had an impact on their instructional practices?

RQ2. To what extent did teachers perceive that classroom walkthrough feedback had an impact on student learning?

RQ3. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on years of experience?

RQ4. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the grade level taught?

RQ5. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the frequency of walkthroughs?

RQ6. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the length of time of an average classroom walkthrough?

Definition of Terms

The following are definitions of key terms used throughout the study. The definitions are provided to ensure understanding and to prevent misinterpretation.

Classroom walkthrough. A brief, informal classroom observation used to gather data or focused on specific teaching and learning actions (Oliver, 2009).

Clinical supervision. The formal process of conducting a pre-conference, scheduled, formal observation, and post-conference to evaluate a teacher for continued employment (Cogan, 1973).

Feedback. Written or oral communication about how a person is doing in the effort to reach a goal, including advice, praise, and evaluation (Wiggins, 2012).

No Child Left Behind (NCLB). A nationwide education reform act designed to improve student achievement and insure accountability (U.S. Department of Education, 2001).

Teacher evaluation. Techniques and procedures for assessing all aspects of teaching based on evidence collected by trained evaluators (Danielson & McGreal, 2000).

Visibility. A term used to describe school administrators who are frequently present in classrooms and other locations on the school campus, and who observe and interact with students and staff (Cotton, 2003).

Organization of the Study

There are five chapters included in this dissertation. In chapter 1, an introduction was provided, including the background, problem, and purpose of the study. This chapter also described the significance of the study, the delimitations and assumptions of the study, and a definition of terms. Additionally, the research questions were given and an overview of the methodology was presented. Chapter 2 of this study will present a review of literature relevant to the research questions, including the topics of school reform movements, a historical perspective of teacher supervision, descriptions of the classroom walkthrough, and teacher self-efficacy. Presented in chapter 3 is a description of the methodology of the study, including the research design, population, and sample. The results of the hypotheses testing relating to the six research questions are reported in chapter 4. Chapter 5 includes a summary of the study, relates the findings to the review

of literature, restates the purpose and research questions, and provides recommendations for future research.

Chapter 2

Review of the Literature

Although there is a revised state template for the consolidated state plan under the Trump administration, the most recent education legislation, the Every Student Succeeds Act (ESSA), was signed into law by President Obama on December 10, 2015. This act follows education legislation that, for decades, sought to improve America's schools. The ESSA states that teacher evaluation systems should include multiple measures of educator performance and provide timely and useful feedback. The ESSA seeks to improve the quality and effectiveness of teachers and to improve the design and implementation of teacher evaluation systems. Accountability measures remain in the updated ESSA template; however, the Trump administration posits that the new ESSA template will promote innovation and flexibility, along with accountability (Klein, 2017).

This literature review includes a discussion of education reform and the history of supervision. In addition, research on instructional leadership and teacher self-efficacy is addressed. Finally, this chapter includes an examination of the different components and models of classroom walkthroughs.

In an effort to improve teacher effectiveness, it is imperative that school principals take on the role of instructional leaders. It is no longer acceptable for principals to evaluate teachers once every three years based on a static checklist (Kruse & Louis, 2009). One tool that administrators have used that has become increasingly popular to gather data for the improvement of teacher effectiveness is the classroom walkthrough. Classroom walkthroughs can be defined as brief, frequent, informal visits to classrooms by observers to gather data and provide feedback to the teacher (Kachur,

Stout & Edwards, 2013, p. 1). Various walkthrough models, and forms of feedback, exist to assist administrators and teachers in the evaluation process.

Accountability in School Reform

The challenges facing public education in America have been complex and demanding. The call for school reform to produce higher academic standards and greater attention to science and mathematics has been at the forefront of education legislation since the launch of Sputnik in 1957 (Iorio, 2011). In an effort to meet global demands, America's public education system has faced increasing measures of accountability.

In 1983, *A Nation at Risk*, a report written by members of the National Commission on Excellence in Education, called for radical reform of America's public schools (U.S. Department of Education, 2008). The Commission called for schools to adopt more rigorous and measurable standards and a back to basics curriculum (Gardner, 1983). *A Nation at Risk* also called for teachers to demonstrate an aptitude for teaching and a higher level of competence in order to meet academic standards (Iorio, 2011).

The nationwide trend of accountability and higher standards continued in 1994 with Goals 2000: Educate America Act. Goals 2000 proposed that all students will leave grades 4, 8, and 12 with a demonstration of competency in the core subjects including English, mathematics, science, foreign languages, civics and government, economics, the arts, history and geography. The act established a National Education Standards and Improvement Council to examine state curriculum content, student performance, and assessment systems. Goals 2000 included the following goals: a) all students will start school ready to learn; b) 90% of students will graduate from high school; c) all students will demonstrate competency in core content areas; d) the United States will place first in

the world in math and science; e) all adults will be able to read; f) no drugs, violence or weapons will enter the school; g) teachers will have all necessary skills; and h) parent involvement will be a part of all schools (Stedman, 1995). This legislation led to an increase in standardized testing and accountability in public education.

In 2001, President George W. Bush signed into law the No Child Left Behind Act (NCLB) (United States Department of Education, 2002). This was a reauthorization of ESEA and raised the bar in holding schools accountable for student outcomes. The No Child Left Behind Act was the most comprehensive and far reaching legislation to date. The legislation called attention to the importance of teacher quality and its impact on student achievement (United States Department of Education, 2002). Under the NCLB law, states were required to demonstrate all students' proficiency on state tests by the year 2014 (Jr. & Henig, 2017). Schools tracked their goals and achievement through a system known as adequate yearly progress (AYP). Schools that did not meet AYP were subject to serious sanctions including, but not limited to, state intervention. NCLB required that school districts ensure that teachers were "highly qualified", but the determination of measures to increase teacher qualifications and evaluation systems remained in the hands of the states (United States Department of Education, 2002).

On December 10, 2015, President Obama signed legislation that replaced the No Child Left Behind Act. The Every Student Succeeds Act (ESSA) eliminated the punitive accountability system from states if a particular number of students were not proficient in reading or math (Every Student Succeeds Act, n.d.). ESSA instituted more rigorous requirements for state plans to improve the quality of instruction. ESSA describes well-

designed educator evaluation systems as including "frequent, timely, and actionable feedback for educators" (Every Student Succeeds Act, n.d.). The amount of flexibility in teacher evaluation systems in each state have a wide amount of variance. In order to qualify for Race to the Top funds, some states revised their current teacher evaluation systems (Sawchuk, 2017). Through the Race to the Top program, states were encouraged to implement reform around four areas: college and career readiness, data systems to improve instruction, teacher recruitment, development, and retention, and the improvement of low-achieving schools ("Race to the Top," n.d.). States were awarded through this grant program for leading the way in these efforts.

The Missouri Department of Education responded to the Every Student Succeeds Act by developing essential elements of an effective evaluation system. One of the components of Missouri's educator evaluation system is to provide ongoing, timely, frequent, and meaningful feedback on teacher performance (Strange, 2017). The state of Missouri requires a minimum of three to five opportunities for observation that involve feedback that is focused on quality indicators (Missouri Department of Elementary and Secondary Education, 2013). Evaluators may be trained to conduct effective classroom walkthroughs focused on the quality of instruction (Strange, 2017).

History of Supervision

Education in the 1700's was not thought of as a professional discipline and local government officials and clergy were often tasked with hiring teachers and making judgments about their effectiveness (Marzano, Frontier & Livingston, 2011). Teachers were considered servants of the community (Burke & Krey, 2005). Visiting groups of

townsmen, ministers, and officials would usually oversee the employment of the teachers. The quality and type of feedback varied greatly.

With the rise of industry and population in the 1800's, a more complex school system was developed. Demands grew for expert teachers and school leaders to ensure that teachers were following prescribed guidelines (Marzano, Frontier & Livingston, 2011). Blumberg (1985) noted the following quote from an 1845 document titled *The Annual Report of the Superintendent of Common Schools of the State of New York*:

> Too much reliance ought not to be placed upon visitation to the schools, to give method to the teacher and efficacy to his instructions. Instruction is the primary object of visitation, and…more instruction can be given to teachers of a town when assembled together in one day. (p. 63)

It was at this time, Blumberg (1985) posits that educational supervision began to focus on instruction. It was also during the 1800's that the awareness of pedagogical skills was tied to effective teaching (Marzano, Frontier, & Livingston, 2011). With the concept of supervisors associating goals and objectives with teacher supervision, the establishment of the school principal was also born (Sullivan & Glanz, 2005). According to Sullivan and Glanz (2005), supervisors, during this time period, offered little instructional support to improve teaching and learning.

With the turn of the twentieth century and the beginning of the Industrial Revolution came the influence of business theories and practices in school systems. Scientific management principles began to influence school administrators and teacher evaluation (Marzano, Frontier, & Livingston, 2011). The concept of clinical supervision was conceived by Morris Cogan of Harvard University in the 1950's (Anderson, Snyder

& Bahner, 1993). Through years of practice and research, clinical supervision became known as a formative evaluation with a structured approach that involved planning, an observation period, and analyzing the teaching observed (Goldhammer, 1969).

It was during the 1970s that the computer company, Hewlett-Packard, invented the concept that managers should supervise by walking around. The company's managers frequently observed employees while engaged in their daily routines. This concept became widely popular and became known as Management by Wandering Around (MBWA) (Peters & Waterman, 1983). The concept of supervising by walking around has become a key component in the management of schools, as well as businesses. In fact, studies have shown that the most effective principals spend the majority of their time outside of their offices (Streshly & Gray, 2010). MBWA allows principals to observe with a purpose, provide informal feedback, and increase opportunities for communication.

In addition to the concept of MBWA, principals began making personal connections with teachers in a collegial manner to improve instruction (Glickman, Gordon & Ross-Gordon, 2004). Principals became more focused on interpersonal skills, developing relationships, and school culture. Educators began to acknowledge that the traditional teacher evaluation process had flaws (DuFour & Marzano, 2009; Skretta, 2008). States began to play an active role in educational reform in the 1990's. With the Obama administration's Race to the Top initiative, teacher evaluation reform became a focus across the country. Since 2009, forty-six states have restructured their teacher evaluation systems to include such elements as student performance, classroom walkthroughs, and parent, student, and administrator feedback (Donaldson, 2016).

However, there has been little research that has explored state implementation of these reforms in teacher supervision and the impact of these reforms on teacher effectiveness (McGuinn, 2012).

Teacher evaluation systems should improve the quality of instruction in the classroom. Standardized assessments have become significant sources of evidence in determining the level of competency of schools and educators (Braun, 2016). As of 2015, forty-three states required measures of student achievement to be included in teacher evaluations. Under ESSA, states could receive waivers for including student growth measures as a significant factor in teacher evaluations (Leahy, 2014). These changes have come with controversy and concern and little empirical evidence to link teacher evaluation reform, the inclusion of student performance measures, and administrator observations to increased teacher efficacy and student achievement (Sawchuk, 2017).

Instructional Leadership

School principals are a critical component for the improvement of teaching and learning. Teaching is the only school-related factor that has a larger impact on student learning than educational leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004). In Hattie's (2009) meta-analyses of influences on learning and achievement based on their effect sizes, the highest effect was teacher expectations of student achievement at an effect size of 1.62. Hattie (2009) synthesized research results and found that the average effect size of the influences he studied was 0.40. This calculation provides a measure of the size of the effect of the intervention or influence on student achievement (Hattie, 2009). Teachers' relationships with students had an effect size of 0.52, teacher clarity,

0.75, and collective teacher efficacy had an effect size of 1.57 (Hattie, 2009). Hattie (2009) found the principal influence on student achievement to have an overall effect size of 0.32. Sykes and Winchell (2010) agree that highly effective teachers from year to year can increase student achievement. The report, *What Matters Most: Teaching for America's Future* published in 1996 by The National Commission on Teaching and America's Future stated that a teacher's knowledge of content and instructional strategies to motivate and engage students were the most important components for improving student achievement. Along with an increase in student achievement accountability over the last decade has come more of an emphasis on the role of instructional leader for a school principal. Principals are no longer merely managers of the organization. Principals also provide the leadership for the improvement of teaching, learning, and culture within the school environment (Honig, Copland, Rainey, Lorton, & Newton, 2010).

In 1979, Edmonds wrote that effective schools needed leaders who are focused on instruction. Instructional leadership became an expectation and principals began to focus on curriculum and directly became involved in the process of teaching and learning (Edmonds, 1979; Hallinger, 1992). According to Andrews and Soder (1987), the principal should be an instructional resource, seen frequently in classrooms conversing with staff and students. For decades, effective schools research has identified tasks that principals complete. Bossert, Dwyer, Rowan, & Lee (1982) examined teachers' perceptions of school principals' instructional leadership. The study revealed that teachers perceived that effective school administrators made frequent visits to classrooms and communicated high expectations for students and teachers (Bossert, Dwyer, Rowan,

& Lee, 1982). Principals played a crucial role in leading both the management of the operations of the school and the creation of an environment that promotes the highest level of instruction.

It is the role of the instructional leader to conduct classroom observations and oversee the evaluation of teachers, however there is a lack of quantitative research on the use of classroom walkthroughs to increase teacher effectiveness. Blasé, Blasé, and Phillips (2010) found that teachers have a positive view of principals spending time in their classrooms. Upon review of teacher satisfaction, Natriello and Dornbusch (1980) found that teachers wanted more frequent observations of their teaching with frequent feedback. Teachers desired frequent observation of instruction, but not an emphasis on comparisons of teachers (McGreal, 1983). Earlier teacher evaluation models relied on a very limited number of classroom observations and produced feedback that was minimal and mechanical (Wise, Darling-Hammond, McLaughlin, & Berstein, 1984; Marshall, 2009). Under the traditional model of observation, teachers perceived their role as passive while administrators detected deficiencies and judged their faults in order to improve their performance (Haefele, 1993). This traditional model of supervision involved less than 1% of time spent observing the teacher in action by the principal (Marshall, 2009).

Campbell (2013) found that teachers believed that the traditional model of one or two teacher observations promoted contrived lessons and gave a very limited view of the teacher's professional duties. In his qualitative study, Campbell (2013) gathered data from interviews with teachers and administrators and investigated the perceptions of how mini-observations influenced teacher performance differently than a traditional

evaluation model. In this same study teachers recommended more frequent observations with documentation and feedback (Campbell, 2013). Furthermore, Campbell (2013) found that teachers' levels of anxiety were reduced, and relationships with administrators were enhanced, through brief and frequent observations instead of a single planned visit per year. However, Valli and Buese (2007) observed teacher instruction and conducted individual and focus group interviews of 150 teachers over a 4-year period, and described an increase in anxiety of the teachers during the implementation phase of classroom walkthroughs.

Without collaborative conversations, professional development, administrative feedback, and common plan time, teacher isolation can occur. When instructional practices and student interventions are the sole responsibility of the teacher results will not be cohesive and teachers will be left to resolve challenges on their own (DuFour, 2004). When principals were not visible in classrooms, the monitoring of curriculum and instruction was absent and there is little to no knowledge of what students had been taught (Skretta, 2008). Studies have also shown that traditional teacher evaluation models have had little impact on school improvement and no relationship exists between the principal's evaluation and improved teacher performance (Haefele, 1993; Stiggins & Duke, 1988).

Not only is differentiation prevalent in classroom instruction, but in order to meet teacher needs, administrators have begun to differentiate feedback and professional development for staff. With an increase in student accountability measures, innovation in education, and the development of professional learning networks, school principals must spend time balancing, both the management and operations of the school and the

instructional program. The classroom walkthrough process is one way in which administrators can connect with students and teachers. Walkthroughs are a valuable tool to provide ongoing, reflective feedback (Stronge, 2006). The walkthrough provides the administrator with the opportunity to engage in quality assurance checks to ensure that effective teaching practices are in place (Ovando & Ramirez, 2007).

Along with providing useful feedback, teachers must be receptive to a leader in order to work collaboratively. Youngs & King (2002) indicated that school reform should include shared goals and shared reflection between the teacher and administrator. When administrators facilitate a collaborative climate where teachers and leaders work together, improved teaching and student learning occur (Youngs & King, 2002). The walkthrough protocol can be a tool used in a learning community to broaden an understanding of instruction, therefore impacting the climate of teaching and learning.

According to Loukas (2007), school climate refers to the feelings, attitudes and beliefs that are generated by a school's environment. Classroom walkthroughs allow administrators to establish themselves as instructional leaders and allow students to see that administrators and teachers value instruction and learning (Ginsberg & Murphy, 2002). Rossi (2007) determined that walkthroughs led to the development of a common instructional language in the school building. Favorable data from Freedman's (2007) study indicated that walkthroughs had a positive impact on a school climate. Freedman (2007) collected data from 187 teacher surveys, and principal and teacher interviews from six schools, and found that an increase in classroom visibility positively impacted the relationship between principals and teachers. In the Freedman (2007) study, teachers' perceptions of principals' instructional leadership also increased when the principals'

time in the classroom increased. All of these benefits of classroom walkthroughs can be linked to the overall climate of a school.

Teachers have a more positive view of formative evaluations in comparison to summative evaluations (Nevo, 1994). In one study by Stark and Lowther (1984), 85% of teachers surveyed believed that classroom observations, by principals, should be used to evaluate teacher performance. Boyd (1989) suggested that a more formative system of evaluations be developed that promotes professional growth, is non-threatening, and provides feedback on teaching performance. Formative evaluation encourages the professional development of teachers by providing multiple opportunities for growth and feedback (Stiggins & Duke, 1998). The leading amount of teacher growth and motivation occurred when the teachers had frequent interactions with the principal, informal classroom observations, and opportunities for professional dialogue (Wagner, 1995).

Research on teacher turnover demonstrated that teachers are more likely to stay in the profession if they perceive their principal to be knowledgeable, trusting, supportive and efficient (Marinell & Coca, 2013). In a qualitative study, teachers indicated that they valued personal feedback that was positive and pertinent to their daily lessons (Anast-May, Penick, Schroyer, & Howell, 2011). Studies suggest that teacher evaluation should not be limited to a single encounter, instead multiple observations embedded with professional dialogue should take place throughout the school year (Feeney, 2007).

One of the most important factors that affect supervision effectiveness is the "unclarified, ambivalent relation of teachers to supervisors" (Cogan, 1973, p. 15). Acheson and Gall (1987) indicated that teachers experience anxiety when a supervisor

visits a classroom as an evaluator. According to Sergiovanni and Starrat (1983), teacher supervision began to include the human relations element in the 1930's with the inclusion of a comfortable relationship between the supervisor and teacher as a key component of the supervision. Shared decision making was included in a teacher's evaluation through the involvement of the teacher in the preparation and planning of the observation. The concept of observing instruction and providing teachers with feedback has been driven by the relationship between the supervisor and the teacher (Goldhammer, 1969). However, during the 21st century, the emphasis has shifted away from this relationship, and teacher behaviors, to student achievement (Marzano et al., 2011). According to Toch and Rothman (2008), this shift led to evaluation practices that were not authentic and did not address the quality of instruction. In order for teacher evaluation to be a powerful tool for improvement, principals need to establish positive, collaborative relationships with staff (Stronge, Catano, & Richard, 2008).

Visibility in the building has emerged as an important element of instructional leadership, however research shows that principals do not prioritize this action (Fuller et al., 2006; Hallinger & Murphy, 1985). Visibility as a principal involves being physically seen and knowing firsthand what is happening in the school. Even though studies have shown that classroom visits by administrators are associated with an increase in student achievement and student behavior, evidence suggests that the majority of an administrator's time is not dedicated to such practice (Horng, Klasik, & Loeb, 2010; Marzano, Waters, & McNulty, 2005). Research has shown that administrators who spend the majority of their time on management tasks, discipline, and paperwork had little impact on student achievement (Horng, Klasik, & Loeb, 2010). Not only are frequent

visits to the classrooms an important element of instructional leadership, feedback is considered to be a meaningful tool to support teacher learning (Blasé & Blasé, 1999). In fact, 75% of teachers surveyed viewed meaningful feedback to be beneficial to support teacher growth (Blasé & Blasé, 2000). Higher impact on student achievement was recorded when administrators provided teachers with meaningful and instructive feedback and encouragement (Roberson & Roberson, 2009).

The practice of instructional leadership continues to evolve. Horng, Klasik, and Loeb (2010) found that administrators, as recently as 2010, still spent only 6% of their time on classroom observations and other instructional functions. Another study that quantified the time that principals spent on instructional tasks indicated that principals spent an average of 7% of their time in classrooms (Gaziel, 1995). This would mean that an average of 30 minutes of the principal's time per day was spent in the classrooms. This data undermines the idea that administrators have been more focused on instruction in recent years. Research confirms that in high-achieving schools, principals make frequent visits to the classrooms to observe instruction (Mendez-Morse, 1991). In high-performing schools, principals spent 14% of their time on instructional tasks in the classrooms (Gaziel, 1995). When principals only observe teachers once a year, they are not observing a teacher's overall performance and the feedback is typically not valued (Marshall, 2009). In order to improve instruction, teachers and principals must both be instructional leaders and work to collaborate. One way this collaboration emerges is by principals spending a substantial amount of time in the classrooms discussing instructional practices, assessment, and learning with teachers (Hoy & Hoy, 2006).

As instructional leaders have looked for more efficient ways to ensure student growth and learning, multiple data sources for teacher observations have been developed. Frequent classroom visits by supervisors have been found to promote collaborative dialogue between instructional faculty (Downey, Stefy, English, Frase, & Poston, 2004). Eisner (2002) suggested that administrators should spend one third of their time in classrooms in order to collaborate and communicate with teachers in the learning process. The traditional role of a principal as the building manager remains, along with an increase in student achievement accountability, data analysis, change-agency, and service as a liaison between parents, school and community. The average principal has 50 to 60 interactions and interruptions within an hour (Deal & Peterson, 2016) and spends the bulk of their time devoted to management of the school building. Researchers agree that in high-performing schools, instructional leadership must take priority over all other responsibilities (Elmore, 2007).

Instructional leadership occurs when principals communicate the importance of continuous improvement of instruction, support quality instruction, talk to teachers about teaching and learning, and promote professional development (Blasé & Blasé, 2000). Principals have the ability to create school cultures that implement effective instructional strategies and support high levels of student success. In order for principals to ensure high levels of student learning, strong instructional practices, positive learning environments, and collaboration with teachers, principals must make time to observe daily classroom activities (Leithwood et al., 2004; Marzano et al., 2005).

Teacher Self-Efficacy

People with high self-efficacy believe that they can make a difference, they are more confident in their abilities to approach difficult tasks and set challenging goals (Bandura, 1994). Self-efficacy is the belief in one's ability to succeed and achieve specific goals (Bandura, 1997). A person who feels a higher sense of efficacy is believed to put forth more effort and have more persistence in the face of difficulties (Artino, 2012). With issues such as the increased level of accountability, larger class sizes, discipline, poverty, and lack of funding, educators can be faced with many challenges.

"Teacher efficacy has proven to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs" (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers are faced with multiple challenges, including the accountability of student achievement. As teachers attempt to obtain control over their circumstances, including student achievement, self-efficacy is a major influence on their actions and motivation (Bandura, 1997). Along with an increase in accountability, the 21st century brought a shift from observations of teachers as an instructional tool to that of evaluation. Teacher evaluation included judgments of teacher performance in order to make decisions with regard to continued employment (Nolan & Hoover, 2011). Marzano et al. (2011) described the purpose of teacher evaluation as that of measuring and developing teacher quality. Studies have indicated that when teachers perceived the evaluation process as useful, there were positive effects on self-efficacy (Coladarci & Breton, 1997). Peters and Waterman (1983) indicated that employees are motivated by the feeling of success, an

intrinsic reward. Extrinsic rewards such as financial compensation and opportunities for advancement do not increase teacher motivation (Frase, 1992). Feedback with regard to a teacher's strengths and areas for growth has also been reported as having a positive impact on teacher motivation (Akkuzu, 2014).

Becchio (2016) conducted a study which determined that there was a significant relationship between the teacher evaluation process and teacher self-efficacy. In this study, 82% of teachers reported an increase in their sense of efficacy in the areas of classroom management, student engagement, and instructional strategies after receiving feedback from administrator observations (Becchio, 2016). However, conflicting studies indicate that teachers view observations as invalid and as having little to no impact on instructional practices (Kauchak, Peterson, & Driscoll, 1985).

Self-efficacy plays a vital role in determining behavior. Ebmeier (2003), found that there was a link between teacher evaluation and teacher self-efficacy when the administrator conferenced with the teacher wherein feedback was provided, and goals were made clear. Classroom visits show a positive effect on a teachers' sense of efficacy, especially newly hired teachers (Chester & Beaudin, 1996; Frase, 1998). Classroom walkthroughs could affect the levels of self-efficacy in the long term.

According to Hattie (2012), collective teacher efficacy, the belief of teachers in their ability to positively affect students, is the number one factor influencing student achievement. Hattie (2009) provides effect sizes that measure the impact of educational factors on student achievement, with the average effect size as 0.4. The effect size of collective teacher efficacy was 1.57 versus the effect size of socioeconomic status of 0.52 (Hattie, 2012). If an educator believes that there is nothing that they can do to impact a

student's success, then this belief is likely to manifest itself in the instructional practices in the classroom (Goddard, Hoy, & Woolfolk Hoy, 2004). Teachers with high self-efficacy are less likely to leave the profession, are more innovative and are more driven to ensure student success (Brouwers & Tomic, 2003).

Teacher self-efficacy was enhanced when principals conducted frequent walkthroughs (Blasé & Blasé, 2000). Frase (2001) found that increased principal visibility and visits to the classroom were associated with increased self-efficacy in teachers. Teachers exhibited characteristics of intrinsic motivation when the administrator's approach to evaluation included feedback and opportunity for reflection and a positive relationship between the teacher and administrator (Pelletier & Sharp, 2009). In Puckett's (2017) qualitative study of teacher perceptions of the evaluation process, data was collected using questionnaires, interviews and focus group discussions of 13 teachers. The results of Puckett's (2017) study indicated that all participants perceived their evaluation to have positively impacted their instruction. Keruskin (2005) found that teachers have more positive attitudes and provide more effective instruction when their principals conduct routine walkthroughs followed by feedback. "The classroom walkthrough is one means of energizing teachers around improved instruction through consistent, ongoing feedback via an informal method" (Skretta, 2008, p. 17). However, Richards (2004) found that principals being highly visible in classrooms was not a highly valued behavior by teachers. Instead, teachers, especially novice teacher groups, expressed nervousness about principal visits and anxiety due to the possibility of negative feedback. Furthermore, when principals offer infrequent feedback, the information may not be well received (McGill, 2011). Research with regard to the

amount of time that principals spent observing teachers and teachers' perceptions of the walkthrough process was varied and inconsistent.

Classroom Walkthrough Models

Classroom walkthroughs have been defined as brief, frequent, informal, and focused visits to classrooms by observers (Kachur et al., 2013). The purpose is usually to gather formative data on instructional practices and provide feedback to the instructor (Kachur et al., 2010). Walkthroughs can last anywhere from 3-15 minutes, shorter than the summative observation in traditional teacher evaluation models. Observers may have a particular focus and a set of specific components to identify that could include elements such as lesson objectives, rigor, classroom management, student engagement, and the physical environment (Kachur et al., 2013). Walkthroughs are an instructional supervision tool that involve classroom observations to gather formative data to provide feedback that informs instructional practices. The walkthrough can be used as a tool for the instructional leader to be involved in teaching and learning and engaged with teachers for continuous improvement (Frase, 1992). Walkthroughs allow the principal to oversee teachers' instructional practices, student engagement, the implementation of curriculum and professional development, and the influence of school climate and culture (Schmoker, 2006; Ginsberg & Murphy, 2002). Numerous formal and informal classroom walkthrough models have been developed.

Downey et al. (2004) described classroom walkthroughs as frequent, brief classroom visits followed by conversations with teachers. The goal is to gather information on multiple, short visits in order to have discussions that influence a teacher's thinking about instruction (Downey et al., 2004). Downey et al. (2004) also

described walkthroughs as the primary way to effect student achievement and promote teacher growth and development. Conducting classroom walkthroughs is one way for principals to overcome the challenge of teacher isolation (Eisner, 2002). Many classroom walkthrough models exist that identify best instructional practices, the following four models have been described in detail in literature and provide timely feedback that emphasizes an improvement in instruction. Although there are consistencies between them, there are a number of different approaches to classroom walkthroughs.

Instructional practices inventory process. The Instructional Practices Inventory (IPI) process was developed by Jerry Valentine and Bryan Painter of the University of Missouri in 1996 (Kachur et al., 2010). The purpose for developing the process was to identify and collect student engagement data. The observers move throughout the school with a common list of "look-fors" and assign the following scores to the categories below:

- 6 = student engagement in higher order learning
- 5 = student engagement in higher order learning conversations
- 4 = student attention to teacher-led learning experiences with instruction directed by the teacher
- 3 = students completing independent seatwork with teacher assistance and support
- 2 = students completing independent seatwork without teacher assistance and support
- 1 = students are not engaged in learning (Valentine, 2001)

The IPI process provides valid data for the analysis of student engagement and provides the basis for collaborative problem-solving conversations within a school's professional learning community (Kachur et al., 2013). A group of observers typically move together throughout the building and observe each class for one to three minutes (Kachur et al., 2013). The IPI teams use an observation rubric to record student engagement data (Kachur et al., 2013). The observer then compiles a school-wide student engagement collection used to promote a professional learning community and organizational learning (Kachur et al., 2013).

Data in a day. The Data in a Day (DIAD) walkthrough model was developed by the Northwest Regional Educational Laboratory in Portland, Oregon in 1998 (Kachur et al., 2010). DIAD is an action research approach that involves classroom observations by a team consisting of parents, administrators, teachers, and students. The purpose of the walkthrough is to engage in a single day of classroom observations to collect data and reflect on the data specifically with regard to the individual school's improvement plan (Kachur et al., 2013).

The themes for the purpose of the Data in a Day walkthroughs are identified in advance, based on the needs of the school, and the observation team gathers, following the walkthroughs, to discuss the findings (Warren, 2014). Each team visits classrooms for 15 minutes using a rubric formed around the Motivation Framework for Culturally Responsive Teaching (Kachur et al., 2013). The framework presents four motivational conditions to guide the observation "look-fors" including: establishment of inclusion, attitude development, enhancement of meaning, and competence (Wlodkowski & Ginsberg, 1995). Walkthroughs in the DIAD model usually occur three times a year.

The assigned teams share their compilation of data from the framework and make recommendations with building staff for further action (Warren, 2014).

The Downey 3-minute walkthrough approach. Carolyn Downey, the developer of the 3-Minute Walkthrough, began by adopting the Madeline Hunter approach to teacher observation (Downey et al., 2004). The goal of these frequent, brief classroom visits was to gather information about the instructional decisions that teachers are making. The Downey model and its research base are thoroughly explained in the book, *The 3-Minute Classroom Walkthrough: Changing School Supervisory Practice One Teacher at a Time* (2004) released by Corwin Press. Downey's method is informal and the reason for the brevity is to be able to conduct a higher number of observations in order to identify patterns in a teacher's instruction (Downey et al., 2004). Downey's walkthrough method consists of the following five components:

1. A two to three-minute informal observation focused on curriculum and instructional decisions that teachers make.
2. Enable teachers to reflect on their growth and analyze their practice.
3. Gather data about curricular and instructional practices.
4. Follow up conversations between the teacher and observer.
5. Observer may take notes, but growth is the goal instead of evaluation (Downey et al., 2004, p. 17).

Downey et al. (2004) posits that written feedback is unnecessary and should be replaced with collaborative dialogue. This idea differs from other more formal teacher observations. While conducting the *Downey Three-Minute Walkthrough*, the observer focuses on five areas including student engagement, lesson objectives, evidence of past

learning and instruction, alignment of the objectives to the curriculum, and safety or health issues (Downey et al., 2004). Feedback is an important component of the three-minute walkthrough and should be given on a personal basis to impact teacher behaviors (Downey et al., 2004).

Learning walk. The Learning Walk framework was developed at the Institute for Learning at the University of Pittsburgh (Kachur et al., 2013). The purpose of the Learning Walk was to develop a common language and a common vision of teaching and learning (Kachur et al., 2013). The Institute for Learning developed a framework of observation that focused on specific Principles of Learning designed to help educators analyze the quality of instruction including clear expectations, fair and credible evaluations, accountable talk, socializing intelligence, and self-management of learning (Kachur et al., 2010). The concepts of organization, learning as apprenticeship, academic rigor, and recognition of accomplishments were also features that were recognized in classrooms where students were successful (Kachur et al., 2010).

The Institute for Learning summarized decades of research and determined that these nine Principles of Learning contributed to student success. Observers gather evidence from their observations in an open format and record questions for reflection (Kachur et al., 2013). The observation data is shared with staff and a plan is developed that enhances instruction as it aligns with the nine Principles of Learning (Keruskin, 2005). Learning Walks are an on-going component of professional learning communities and are followed by opportunities for professional development (Kachur et al., 2013).

DDP school district walkthrough protocol. The DDP School District has based their walkthrough process on Missouri's Educator Evaluation System. The Missouri

Department of Elementary and Secondary Education (DESE) has identified a set of indicators that support student learning and provide a focus for ongoing growth and development (Missouri Department of Elementary and Secondary Education, 2013). DESE recommends that school districts choose a maximum of three indicators to focus on teacher observation, growth, and evaluation. The following standards are highlighted in the Missouri Educator Evaluation System (Missouri Department of Elementary and Secondary Education, 2013):

- Standard 1 – Content knowledge aligned with appropriate instruction
- Standard 2 – Student learning, growth and development
- Standard 3 – Curriculum Implementation
- Standard 4 – Critical Thinking
- Standard 5 – Positive Classroom Environment
- Standard 6 – Effective Communication
- Standard 7 – Student Assessment and Data Analysis
- Standard 8 – Professionalism
- Standard 9 – Professional Collaboration (Missouri Department of Elementary and Secondary Education, 2013, p. 19)

The DDP School District chose two quality indicators to assess during administrator walkthroughs and the third indicator was at the discretion of the building administrator. During each walkthrough, administrators gathered evidence of instructional strategies leading to student engagement in problem solving and critical thinking. Some examples of evidence may include: cooperative learning strategies, effective questioning techniques, opportunities for students to critically think and

problem solve, and technology skill attainment. The second quality indicator that the DDP School District monitored and evaluated through the classroom walkthrough process was that of a positive environment in the classroom, and school and community culture. Some examples of evidence may include: motivation and engagement strategies, positive classroom culture, and positive strategies to address unique student behaviors.

Principals in the DDP School District observe teachers between 10-15 minutes, a minimum of five times per academic year, using a walkthrough observation form. The walkthrough observation form includes a scoring guide for the two quality indicators from the DESE evaluation protocol. As part of the feedback loop, administrators are required to provide feedback within 72 hours of the lesson segment observed.

Summary

Quantitative research on the effect of classroom walkthroughs on the enhancement of teachers' instructional practices is scarce (Skretta, 2007). There is an emergent body of qualitative and quantitative research with regard to administrators' perceptions of the walkthrough process to promote improved instructional practice. A need existed to study the teachers' perceptions of the classroom walkthrough process and its impact on their own instructional effectiveness. With an effect size of 1.57, collective teacher efficacy is ranked as the highest factor influencing student achievement (Hattie, 2012). Therefore, it would be valuable information to learn how the process of classroom walkthroughs influences a teacher's perceptions and beliefs related to their instructional effectiveness.

According to Fullan (2003), principals must have a deep understanding of quality instructional practices, curriculum and assessment, resources, and data-driven

instructional strategies. Research on walkthroughs is limited and inconsistent in its findings. One in-depth study by the Rand Corporation found that administrators found walkthroughs to be more beneficial than teachers (Marsh et al., 2005). This study quantifies some of the research on classroom walkthroughs by surveying teachers to identify the perceived outcomes of the practice. Described in chapter 3 is the methodology used to conduct this study. Chapter 4 includes the results of the statistical analyses and hypothesis testing. A summary of the study, major findings, implications for future action, and recommendations for additional research are included in chapter 5.

Chapter 3

Methods

The purpose of this quantitative study was to examine the extent to which teachers perceive that classroom walkthroughs impact their instructional practices and student learning. Teachers' perceptions of the impact of classroom walkthrough feedback were also examined based on teachers' years of service, the grade level taught, and the frequency and duration of classroom walkthroughs. Chapter 3 includes a description of the research design of the study and the process of selecting the participants. The chapter also includes a detailed description of the measurement instrumentation, data collection procedures, and data analysis and hypothesis testing procedures. The chapter ends with an explanation of the limitations of the study and a summary.

Research Design

A non-experimental, descriptive, quantitative research design guided this study. Descriptive research addresses the perceptions of the participants in the study with regard to basic phenomena (Lunenburg & Irby, 2008). For the purpose of this study, the dependent variables were the teachers' perceptions of the impact of classroom walkthrough feedback on instructional practices and student learning. The independent variables included the teachers' years of experience, grade levels taught, and the frequency and duration of classroom walkthroughs received by the teachers. Walkthrough frequency and duration were monitored through written feedback received by the teacher including the time spent in the classroom by the administrator. Descriptive statistics were utilized to describe the survey data with regard to whether teachers

perceived that feedback from classroom walkthroughs helped to improve their classroom instruction and ability to increase student learning.

Selection of Participants

The population for this research study included certified teachers in grades K-12 in the DDP School District, a public school district in a diverse, urban setting in the state of Missouri. Approximately 262 certified teachers employed in the DDP School District during the month of June of 2018 were the population of interest and received an online survey. For the purposes of this study, certified teachers included classroom teachers, course content teachers, encore teachers (art, music, and physical education), and special education teachers in grades K-12. All participants in the study voluntarily completed the online survey and taught at least one year, 2017-2018, in the DDP School District.

Measurement

A 16-item survey was developed by the researcher to gather information with regard to teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices and student learning. Additional variables included the teachers' years of service, grade level taught, frequency and length of time of classroom walkthroughs. The survey was developed based on educational research and the knowledge of the researcher.

The first two questions of the survey included two multiple-choice, demographic questions, the participant's number of years as a public school teacher and the current grade level taught. Multiple choice questions 3 and 4 surveyed the frequency of classroom walkthroughs within the 2017-2018 school year and the average duration of a walkthrough. Survey items 5-11 measured the dependent variable, teachers' perceptions

of the impact of classroom walkthrough feedback on student learning. Hattie (2009) synthesized over 800 meta-analyses on factors that influence student learning demonstrating that feedback to students, a student's cognitive ability, and response to intervention had the highest effect sizes on student learning. Also high on the list of influential factors for student learning were collective teacher efficacy and self-efficacy (Hattie, 2009). Ashton and Webb (1986) observed that teachers' perceptions of the relationship with their principal were interrelated to a teacher's sense of efficacy. The results of a study of the effect of school organization on efficacy showed a trend between the leadership of the principal and higher levels of efficacy among teachers (Ashton & Webb, 1986). Survey items 5-11 were developed based on the research of John Hattie (2009) of the meta-analyses of the most influential factors on student learning.

Survey items 12-16 measured the teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices. State teacher evaluation systems based on Charlotte Danielson's (2007) framework for teaching define components of effective instructional practices as communicating with students, using questions and discussion, engaging students in learning, and using assessment in instruction. Survey items 12-16 were based on the instructional domain of Danielson's framework for teaching.

Questions 5-16 utilized a 7-point Likert response format. The response choices were provided to choose based upon agreement with each survey item. The choices were 1 *(Strongly Disagree),* 2 *(Disagree),* 3 *(Somewhat Disagree),* 4 *(Neither Agree nor Disagree),* 5 *(Somewhat Agree),* 6 *(Agree),* and 7 *(Strongly Agree) (*see Appendix A). The higher the number selected, the more teachers perceived that classroom walkthrough

feedback had a positive impact on their instructional practices and student learning. The lower the number selected, the more teachers did not perceive that classroom walkthrough feedback impacted their instructional practices and student learning.

Validity is the degree to which an instrument measures what it claims to measure (Lunenburg & Irby, 2008). To establish content validity, the survey was reviewed by three experts in the field of research and education. The expert panel was asked through email (see Appendix B) to evaluate the survey based on two measures of construct; the adequacy to which the survey measured teachers' perceptions of the impact of classroom walkthrough feedback on student learning and instructional practices. The expert panel was also asked to critique the survey for criteria such as clarity, wordiness, overlapping responses, balance and application (see Appendix C). This expert panel consisted of one research analyst, one director of assessment and professional development, and one director of education.

Reliability is the degree to which an instrument consistently measures what it is intended to measure (Lunenburg & Irby, 2008). The Cronbach's alpha reliability test was performed to determine how the items on the instrument related to all other instrument items. Three reliability tests were conducted, one for the overall survey and two for the subscales of the survey including the impact of classroom walkthrough feedback on student learning and instructional practices. In measuring the reliability of the survey to determine teachers' perceptions of the impact of classroom walkthroughs on their instructional effectiveness, the Cronbach's alpha test was administered to survey items 5 – 16 to test the overall survey, this test revealed an internal consistency value of $\alpha = .95$, when compared to the acceptable internal consistency coefficient of $\alpha = .80$. This test

showed a high level of reliability for measuring teachers' perceptions of instructional effectiveness. A Cronbach's alpha test was also performed on one of the survey subscales, the student learning variable in the survey. The test was performed on survey items 5-11 which measured teachers' perceptions of the impact of classroom walkthrough feedback on student learning. The alpha level for internal consistency for this variable indicated a high level of reliability at $\alpha = .90$. Lastly, the Cronbach's alpha test was applied to survey items 12-16, the second subscale of the survey, to measure the reliability of the survey with regard to the variable of teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices and the test revealed a high level of reliability of $\alpha = .92$.

Data Collection Procedures

Quantitative data was collected through Survey Monkey, an online survey instrument (see Appendix A). Prior to conducting the research, permission was granted from Baker University through the submission of an Institutional Review Board (IRB) proposal for research. Permission to conduct research was also obtained from the DDP School District on June 18, 2018 (see Appendix E). The Baker University IRB committee approved the research on June 19, 2018 (see Appendix F).

An explanation of the research study, along with a link to the survey, was sent via email to all certified teachers working in the DDP School District on June 19, 2018 (see Appendix G). The 16-item survey was imported into the Survey Monkey online survey gathering website. The email requesting participation in the research study was sent to approximately 262 certified teachers in the DDP School District on June 19, 2018. The same email (see Appendix G) was sent as a reminder of the survey on July 2, 2018. The

data collection process was closed following a three-week period on July 10, 2018. One hundred thirty-nine certified teachers in the DDP school district completed the survey. The data was downloaded for statistical analysis to address each research question in this study.

Data Analysis and Hypothesis Testing

In this study, the researcher used quantitative data to provide a better understanding of the research problem. The data were downloaded from SurveyMonkey, compiled, and organized into a Microsoft Excel worksheet, and analyzed using SPSS Statistics Package 22. Descriptive statistics were utilized to analyze the data from research questions one and two. Descriptive statistics are "mathematical procedures for organizing and summarizing numerical data" (Lunenburg & Irby, 2008, p. 63). In order to address research questions three through six, a one-way analysis of variance (ANOVA) was applied to analyze the differences between group means. A statistical level of significance was set at 0.05. Each research question is presented below with the corresponding hypothesis statement developed to guide this research.

RQ1. To what extent did teachers perceive that classroom walkthrough feedback had an impact on their instructional practices?

H1. Teachers perceive that classroom walkthrough feedback has a statistically significant positive impact on their instructional practices.

Descriptive data was obtained for RQ1. A one-sample *t* test was also used to compare the mean responses in the survey regarding the teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices.

RQ2. To what extent did teachers perceive that classroom walkthrough feedback had an impact on student learning?

H2. Teachers perceive that classroom walkthrough feedback has a statistically significant positive impact on student learning.

Descriptive data was obtained for RQ2. A one-sample *t* test to compare the mean responses in the survey regarding the teachers' perceptions of the impact of classroom walkthrough feedback on student learning was conducted.

RQ3. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on years of experience?

H3. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on number of years of experience.

A one-way analysis of variance (ANOVA) was applied to test H3. The categorical variable, years of experience, was used to group the dependent variable, teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness. Years of experience were categorized as 1-4 years of service, 5-9, 10-15, 15-20, and 21 or more years of experience. The level of significance was set at .05.

RQ4. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the grade level taught?

H4. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the grade level taught.

A one-way analysis of variance (ANOVA) was also conducted to test H4. The categorical variable, grade level taught, was used to group the dependent variable, teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness. Grade levels were categorized as they are grouped in the DDP School District; K-6 (elementary), 7-8 (middle level), and 9-12 (high school). The level of significance was set at .05.

RQ5. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the frequency of walkthroughs?

H5. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the frequency of walkthroughs.

To test H5, a one-way analysis of variance (ANOVA) was conducted. The categorical variable, frequency of walkthroughs, was used to group the dependent variable, teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness. Frequencies of walkthroughs were categorized as 1-3 walkthroughs, 4-6, 7-9, 10-20, and more than 20 walkthroughs. The level of significance was set at .05.

RQ6. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the length of time of an average classroom walkthrough?

H6. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the length of time of an average walkthrough.

In order to test H6, a one-way analysis of variance (ANOVA) was conducted. The categorical variable, duration of average walkthrough, was used to group the dependent variable, teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness. Length of time of average walkthroughs were categorized as 0-1 minute, 1-2 minutes, 3-5 minutes, 5-10 minutes, and more than 10 minutes. The level of significance was set at .05.

Limitations

Limitations are characterized as factors that are not under the control of the researcher that "may have an effect on the interpretation of the findings or on the generalizability of the results" (Lunenburg & Irby, 2008, p. 133). The results of the study were limited since survey responses were self-reported and dependence is on the honesty of the participants. The survey was also limited by the number of respondents and by the number of classroom walkthroughs that were conducted by each administrator within the district in which the study took place.

Summary

This study was a quantitative research design using statistical analyses to analyze teachers' perceptions on the impact of classroom walkthrough feedback on their instructional effectiveness. Data was collected through a survey instrument to collect teachers' demographic information, classroom walkthrough frequency and duration, and teachers' perceptions of the impact of classroom walkthrough feedback on their ability to impact student learning and improve instructional practices. Approximately 262 certified teachers from one urban school district, in the state of Missouri, were asked to participate in the survey. The data analysis and hypothesis testing procedures were described in the

chapter. This chapter provided a discussion of methodological information including the measurement instrumentation, data analysis procedures, as well as the limitations of the study. The results of the statistical analyses and hypotheses testing are presented in chapter 4. Chapter 5 contains interpretations of the data and recommendations for future research.

Chapter 4

Results

The purpose of this study was to examine the extent to which teachers perceived that classroom walkthrough feedback had an impact on student learning and instructional practices. The number of years of service, grade level taught, and the frequency and duration of classroom walkthroughs were also analyzed to examine how they affected the teachers' perceptions. Teachers' perceptions were analyzed through survey questions to examine if teachers perceived that classroom walkthrough feedback impacted their instructional effectiveness and student learning. The study examined K-12 teacher perceptions in the DDP School District during the 2017-2018 school year. The research focused on six research questions from which descriptive statistics were generated to further describe the research findings.

Descriptive Statistics

One hundred thirty-nine certified teachers in the DDP school district completed the survey. There were five categories to describe the participants' years of service; 1-4 years, 5-9 years, 10-14 years, 15-20 years, and 21 years or more. Table 1 presents the demographic data associated with survey question one regarding the number of years of service.

Table 1

Descriptive Results for Survey Question 1.

Years of Service	Frequency	Percent
1-4 years	32	23.02
5-9 years	31	22.30
10-14 years	23	16.55
15-20 years	34	24.46
21 years or more	19	13.67
Total	139	100

Note. Data collected from individual teachers' responses to survey question number 1.

The categories for grade levels taught were based on the grade level structure in the DDP school district. The three categories for grade level taught included grades K-6 (elementary), grades 7-8 (middle level), and grades 9-12 (high school). Table 2 presents the demographic data associated with survey question two with regard to the current grade level taught by the certified teacher.

Table 2

Descriptive Results for Survey Question 2.

Grade Level	Frequency	Percent
K-6	86	61.87
7-8	22	15.11
9-12	32	23.02
Total	139	100

Note. Data collected from individual teachers' responses to survey question number 2.

Table 3 presents the demographic data associated with survey question three with regard to the average number of walkthroughs that the teacher receives during a school year. The categories for average number of walkthroughs in a given year were 0, 1-3, 4-6, 7-9, and 10 or more.

Table 3

Descriptive Results for Survey Question 3.

Number of Walkthroughs	Frequency	Percent
0	1	0.72
1-3	46	33.09
4-6	74	53.24
7-9	15	10.79
10 or more	3	2.16
Total	139	100

Note. Data collected from individual teachers' responses to survey question number 3.

Table 4 includes a summary of the responses of the participants with regard to the average length of time that an administrator is in their classroom during a walkthrough. The categories for duration of an average walkthrough included 0-1 minute, 2-3 minutes, 4-6 minutes, 7-9 minutes, and 10 or more minutes.

Table 4
Descriptive Results for Survey Question 4.

Length of Walkthroughs	Frequency	Percent
0-1 minute	0	0.00
2-3 minutes	21	15.11
4-6 minutes	31	22.30
7-9 minutes	24	17.27
10 minutes or more	63	45.32
Total	139	100

Note. Data collected from individual teachers' responses to survey question number 4.

Hypothesis Testing

The research questions, hypothesis statements, and a description of the analysis conducted to test each hypothesis are included in this section. A result is provided for each hypothesis, in addition to a description of the type of test, and the test statistics.

RQ1. To what extent did teachers perceive that classroom walkthrough feedback had an impact on their instructional practices?

H1. Teachers perceive that classroom walkthrough feedback has a statistically significant positive impact on their instructional practices.

A one-sample t test was conducted to test H1. The group mean of the variable, teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices, was compared to a neutral value of 4. Outliers were detected and 6 outliers were found. The outliers were excluded from the following analysis. The results of the one sample t test indicated a statistically significant difference between the

two values, $t = 7.30$, $df = 132$, $p < .001$. The mean of the variable, teacher's perceptions of the impact of classroom walkthrough feedback on their instructional practices ($M = 4.73$, $SD = 1.16$) was statistically significantly higher than the neutral value of 4. Therefore, on average, teachers agreed that classroom walkthrough feedback positively impacted their instructional practices.

RQ2. To what extent did teachers perceive that classroom walkthrough feedback had an impact on student learning?

H2. Teachers perceive that classroom walkthrough feedback has a statistically significant positive impact on student learning.

A one-sample t test was conducted to test H2. The group mean of the variable, teachers' perceptions of the impact of classroom walkthrough feedback on student learning, was compared to a neutral value of 4. Outliers were detected and 3 outliers were found. The outliers were excluded from the following analysis. The results of the one sample t test indicated a statistically significant difference between the two values, $t = 4.61$, $df = 135$, $p < .001$. The mean of the variable, teacher's perceptions of the impact of classroom walkthrough feedback on student learning ($M = 4.46$, $SD = 1.16$) was statistically significantly higher than the neutral value of 4. Therefore, on average, teachers agreed that classroom walkthrough feedback positively impacted student learning.

RQ3. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on years of experience?

H3. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on number of years of experience.

A one-way ANOVA was conducted to test H3. The categorical variable included five categories to describe the participants' years of service; 1-4 years, 5-9 years, 10-14 years, 15-20 years, and 21 years or more. Outliers were detected and 6 outliers were found. The outliers were excluded from the following analysis. The results of the analysis did not indicate a statistically significant difference between at least two of the means, $F = 1.57$, $df = 4, 128$, $p = .187$. Since there was no statistically significant difference between the means, a follow-up post hoc was not warranted. Therefore, the researcher failed to reject the null hypothesis because there was no significant difference between teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on a teacher's number of years of experience.

RQ4. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the grade level taught?

H4. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the grade level taught.

A one-way ANOVA was conducted to test H4. There were three categories to represent the categorical variable of grade levels taught. The three categories for grade level taught included grades K-6 (elementary), grades 7-8 (middle level), and grades 9-12 (high school). There were six outliers which were excluded from this analysis. The results of the one-way ANOVA conducted to test H2 indicated that there was not a

statistically significant difference between any pairs of means, $F = .86$, $df = 2, 130$, $p = .424$. A follow up post hoc was not conducted since there were no pairs of means that were significantly different. The researcher failed to reject the null hypothesis. Teachers perceptions of how classroom walkthrough feedback improves teacher effectiveness did not differ based on the grade level taught.

RQ5. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the frequency of walkthroughs?

H5. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the frequency of walkthroughs.

A one-way ANOVA was conducted to test H5. The categorical variable included four categories to describe the participants' average number of walkthroughs during a school year; 1-3, 4-6, 7-9, and 10 or more. Outliers were detected and six outliers were found. The outliers were excluded from the following analysis. The results of the analysis did not indicate a statistically significant difference between at least two of the means, $F = 2.23$, $df = 3, 129$, $p = .088$. Since there was no statistically significant difference between the means, a follow-up post hoc was not warranted. Therefore, the researcher failed to reject the null hypothesis because there was no significant difference between teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the average number of walkthroughs received during a school year.

RQ6. How did teachers' perceptions that classroom walkthrough feedback improved teacher effectiveness differ based on the length of time of an average classroom walkthrough?

H6. There is a statistically significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the length of time of an average walkthrough.

A one-way ANOVA was conducted to test H6. The categorical variable included four categories to describe the participants duration of an average classroom walkthrough. Length of time of average walkthroughs were categorized as 0-1 minute, 2-3 minutes, 4-6 minutes, 7-9 minutes, and 10 or more.

Outliers were detected and six outliers were found. The outliers were excluded from the following analysis. Since the Levene test was significant ($p = .037$), the Brown-Forsythe Robust Test was conducted instead of a one-way ANOVA to compare the means of multiple groups. The results of the analysis indicated a marginally significant difference between at least two of the means, $F = 2.64$, $df = 3, 107.06$, $p = .053$. A follow-up post hoc was conducted but showed no pairs of means that were significantly different. Therefore, the researcher failed to reject the null hypothesis because there was no significant difference in teachers' perceptions of how classroom walkthrough feedback improves teacher effectiveness based on the length of time of an average walkthrough.

Summary

Chapter 4 included a summary of the descriptive statistics, one-way ANOVA tests, and one-sample *t* tests for the six research questions of the study. Descriptive

statistics included the number of participants, the number of years of service of the participants, the grade level taught, the average number of classroom walkthroughs received during one school year, and the duration of time of the average classroom walkthrough. The one-sample t tests indicated that teachers agreed that classroom walkthrough feedback positively impacted their instructional practices and student learning. There was not a statistically significant difference between teacher perceptions of how classroom walkthrough feedback improves teacher effectiveness based on years of service, grade level taught, duration and number of walkthroughs received during a school year.

Chapter 5 includes a summary of the study, overview of the problem and purpose, and the research questions. The major findings related to the literature review are presented. Implications for future actions, recommendations for further research, and conclusions are also included.

Chapter 5

Interpretation and Recommendations

In recent years, national initiatives in education have called for states to focus on developing teacher evaluation programs that address the improvement of instructional practices and student learning. Classroom walkthroughs have become one tool that administrators utilize to collect data to evaluate a teacher's instruction. The purpose of this study was to examine the extent to which teachers perceive that classroom walkthrough feedback impacts their instructional practices and student learning. The participants in the study were K-12 certified teachers in the DDP School District during the 2017-2018 school year.

This study included an introduction in chapter 1, followed by a review of literature in chapter 2. Chapter 3 included a description of research methods and the process of selecting participants. Descriptive statistics and the results of the hypothesis testing were included in chapter 4. This chapter contains a summary of the study, including the major findings of the study and how the findings are related to the literature. Implications for action and recommendations for future research are also included in this chapter.

Study Summary

This study was conducted to examine the extent to which teachers perceive that classroom walkthrough feedback impacts their instructional practices and student learning. A review of literature included the topics of accountability in school reform, a history of supervision, teacher self-efficacy, and classroom walkthrough models. An overview of the problem, purpose statement, and research questions were provided. This

chapter concludes with a review of the methodology, the study's major findings, and recommendations for further actions.

Overview of the problem. National educational reform acts have focused on teacher effectiveness, student learning, and the process of evaluating teachers' instructional practices. A literature review revealed that classroom walkthroughs are often used as a tool, by administrators, to determine the extent to which teachers are providing students with effective instruction. Studies demonstrate that principals have reported that classroom walkthroughs positively influence student achievement and instruction. However, a small amount of research has been dedicated to analyzing the teachers' perceptions regarding the impact of classroom walkthrough feedback on their instructional practices and student learning.

A review of literature also found a wide variation in the type of classroom walkthroughs used, duration of walkthroughs, and number of walkthroughs given during a school year. In a Research and Development Corporation (RAND) study (Marsh et al., 2005), it was found that walkthrough observers reported the process as more beneficial than the teachers who were observed. Several studies of teacher self-efficacy found that efficacy was enhanced when principals were visible in classrooms and conducted frequent classroom walkthroughs (Blasé & Blasé, 2000; Frase, 2001; Keruskin, 2005). According to Hattie (2012), collective teacher efficacy is the number one factor influencing student achievement. The current study sought to add to the insufficient amount of empirical evidence of teachers' perceptions of the impact of classroom walkthroughs on their instructional practices and student learning.

Purpose statement and research questions. This study was conducted to examine the extent to which teachers perceive that classroom walkthroughs improve their effectiveness. The number of years of service of teachers were analyzed to examine how teaching experience affected teachers' perceptions. The current grade level taught was also analyzed to examine how grade level affected the teachers' perceptions. The frequency and duration of the classroom walkthroughs were also analyzed to examine how the number and length of walkthroughs affected the teachers' perceptions. Furthermore, the researcher examined the extent to which teachers perceived the impact that classroom walkthrough feedback had on student learning and their instructional practices. Teachers' perceptions were analyzed through survey questions to determine if teachers perceived walkthrough feedback to be beneficial in increasing their effectiveness. Six research questions were posed to address the purposes of this study.

Review of the methodology. A non-experimental, descriptive, quantitative research design with survey research methods was used in this study. The instrumentation was an original survey created for this study. In this study, the dependent variables were the teachers' perceptions of the impact of classroom walkthrough feedback on learning and instructional practices in the DDP School District during the 2017-2018 school year. The independent variables included years of teaching experience, grade levels taught, and the frequency and duration of classroom walkthroughs received by the teachers. Quantitative data was collected through an online survey instrument. The survey was distributed to 262 certified teachers in the DDP School District over the course of a three-week period. Multiple one-factor analyses of

variance (ANOVAs) and one-sample *t* tests were conducted to address the research questions.

Major findings. The findings are a result of addressing the six research questions in this study. Of the six hypotheses tested, only two had significant differences. There is evidence that teachers perceive classroom walkthrough feedback to have a positive impact on their instructional effectiveness. Participants agreed that classroom walkthrough feedback positively impacted their instructional practices and student learning. Teacher perceptions were not affected by their years of experience nor their grade levels taught. Participants perceptions were also not affected by the frequency nor duration of time of classroom walkthroughs.

Findings Related to the Literature

This study was conducted to add to the body of research regarding the use of classroom walkthroughs as part of an effective teacher evaluation system in order to ascertain teachers' perceptions of the impact of classroom walkthrough feedback. Although, many studies have evaluated principals' perceptions of the implementation of classroom walkthroughs, few studies have examined the teachers' perceptions of classroom walkthrough feedback in terms of its impact on their instruction and student learning.

States responded to the ESSA by developing essential elements of an effective evaluation system. One component of an educator evaluation system is to provide ongoing, timely, frequent, and meaningful feedback on teacher performance (Strange, 2017). Many states require opportunities for administrator observations in the classroom that involve specific feedback to teachers. This study indicates that teachers perceive the

feedback received from classroom walkthroughs to positively impact their instructional practices and student learning. Of the teachers surveyed in this study, 69% agreed that feedback from classroom walkthroughs had a positive impact on student learning. Furthermore, 76% of teachers also agreed that feedback from classroom walkthroughs helped them increase their instructional effectiveness in the classroom.

As teacher supervision evolved, principals began to focus on building positive, collegial relationships with teachers in order to improve school climate and instruction (Glickman, Gordon & Ross-Gordon, 2004). Responses from this study indicated that 73% of teachers surveyed agreed that classroom walkthrough feedback had a positive impact on their professional relationship with their administrator. This response reinforces the research of Cogan (1973), who found that one of the most important factors that affects the effectiveness of supervision is the relationship of teacher to supervisors. The study does not support the research, however, that indicates that teachers experience anxiety when a supervisor visits a classroom as an evaluator (Acheson & Gall, 1987). There was no statistically significant difference in teachers' perceptions of the impact of classroom walkthrough feedback based on frequency or duration of the classroom walkthroughs. Not only are classroom observations and feedback a part of revised teacher evaluation systems, standardized assessments have also become a significant source of evidence in determining the level of competency of educators (Braun, 2016). In this study, the mean of the variable, teacher's perceptions of the impact of classroom walkthrough feedback on student learning, was significantly higher than the null value.

The literature review provided additional support for the role of teacher self-efficacy. Self-efficacy is the belief in one's ability to achieve goals and to be successful (Bandura, 1997). Teachers with high self-efficacy believe they can make a difference and are more confident in their abilities. Prior studies have indicated that when teachers perceive their evaluations as useful, there were positive effects on self-efficacy (Coladarci & Breton, 1997). These ideas are supported by and reflective of the positive teacher perceptions revealed in this study.

As previously discussed in the literature review, the role of the school administrator has shifted over time from that of a manager to an instructional leader. Researchers found that when principals were not visible in classrooms, the monitoring of curriculum and instruction was absent (Skretta, 2008). Although 68% of participants in this study agreed that classroom walkthrough feedback had helped to improve student engagement in learning, there was no indication that multiple opportunities for feedback would increase this instructional improvement. This study does not clearly support the work of Campbell (2013) that found that teachers' instructional effectiveness was enhanced through more frequent observations instead of a limited number of observations.

More specific to the work of Blasé and Blasé (1999), findings from this study supported the idea that feedback was considered to be a meaningful tool to support teacher effectiveness. In the study conducted by Blasé and Blasé (1999), 75% of teachers surveyed viewed feedback to be beneficial. In this study, 76% of teachers believed that feedback helped to increase their instructional effectiveness.

Conclusions

This section includes conclusions drawn about teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices and student learning. Implications for action and recommendations for future research are included. The section closes with concluding remarks.

Implications for action. The findings of this study indicated implications for actions by district and building level administrators. The data from the current study reveals that teachers in the DDP school district agreed that classroom walkthrough feedback positively impacted student learning. The researcher found that participants indicated the highest level of positive responses of the impact of feedback on student learning was in the area of assisting teachers in providing interventions to students. Administrators should note that teachers perceive this to be an area that classroom walkthrough feedback positively impacts student learning.

In addition to teachers' perceptions of the positive impact of classroom walkthrough feedback on student learning, administrators should also note that teachers in the DDP school district agreed that classroom walkthrough feedback positively impacted their instructional practices in the classroom. Participants in this study indicated the highest level of positive responses for the improvement in their instructional practices, in the area of improving student engagement in learning.

Although research with regard to the amount of time that principals spend observing teachers was varied, this study provides administrators with justification for spending time in the classroom and giving feedback to teachers. The teachers in this study agreed that classroom walkthroughs had a positive impact on the teachers' belief in

themselves and teachers also agreed that walkthrough feedback had a positive impact on the professional relationship between the principal and the administrator.

Many school districts have put in place a minimum number of classroom walkthroughs that are required for administrators to complete for each teacher. This practice is in contrast to the traditional supervision model of one observation of a teacher's lesson per school year. This study did not support the idea that a higher number of classroom walkthroughs would be more beneficial to teachers. There was no statistically significant difference in teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness based on frequency or duration of classroom walkthroughs.

Recommendations for future research. The main purpose of this study was to analyze teachers' perceptions of the impact of classroom walkthrough feedback on their instructional effectiveness and student learning. The variables of teachers' number of years of experience, grade level taught, and the frequency and duration of classroom walkthroughs were included. This study contributes to the research in the field of classroom walkthrough feedback, however additional research is needed to ensure that feedback is pertinent to student learning and the improvement of teachers' instructional effectiveness.

The first recommendation to further the current study is the use of qualitative or mixed method research design in future research about teacher walkthroughs. This research design would allow the researcher to compare the data from teachers' perceptions with overall findings from teacher interviews. Open ended interview questions could help future researchers to gather information from individual teachers'

experiences and emotional responses to the classroom walkthrough process. Qualitative research could contribute to more consistency among specific components of the classroom walkthrough process that are most beneficial to the increase in student learning and a teacher's instructional practices.

Future research should include a sample of teachers from diverse regions and districts. This should include participants who are involved in a variety of teacher evaluation processes across the nation to get a collective perception of the impact of classroom walkthrough feedback on teachers' instructional effectiveness. Future sample groups should include teachers from school districts that employ a diversity in the format and frequency of classroom walkthroughs. Furthermore, in order to gain information with regard to the differences in teachers' perceptions of the impact of classroom walkthrough feedback on instructional effectiveness based on years of experience, grade level taught, and the duration and frequency of classroom walkthroughs, a larger sample should be obtained.

The final recommendation to extend the study would be to research the impact of classroom walkthrough feedback on teacher self-efficacy. Research has previously established that there was a significant relationship between the teacher evaluation process and teacher self-efficacy (Becchio, 2016). Such insight into the impact of classroom walkthroughs, by administrators, on teacher self-efficacy could better improve instruction and lead to higher levels of teacher satisfaction and student learning.

Concluding remarks. School administrators have been tasked with not only being managers of the school organization but must also be strong instructional leaders in order for schools to achieve at high levels. Additional studies that may reveal the effects

of classroom walkthrough feedback on teacher self-efficacy and student achievement may provide more insight for school districts as they make decisions with regard to their teacher evaluation procedures. The tools that district administrators choose to use, in order to evaluate and improve instruction, are a vital component of professionally developing teachers and ensuring success for students.

References

A nation accountable: twenty-five years after a nation at risk. (2008). Washington, D.C.: U.S. Department of Education.

Acheson, K. A., & Gall, M. D. (1987). *Techniques in the clinical supervision of teachers: Preservice and inservice applications.* White Plains, NY: Longman.

Akkuzu, N. (2014). The role of different types of feedback in the reciprocal interaction of teaching performance and self-efficacy belief. *Australian Journal of Teacher Education, 39*(3), 37-66.

Anast-May, L., Penick, D., Schroyer, R., & Howell, A. (2011). Teacher conferencing and feedback: Necessary but missing. *International Journal of Leadership Preparation, 6*(2), 1-7.

Anderson, R. H., Snyder, K. J., & Bahner, J. M. (1993). *Clinical supervision: Coaching for higher performance*. Lancaster, PA: Technomic

Andrews, R., & Soder, R. (1987). Principal leadership and student achievement. *Educational Leadership, 44*(6), 9-11.

Artino, A. R. (2012). Academic self-efficacy: From educational theory to instructional practice. *Perspectives on Medical Education, 1*(2), 76-85.

Ashton, P. T., & Webb, R. B. (1986). *Making a difference: Teachers' sense of efficacy and student achievement.* New York: Longman.

Bandura, A. (1994). *Self-efficacy.* In, VS Ramachaudran (Ed.) Encyclopedia of human behavior (Vol. 4, p. 71-81).

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York: Freeman.

Barkley, E. F. (2010). *Student engagement techniques: A handbook for college faculty*. San Franciso: Jossey-Bass.

Becchio, J. A. (2016). *Teacher evaluation and its impact on teacher self-efficacy* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10055816)

Blasé, J., & Blasé, J. (1999). Principals instructional leadership and teacher development: Teachers perspectives. *Educational Administration Quarterly, 35*(3), 349-378. doi:10.1177/00131619921968590

Blasé, J., & Blasé, J. (2000). Effective instructional leadership. *Journal of Educational Administration, 38*(2), 130-141. doi:10.1108/09578230010320082

Blasé, J., Blasé, J., & Phillips, D. Y. (2010). *Handbook of school improvement: How high-performing principals create high-performing schools.* Thousand Oaks, CA: Corwin Press.

Blumberg, A. (1985). Where we came from: Notes on supervision in the 1840's. *Journal of Curriculum and Supervision, 1*(1), 56-65.

Bossert, S., Dwyer, D., Rowan, B. & Lee, G. (1982). The instructional management role of the principal. *Educational Administration Quarterly, 18*(3), 34-64.

Boyd, R. L. (1989). *Improving teacher evaluations.* ERIC Digest, No. 111, Washington, D. C.: Eric Clearinghouse.

Braun, H. I. (2016). *Meeting the challenges to measurement in an era of accountability.* New York: Routledge.

Brouwers, A., & Tomic, W. (2003). A test of the factorial validity of the teacher efficacy scale. *Research in Education, 69,* 67-78.

Burke, P., & Krey, R. (2005). Supervision: A guide to instructional leadership (2nd ed.). Springfield, IL: Thomas.

Campbell, T. F. (2013). *Teacher supervision and evaluation: A case study of administrators' and teachers' perceptions of mini observations.* (Doctoral dissertation). Available from ProQuest Dissertations.

Chester, M., & Beaudin, B. (1996). Efficacy beliefs of newly hired teachers in urban schools. *American Educational Research Journal, 33*(1), 233-257.

Cogan, M. L. (1973). *Clinical supervision*. Boston, MA: Houghton Mifflin.

Coladarci, T., & Breton, W. A. (1997). Teacher efficacy, supervision, and the special education resource-room teacher. *Journal of Educational Research, 90,* 230-239. doi: 10.1080/00220671.1997.10544577

Cotton, K. (2003). *Principals and student achievement: What the research says.* Alexandria VA: Association for Supervision and Curriculum Development.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.

Creswell, J. W. (2015). *A concise introduction to mixed methods research.* Thousand Oaks, CA: SAGE Publications.

Crowe, E. (2011). *Getting better at teacher preparation and state accountability: Strategies, innovations, and challenges under the federal race to the top program* [Evaluation report for The Center for American Progress underwritten by The Broad Education Foundation and the Bill and Melinda Gates Foundation]. Retrieved from http://files.eric.ed.gov/fulltext/ED535643.pdf

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching.*

Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C., & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. New York: Teachers College Press.

Deal, T. E., & Peterson, K. D. (2016). *Shaping school culture.* San Francisco, CA: Jossey-Bass.

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research.* Thousand Oaks: Sage Publications.

Donaldson, M. L. (2016). Teacher evaluation reform: Focus, feedback, and fear. *Educational Leadership, 73*(8), 72-76.

Downey, C., Stefy, B., English, F., Frase, L., & Poston, W. (2004). *The three-minute Walkthrough.* Thousand Oaks, CA: Corwin.

Duffett, A., Farkas, S., Rotherham, A. J., & Silva, E. (2008, May). *Waiting to be won over: Teachers speak on the profession, unions, and reform*. Washington, DC: Education Sector.

DuFour, R. (2004). *What is a professional learning community?.* Alexandra, VA: Association for Supervision and Curriculum Development

DuFour, R., & Marzano, R. J. (2009). High-Leverage Strategies for Principal Leadership. *Educational Leadership, 66*(5), 62-68.

Ebmeier, H. (2003). How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum and Supervision, 18*(2), 110-141.

Edmonds, R. R. (1979). Effective schools for the urban poor. *Educational Leadership, 37*(1), 15-27.

Eisner, E. (2002). The kind of schools we need. *Phi Delta Kappan, 83*(8), 576-583.

Elmore, R. F. (2007). *School reform from the inside out: Policy, practice, and performance.* Cambridge, MA: Harvard Education Press.

Every Student Succeeds Act (ESSA). (n.d.). Retrieved from https://www.ed.gov/ESSA

Feeney, E. J. (2007). Quality feedback: The essential ingredient for teacher success. *The Clearing House, 80*(4), 191-197. doi: 10.3200/TCHS.80.4.191-198

Frase, L. E. (1992). *Maximizing people power in schools: Motivating and managing teachers and staff:* Newbury Park, CA: Corwin Press.

Frase, L. E. (1998). *An examination of teachers' flow experiences, efficacy, and instructional leadership in large inner-city and urban school districts.* American Educational Research Association, San Diego, CA.

Frase, L. E. (2001). *A confirming study of the perspective power of principal classroom visits on efficacy and teacher flow experiences.* American Educational Research Association, Seattle, WA.

Freedman, B., & LaFleur, C. (2003). *Principal visibility and classroom walk-throughs: Supporting instructional leadership and school improvement.* Paper presented at the International Congress of School Effectiveness and School Improvement, Sydney, Australia.

Fullan, M. (2003). *The moral imperative of school leadership.* Thousand Oaks, CA: Corwin Press

Fuller, B., Loeb, S., Arshan, N., Chen, A., & Yi, S. (2006). *Principal Resources: Acquistion, Deployment, and Barriers*. Institute for Research on Education Policy and Practice.

Gaziel, H. (1995). Managerial work patterns of principals at high- and average-performing Israeli elementary schools. *The Elementary School Journal, 96*(2), 179-194. doi: 10.1086/461821

Ginsberg, M., & Murphy, D. (2002). How walkthroughs open doors. *Educational Leadership, 59*(8), 34-36.

Glickman, C., Gordon, S., & Ross-Gordon, J. (2004). Supervision and instructional leadership: A developmental approach (6th ed.). Boston: Pearson.

Goddard, R., Hoy, W., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *American Educational Research Association, 33*(3), 3-13. doi: 10.3102/0013189X033003003

Goldhammer, R. (1969). *Clinical supervision: special methods for the supervision of teachers.* New York: Holt, Rinehart and Winston, Inc.

Goldhorn, J., Kearney, W., & Webb, M. (2013). Classroom walkthrough practices: Lessons learned from 10,000 observations. *National Forum of Educational Administration and Supervision Journal, 30*(3), 20-27.

Gray, S. P., & Streshly, W. A. (2010). *Leading good schools to greatness: mastering what great principals do well.* Thousand Oaks, CA: Corwin.

Grissom, J. A., Loeb, S., & Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observations of principals. *Educational Researcher, 42*(8), 433-444. doi: 10.3102/0013189X13510020

Guo, Y., Connor, C. M., Yang, Y., Roehrig, A. D., & Morrison, F. J. (2012). The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes. *Elementary School Journal, 113*(1), 3-24.

Haefele, D. L. (1993). Evaluating teachers: A call for change. *Journal of Personnel Evaluation in Education, 7*(1), 21-31. doi: 10.1007/BF00972346

Hallinger, P., & Wimpelberg, R. (1992). New settings and changing norms for principal development. *The Urban Review, 67*(4), 1-22. doi: 10.1007/978-90-481-9106-2_5

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning.* New York: Routledge.

Honig, M. I., Copland, M. A., Rainey, L., Lorton, J. A., Newton, M. (2010). *School district central office transformation for teaching and learning improvement.* Seattle, WA: The Center for the Study of Teaching and Policy.

Horng, E., Klasik, D., & Loeb, S. (2010). Principal's time use and school effectiveness. *American Journal of Education, 116*, 491-523. doi: 10.1086/653625

Hoy, A., & Hoy, W. (2006). *Instructional leadership: A research-based guide to learning in schools*. Boston, MA: Pearson.

Iorio, S. H. (2011). *School reform: Past, present and future* (Doctoral dissertation). Available from ProQuest Dissertations.

Jr., J. B., & Henig, J. R. (2017, November 07). No Child Left Behind. Retrieved from https://www.edweek.org/topics/nochildleftbehind/index.html

Kachur, D. S., Stout, J. A., & Edwards, C. L. (2010). *Classroom walkthroughs to improve teaching and learning*. Larchmont, NY: Eye On Education.

Kachur, D. S., Stout, J. A. & Edwards, C. L. (2013). *Engaging teachers in classroom walkthroughs.* Alexandria, VA: Association for Supervision and Curriculum Development.

Kauchak, D., Peterson, K., & Driscoll, A. (1985). An interview study of teachers' attitudes toward teacher evaluation practices. *Journal of Research and Development in Education, 19*(1), 32-37.

Keruskin, T. (2005). *The perceptions of high school principals on student achievement by conducting walkthroughs* (Doctoral dissertation). University of Pittsburgh, PA.

Klein, A. (2017, March 14). Trump Education Dept. Releases New ESSA Guidelines. Retrieved from http://blogs.edweek.org/edweek/campaign-k-12/2017/03/trump_education_dept_releases_new_essa_guidelines.html

Kruse, S.D., & Louis, K.S. (2009). *Building strong school cultures: A guide to leading change.* Thousand Oaks, CA: Corwin.

Leahy, N. (2014). *The effect of teacher evaluation systems using student growth models on the attitudes of teachers toward students with disabilities* (Doctoral dissertation). Available from ProQuest Dissertations.

Leithwood, K., Louis, K.S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning: A review of research for the Learning from Leadership Project.* New York: The Wallace Foundation.

Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic Inquiry.* Newbury Park, CA: Sage Publications.

Louis, K. S., Leithwood, K., Wahlstrom, K. L., Anderson, S. E., Michlin, M., & Mascall, B. (2010). Learning from leadership: Investigating the links to improved student learning. New York, NY: The Wallace Foundation.

Loukas, A. (2007). What is school climate?. *Leadership Compass, 5*(1).

Lunenburg, F. C., & Irby, B. J. (2008). Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences. Thousand Oaks, CA: Corwin Press.

Markow, D. M., & Horowitz, H. (2003). *The Metropolitan Life Survey of the American Teacher: An Examination of School Leadership.* New York: Metropolitan Life.

Marsh, J. A., Kerr, K. A., Ikemoto, G. S., Derilek, H., Suttorp, M., Zimmer, R. W., & Barney, H. (2005). *The role of districts in fostering instructional improvement.* Santa Monica, CA: Rand.

Marshall, K. (2009). *Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap.* San Francisco, CA: Jossey Bass.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Schooling, P., Toth, M. (2010). Creating an Aligned System [White paper]. Retrieved from http://www.iobservation.com/files/whitepapers/Marzano-Race-to-the-Top-White-Paper.pdf

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

Marinell, W. H., & Coca, V. M. (2013). *Who stays and who leaves? Findings from a three part study of teacher turnover in NYC middle schools.* New York: The Research Alliance for NYC Schools.

McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). *Evaluating value added models for teacher accountability* [Monograph]. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf

McGill, S. A. (2011). *Principals' perceptions of the importance of classroom walkthroughs* (Doctoral dissertation). Available from ProQuest Dissertations.

McGreal, T. (1983). *Successful teacher evaluation.* Alexandria, VA: Association for Supervision and Curriculum Development.

McGuinn, P. (2012). The state of teacher evaluation reform. Washington, DC. Retrieved from http://www.americanprogress.org/wp-content/uploads/2012/11/McGuinn_TheStateofEvaluation-1.pdf

McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence-based inquiry. Boston: Pearson/Allyn and Bacon.

Mendez-Morse, S. (1991). The principal's role in the instructional process: Implications for at-risk students. *SEDL Issues about Change, 1*(3), 1-4.

Missouri Department of Elementary and Secondary Education (2016). *Comprehensive data system: Quick facts*. Retrieved from https://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx

Missouri Department of Elementary and Secondary Education (2013). *State board approves Missouri's model educator evaluation system.* Retrieved from http://dese.mo.gov/communications/news-releasees/state-board-approves-missouris-model-educator-evaluation-system

Missouri Department of Elementary and Secondary Education (2013). *Model teacher evaluation protocol.* Retrieved from http://dese.mo.gov/sites/default/files/01-TeacherEvaluationProtocol.pdf

Mertler, C. (2011). Teachers' Perceptions of the Influence of *No Child Left Behind* on Classroom Practices. *Current Issues in Education*, 13(3). Retrieved from http://cie.asu.edu/

Mooney, N. J., & Mausbach, A. T. (2008). *Align the design: A blueprint for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Moss, C. M., & Brookhart, S. M. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

National Commission on Teaching and America's Future. (September, 1996). *What matters most: Teaching for America's future.* Retrieved February 1, 2018 from http://www.nctaf.org/documents/WhatMattersMost.pdf

Natriello, G., & Dornbusch, S. M. (1981). Pitfalls in the evaluation of teachers by principals. *Administrator's Notebook, 29*(6), 1-4.

Nevo, D. (1994). How can teachers benefit from teacher evaluation? *Journal of Personnel Evaluation in Education, 8*(2), 109-117.

No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq

Nolan, J. F., & Hoover, L. A. (2011). *Teacher supervision and evaluation: Theory into practice.* Hoboken, NJ: John Wiley & Sons.

Ovando, M. N., & Ramirez, A. (2007). Principals' instructional leadership within a teacher performance appraisal system: Enhancing students' academic success. *Journal of Personnel Evaluation in Education, 20*, 85-110.

Patton, M. (1990). *Qualitative evaluation methods*. Newbury Park, CA: SAGE.

Pelletier, L. G., & Sharp, E. C. (2009). Administrative pressures and teachers' interpersonal behavior in the classroom. *Theory and Research in Education, 7*, 174-183. doi: 10.1177/1477878509104322

Peters, T., & Waterman, R. H. (1983). *In search of excellence: Lessons from America's best-run companies*. New York: Harper & Row.

Puckett, L. M. (2017). *Teacher perceptions of an evaluation process: A qualitative case study* (Doctoral dissertation). Available from ProQuest Dissertations.

Race to the Top. (n.d.). Retrieved September 11, 2016, from https://www.whitehouse.gov/issues/education/k-12/race-to-the-top

Reitzug, U. C. (1989). Principal-teacher interactions in instructionally effective and ordinary elementary schools. *Urban Education, 24*, 38-58. doi: 10.1177/0042085989024001003

Richards, J. (2004). What new teachers value most in principals. *Principal*, *83*(3), 42-44.

Rivkin, S. G., Hanushek, E. A., & Kain, J. (2005). Teachers, schools and academic achievement. *Econometrica, 73*(2), 417-458. doi: 10.1111/j.1468-0262.2005.00584.x

Roberson, S., & Roberson, R. (2009). The role and practice of the principal in developing novice first-year teachers. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 82*(3), 113-118. doi: 10.3200/TCHS.82.3.113-118

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economics Review, 94,* 247-252. doi: 10.1257/0002828041302244

Rossi, G. A. (2007). *The classroom walkthrough: The perceptions of elementary school principals on its impact on student achievement* (Doctoral dissertation). Available from ProQuest Dissertations.

Sawchuk, S. (2017, August 30). Teacher Performance Evaluation: Definitions, Research, Models, and More. Retrieved January 11, 2018 from https://www.edweek.org/ew/section/multimedia/teacher-performance-evaulation-issue-overview.html

Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Serdiouk, M., Bopp, L., & Cherasaro, T. (2017). *Teacher perceptions of evaluator feedback: Final report.* Centennial, CO: Marzano Research.

Sergiovanni, T. J., & Starratt, R. J. (1983). *Supervision: Human perspective*. New York: McGraw-Hill Book Company.

Shinkfield, A. J., & Stufflebeam, D. L. (1995). *Teacher evaluation: Guide to effective practice.* Boston, MA: Kluwer Academic

Skretta, J. A. (2007). Using walk-throughs to gather data for school improvement. *Principal Leadership*. Retrieved from http://www.nassp.org/portals/0/content/55499.pdf

Skretta, J. A. (2008). *Walkthroughs: A descriptive study of Nebraska high school principals' use of the walkthrough teacher observation process* (Doctoral dissertation). Available from ProQuest Dissertations.

Staiger, D. O., & Rockoff, J. E. (2010). Searching for effective teachers with imperfect information. *Journal of Economic Perspectives, 24*(3), 97-118. doi: 10.1257/jcp.24.3.97

Stark, J. S., & Lowther, M. A. (1984). Predictors of teachers' preferences concerning their evaluation. *Educational Administration Quarterly, 20,* 76-106.

Stedman, J. B. (1995). *Goals 2000: Educate America act implementation status and issues.* Washington, D.C.: Congressional Research Service, Library of Congress.

Stiggins, R. (2014). *Teacher evaluation: Student growth through classroom assessment.* Thousand Oaks, CA: Corwin.

Stiggins, R. J., & Duke, D. (1988). *The case for commitment to teacher growth: Research on teacher evaluation.* Albany, NY: State University of New York Press.

Strange, L. (2017, March 10). Essential Principles. Retrieved October 20, 2017, from https://dese.mo.gov/educator-growth-toolbox/essential-principles

Stronge, J. H. (2006). *Evaluating teaching: A guide to current thinking and best practice* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Stronge, J. H., Catano, N., & Richard, H. B. (2008). *Qualities of Effective Principals.* Association for Supervision and Curriculum Development.

Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and techniques*. Thousand Oaks, CA: Corwin.

Sykes, G., & Winchell, S. (2010). *Handbook on Teacher Assessment and Teacher Quality.* San Francisco, CA: Jossey-Bass.

Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. BMC Med Res Methodol BMC Medical Research Methodology, 8(1). doi: 10.1186/1471-2288-8-45

Toch, T., & Rothman, R. (2008). *Rush to judgment: Teacher evaluation in public education*. Washington, DC: Education Sector.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.

United States Department of Education (2002). *No child left behind act.* Retrieved from United States Department of Education: http://www2.ed.gov/policy/elsec/leg/esea02/index.html

United States Department of Education (2010). *ESEA reauthorization: A blueprint for reform.* Retrieved from http://www2.ed.gov/policy/elsec/leg/blueprint/index.html

Valentine, J. W. (2001). Frameworks for continuous school improvement: A synthesis of essential concepts. Middle Level Leadership Center. Retrieved from https://mllc.missouri.edu/Upload%20Area-Docs/NASSP%202008-IPI%20Manuscript.pdf

Valli, L., & Buese, D. (2007). The changing roles of teachers in an era of high-stakes accountability. *American Educational Research Journal, 44*(3), 519-558.

Wagner, N. C. (1995). *Linking teacher evaluation, professional growth, and motivation: A multiple-site case study.* Electronic Theses and Dissertations. Retrieved from https://dc.etsu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=4208&context=etd

Warren, J. J. (2014). *An analysis of teachers' perceptions of the classroom walkthrough* (Doctoral dissertation). Available from ProQuest Dissertations.

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership, 70*(1), 10-16.

Wise, A. E., Darling-Hammond, L., McLaughlin, M. W., & Bernstein, H. T. (1984). *Teacher evaluation: A study of effective practices.* Santa Monica, CA: Rand.

Wlodkowski, R. J., & Ginsberg, M. B. (1995). *Diversity and motivation: Culturally responsive teaching.* San Francisco, CA: Jossey-Bass.

Woolfolk Hoy, A. (2012). Academic optimism and teacher education. *The Teacher Educator, 47*(2), 91-100.

Youngs, P., & King, M. B. (2002). Principal leadership for professional development to build school capacity. *Educational Administration Quarterly, 38*(5), 643-670.

Ziegler, C. (2006). Walkthroughs provide stepped up support. *Journal of Staff Development, 27*(4), 53-56.

Appendices

Appendix A: Survey Instrument

Teachers' Perceptions of the Impact of Classroom Walkthrough Feedback on Instructional Effectiveness

Classroom walkthroughs can be defined as short, informal observations of classroom teachers and students conducted by administrators, followed by feedback (Kachur, Stout, & Edwards, 2010). For the purpose of this study, feedback is defined as written or oral communication given after a walkthrough from an administrator to help teachers improve their practice. Please answer the following survey questions regarding the practice of classroom walkthroughs.

1. Including this school year, how many years have you served as a public, school teacher?

1-4 years
5-9 years
10-15 years
15-20 years
21 years or more

2. What grade level do you currently teach?

K-6
7-8
9-12

3. How many classroom walkthroughs do you receive, on average, during a school year?

0
1-3
4-6
7-9
10-20
More than 20

4. What is the average length of time that an administrator is in your classroom during a walkthrough?

0-1 minute
1-2 minutes

3-5 minutes
5-10 minutes
More than 10 minutes

5. Feedback from classroom walkthroughs has had a positive impact on student learning.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

6. Feedback from classroom walkthroughs has had a positive impact on the feedback that I give my students.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

7. Feedback from classroom walkthroughs has had a positive impact on my belief in myself as a teacher.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

8. Feedback from classroom walkthroughs has had a positive impact on my students' ability to think critically.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

9. Feedback from classroom walkthroughs has had a positive impact on my students' ability to problem solve.

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

10. Feedback from classroom walkthroughs has helped me to differentiate instruction in order to respond with interventions to the learning needs of my students.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

11. Feedback from classroom walkthroughs has had a positive impact on my professional relationship with my principal.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

12. Classroom walkthrough feedback has helped me to increase my instructional effectiveness in the classroom.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

13. Classroom walkthrough feedback has helped me to communicate effectively with my students.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

14. Classroom walkthrough feedback has improved my use of questioning and discussion in my classroom.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

15. Classroom walkthrough feedback has helped me to engage students in learning.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

16. Classroom walkthrough feedback has helped me to improve the use of assessment in my instruction.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree

Appendix B: Letter Via Email to Expert Panel

May 28, 2018

Dear Educator,

My name is Heather Beaulieu. I am an elementary principal in Missouri and a doctoral student at Baker University. I am currently studying teachers' perceptions of the impact of classroom walkthrough feedback on instructional effectiveness. This is a study examining the extent to which teachers perceive that classroom walkthrough feedback has an impact on student learning and instructional practices.

I have created an original survey for the purposes of the study, and am seeking peer reviewers to assist in evaluating the survey. I ask that you evaluate the survey based on the criteria in the validation rubric including clarity, wordiness, negative wording, overlapping responses, balance, use of jargon, appropriateness of responses, use of technical language, and application. There are also two measures of construct: the teachers' perceptions of the impact of classroom walkthrough feedback on student learning and their instructional practices. Your response to this email is appreciated. The expert validation rubric and the 16-item survey are attached.

Thank you for your time.

Sincerely,

Heather Beaulieu

Appendix C: Expert Validation Form

Survey Validation Rubric for Expert Panel—Teachers' Perceptions of Walkthrough Feedback Survey

Criteria	Operational Definitions	Score **1=Not Acceptable** (major modifications needed) **2=Below Expectations** (some modifications needed) **3=Meets Expectations** (no modifications needed but could be improved with minor changes) **4=Exceeds Expectations** (no modifications needed)				**Questions NOT meeting standards. (List question numbers that need to be revised.)** ***Please use the comments and suggestions section to recommend revisions:***
		1	2	3	4	
Clarity	• The questions are direct and specific. • Only one question is asked at a time. • The participants can understand what is being asked.					
Wordiness	• Questions are concise. • There are no unnecessary words					
Negative Wording	• Questions are asked using the affirmative (e.g., Instead of asking, "Which methods are not used?", the researcher asks, "Which methods *are* used?")					
Overlapping Responses	• No response covers more than one choice. • All possibilities are considered.					

Balance	• The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone.					
Use of Jargon	• The terms used are understandable by the target population. • There are no clichés or hyperbole in the wording of the questions.					
Appropriateness of Responses Listed	• The choices listed allow participants to respond appropriately. • The responses apply to all situations or offer a way for those to respond with unique situations.					
Use of Technical Language	• The use of technical language is minimal and appropriate. • All acronyms are defined.					
Application	• The questions relate to the daily practices or expertise of the potential					

	participants.					
Measure of Construct: A: Teachers' perceptions of the impact of classroom walkthrough feedback on student learning	• The survey adequately measures this construct of the teachers' perceptions of the impact of classroom walkthrough feedback on student learning					
Measure of Construct: B: Teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices	• The survey adequately measures this construct of the teachers' perceptions of the impact of classroom walkthrough feedback on their instructional practices					

Comments and Suggestions:

Appendix D: IRB Research Proposal

sent 6-13-18

BAKER UNIVERSITY

IRB Request

Date 5/28/18

IRB Protocol Number _____ (IRB use only)

I. Research Investigator(s) (students must list faculty sponsor)

Department(s) School of Education - Graduat

	Name	Signature	
1.	Heather Beaulieu	Heather Beaulieu	Principal Investigator
2.	Dr. James Robins		☐ Check if faculty sponsor
3.	Dr. Li Chen-Bouck	Li Chen-Bouck	☐ Check if faculty sponsor
4.			☐ Check if faculty sponsor

Principal investigator contact information

Phone 816-812-1110

Email HeatherMBeaulieu@stu.bak

Address 905 NW 110th Street

Kansas City, MO 64155

Note: When submitting your finalized, signed form to the IRB, please ensure that you cc all investigators and faculty sponsors using their official Baker University (or respective organization's) email addresses.

Faculty sponsor contact information

Phone 816-604-8045

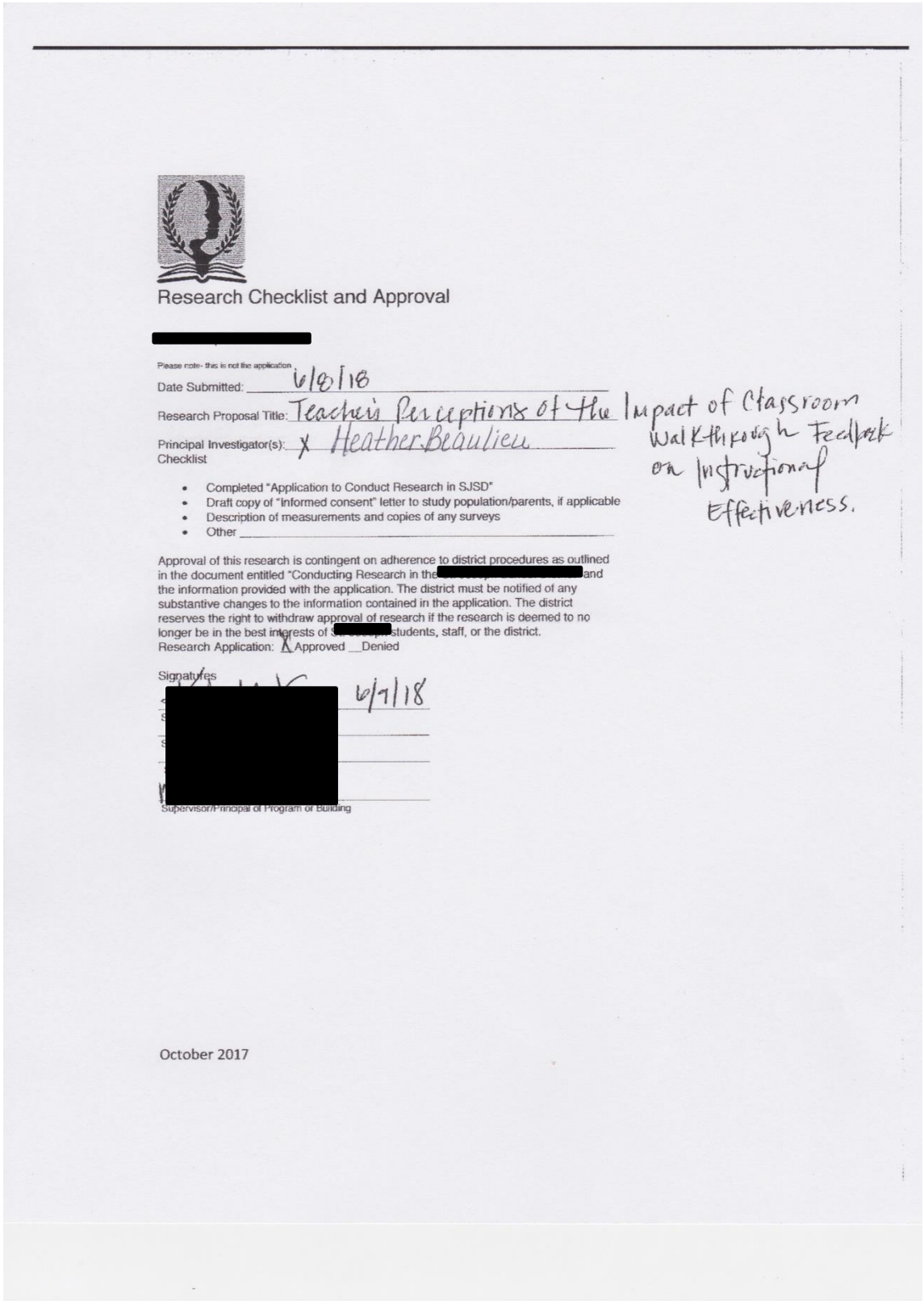
Email james.robins@bakeru.edu

Expected Category of Review: ☑ Exempt ☐ Expedited ☐ Full ☐ Renewal

II. Protocol Title

Teachers' Perceptions of the Impact of Classroom Walkthrough Feedback on Instructio

Appendix E: Permission to Conduct Research



Research Checklist and Approval

[redacted]

Please note- this is not the application

Date Submitted: 6/8/18

Research Proposal Title: Teacher's Perceptions of the Impact of Classroom Walkthrough Feedback on Instructional Effectiveness.

Principal Investigator(s): X Heather Beaulieu

Checklist

- Completed "Application to Conduct Research in SJSD"
- Draft copy of "Informed consent" letter to study population/parents, if applicable
- Description of measurements and copies of any surveys
- Other _____

Approval of this research is contingent on adherence to district procedures as outlined in the document entitled "Conducting Research in the [redacted] and the information provided with the application. The district must be notified of any substantive changes to the information contained in the application. The district reserves the right to withdraw approval of research if the research is deemed to no longer be in the best interests of [redacted] students, staff, or the district.

Research Application: X Approved __Denied

Signatures

[redacted] 6/7/18

Supervisor/Principal of Program or Building

October 2017

Appendix F: IRB Approval Letter

Baker University Institutional Review Board

June 19th, 2018

Dear Heather Beaulieu and Jim Robins,

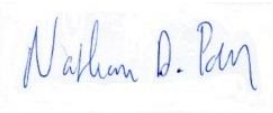
The Baker University IRB has reviewed your project application and approved this project under Expedited Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at npoell@bakeru.edu or 785.594.4582.

Sincerely,



Nathan Poell, MA
Chair, Baker University IRB

Baker University IRB Committee
Scott Crenshaw
Jamin Perry, PhD
Susan Rogers, PhD
Joe Watson, PhD

Appendix G: Email to Certified Teachers in the DDP School District

June 18, 2018

Dear Educator,

My name is Heather Beaulieu. I am an elementary principal and a doctoral student at Baker University. I am conducting a research study that examines teachers' perceptions of the impact of classroom walkthrough feedback on student learning and instructional practices. I am surveying all certified teachers in the [redacted]. I am asking for your participation in a survey. The survey is available at the following link: http://www.surveymonkey.com.

This is a brief survey that will take approximately 5-10 minutes of your time. The survey is completely anonymous. It will ask demographic information and questions related to your perceptions of the impact of classroom walkthrough feedback on student learning and your instructional practices. Your answers are confidential and used only for the purposes of this research. The completion of the survey will indicate your consent to participate and permission to use the information provided by you in the research study. Upon conclusion of the research, all survey response data will be destroyed.

Thank you very much for your time. If you have any questions about the survey, or would like a copy of the results, you can respond to this email or contact me at [redacted].

Sincerely,

Heather Beaulieu