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Teachers' Perceptions of the Instructional Walkthroughs and the Resulting Feedback

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TEACHERS' PERCEPTIONS OF THE INSTRUCTIONAL WALKTHROUGH AND THE RESULTING FEEDBACK

By
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ABSTRACT

The role of the principal and the assistant principal has changed dramatically. Principals were considered solely managers; however, now their role includes the responsibility of being instructional leaders. The assistant principal was responsible for the clerical chores and tasked solely to be a disciplinarian. However, due to educational reforms such as Race to the Top, the expectation of both the principal and the assistant principal is to support teachers as instructional leaders. To fulfill the responsibility of supporting teachers' instructional practices, principals and assistant principals conduct instructional walkthroughs and provide feedback at least two times a year via the Teacher Keys Effectiveness System, also known as TKES, to identify teachers' professional strengths and weaknesses. The purpose of this mixed methods explanatory study was to understand the impact of the overall score elementary general education teachers receive in the principal or assistant principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices. Both relationships and impact were examined. The correlational and phenomenological research design was used for the quantitative and qualitative portions of the research design respectively. A joint display table was used to integrate both quantitative and qualitative data.

Keywords: Teacher Keys Effectiveness System, principal, assistant principal, instructional walkthrough, perception, observation, and evaluators

TABLE OF CONTENTS

LISTS OF TABLES vii

LISTS OF FIGURES xi

CHAPTER I: INTRODUCTION 1
- Background of the Problem 2
- Statement of the Problem 5
- Purpose of the Study 6
- Research Questions and Hypotheses 8
- Theoretical Framework 14
- Methodology Overview 18
- Delimitations and Limitations of the Study 20
- Definition of Terms 22
- Significance of the Study 25
- Summary 27

CHAPTER II: REVIEW OF THE LITERATURE 29
- Introduction 29
- The History of Instructional Walkthroughs 30
- Principals as the Instructional Leader 35
- Assistant Principals as Instructional Leaders 38
- The Logistics of Georgia's Teacher Keys Effectiveness System 39
- The Purpose of the Instructional Walkthrough 45
- The Principal's Perspective 48
- The Teacher's Perspective 50
- What the Research Presents 54

CHAPTER III: METHODOLOGY 59
- Introduction 59
- Research Design 60
- Variables in the Quantitative Analysis 75
- Design Rationale 78
- Role of the Researcher 78
- Participants 79
- Instrumentation 82
- Data Collection 94
- Data Analysis 99
- Summary 108

CHAPTER IV: RESULTS 109
- Research Questions 110
- Participants 112
- Findings 116
- Cronbach's Alpha's Reliability Analysis 117

Descriptive Analysis of the Five Constructs....118
Regression Analysis....131
Qualitative Data Analysis....161
Summary....185

CHAPTER V: SUMMARY OF THE STUDY....187
Analysis of the Findings....187
Discussion of Research Findings....188
Limitations of the Study....198
Recommendations for Future Research....199
Implications of the Study....200
Conclusion....202

REFERENCES....204

APPENDICES....222
Appendix A: The Examining Evaluator Feedback Survey....223
Appendix B: Email to Principals....228
Appendix C: Initial Letter to Teachers....229
Appendix D: Informed Consent Form: QUALITATIVE....230
Appendix E: Focus Group Protocol and Questions....233
Appendix F: Local Site Research Support Form....234
Appendix G: Second Letter to Teachers....235
Appendix H: Follow-Up Email to Teachers....236
Appendix I: Human Research Application....237
Appendix J: Informed Consent Form: QUANTITATIVE....251

LIST OF TABLES

Table 1. Significant Studies 57

Table 2. Concept Analysis Chart 58

Table 3. Examining Evaluator Survey Quantitative Data Analysis.....71

Table 4. Variables in the Quantitative Analysis Chart 75

Table 5. Examining Evaluator Feedback Scale-Cronbach's Alpha by Category 85

Table 6. Examining Evaluator Feedback Survey Factor Loadings.....86

Table 7. Examining Evaluator Feedback/Factor Standardized Correlations 87

Table 8. Examining Evaluator Feedback Scale Descriptive Statistics and Reliability by Category 88

Table 9. Questions in the Examining Evaluator Feedback Survey by Sections 90

Table 10. Frequency and Percentage of Participants' Ages 115

Table 11. Frequency of Grade Level Representation 116

Table 12. Reliability – Cronbach's Alpha Scores.....117

Table 13. Usefulness of Feedback 119

Table 14. The Credibility of Evaluator's Feedback.....124

Table 15. Evaluator's Knowledge of Teaching and the Evaluation System – Usefulness of the Feedback Suggestions.....125

Table 16. Participants' Ratings of Importance 129

Table 17. Participants' Ratings of Importance – Confidence in the Accuracy.....131

Table 18. Composite of Usefulness_Model Summary.....134

Table 19. Composite of Usefulness_ANOVA 134

Table 20. Composite of Usefulness_Coefficient.....135

Table 21. Composite of Usefulness (Written Feedback)_Model Summary.....136

Table 22. Composite of Usefulness (Written Feedback)_ANOVA 137

Table 23. Composite of Usefulness (Written Feedback) Coefficient.....138

Table 24. Composite of Accuracy (oral Feedback)_Model 139

Table 25. Composite of Accuracy (Oral Feedback)_ANOVA 140

Table 26. Composite of Accuracy (Oral Feedback)_Coefficient.....141

Table 27. Composite of Accuracy (Written Feedback)_Model 142

Table 28. Composite of Accuracy (Written Feedback)_ANOVA 143

Table 29. Composite of Accuracy (Oral Feedback)_Coefficient.....144

Table 30. Composite of Credibility (Oral Feedback)_Model 145

Table 31. Composite of Credibility (Oral Feedback)_Model ANOVA 146

Table 32. Composite of Credibility (Oral Feedback)_Coefficients 147

Table 33. Composite of Credibility (Written Feedback)_Model 148

Table 34. Composite of Credibility (Written Feedback)_ANOVA 149

Table 35. Composite of Credibility (Written Feedback)_Coefficients 150

Table 36. Composite of Access to Resources (Oral Feedback)_Model.....151

Table 37. Composite of Access to Resources (Oral Feedback)_ANOVA.....152

Table 38. Composite of Access to Resources (Oral Feedback)_Coefficients.....153

Table 39. Composite of Access to Resources (Written Feedback) Model Summary 154

Table 40. Composite of Access to Resources (Written Feedback)_ANOVA.....155

Table 41. Composite of Access to Resources (Written Feedback)_Coefficients.....156

Table 42. Composite of Timely feedback (Oral Feedback)_Model Summary 157

Table 43. Composite of Access to Resources (Oral Feedback)_ANOVA 157

Table 44. Composite of Access to Resources (Oral Feedback)_Coefficients 158

Table 45. Composite of Access to Resources (Written Feedback)_Model Summary 159

Table 46. Composite of Access to Resources (Written Feedback)_ANOVA 160

Table 47. Composite of Access to Resources (Written Feedback)_Coefficients 161

Table 48. Assigned Codes for Focus Group Questions 165

Table 49. Example: Joint Display Table 181

LIST OF FIGURES

Figure 1. Conceptual framework 17

Figure 2. Mixed-method sequential design protocol 70

Figure 3. G-power for determining sample size 80

Figure 4. Teacher's Years of Experience.....114

Figure 5. Improvement of teacher's instruction based on feedback 115

CHAPTER I

INTRODUCTION

The job of the principal has changed dramatically over the years. In the past, the duties of principals only encompassed managerial responsibilities and tasks. Principals were deemed competent and successful if the protocol and the systems of the school managed without any distractions. However, over time, the requirement has increasingly required principals to be not only managers but also instructional leaders. According to Fink and Rimmer (2015), the responsibilities of principals have multiplied since many generations ago when they served as the "principal" teacher. The Wallace Foundation (2012) stated that [principals] can no longer function simply as building managers, tasked with adhering to district rules, carrying out regulations, and avoiding mistakes. The researchers further stated that principals must be or become leaders of learning who can cultivate a school of teachers who deliver effective instruction within the classroom.

According to the Wallace Foundation (2012), "Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. [Principals] help define and promote high expectations, and they connect directly with teachers and the classroom. This ideology is further supported by Dufour (2002). According to DuFour, "Principals foster cultural transformation when they shift their emphasis on improving instruction to help teams of teachers ensure that students achieve the intended outcomes of their schooling." DuFour indicates that satisfied teachers, engaged students, and an overall improvement in the performance of a school are descriptors of cultural

transformation. School culture has become a central concept in many efforts to change how schools operate and improve instructional practices. Principals lead cultural transformation when they are attuned to the big picture and understand the change process, have the ability to foster relationships, are lead learners, and understand the coherence of the process.

As instructional leaders, principals play an essential role in initiating, facilitating, and sustaining the process from teaching to learning. The "Principal's Responsibilities" (2015) stated that [principals'] responsibilities include guaranteeing educational strategies are in place that support effective learning for all students. Good principals understand that improved test scores are important but also recognize that quality instruction is essential for improving student achievement. While there is no one agreed-upon definition of the term instructional leader (Rigby, 2014), there is a consensus that administrators' instructional leadership responsibilities include attending to the teaching and learning in classrooms (e.g., Council of Chief State School Officers, 2015).

Background of the Problem

According to research conducted by Ismail, Don, Husin, and Khalid (2018), instructional leadership of a school principal includes developing and disseminating school aims, setting targeted standards, coordinating curriculum, supervising and evaluating teachers' classroom instructions, encouraging students to study, and increasing teachers' and administrative staffs' professional development. Principals must be connoisseurs of excellent instruction and teaching practices that will strengthen and expand teachers' capacity. As initiators, principals should be providing skills to enhance teacher's expertise, facilitating professional development on new and best teaching

practices to try, and providing the school with an external mirror of professional expectations.

Sabastian, Allensworth, and Huang (2016) supported the belief that principals, students, and teachers benefit when principals function as learning leaders. To make collaborative teams the nucleus of the school, principals need to be able to provide a process to follow with guidelines, training with support, and access to relevant and timely information on their students' performance. A successful school cannot transition to a results-oriented culture without a principal who focuses on learning. Being a results-oriented school simply means that the principal, who is the visionary of the school, can develop a new plan of action if the current efforts do not display signs of constructing a positive result instead of concluding that one is doing an excellent job by merely generating effort. Fink and Rimmer (2015) stated that a school's culture includes a shared vision of academic success for all students, where learning is the most important goal. School leaders foster high expectations for both students and teachers, and they create a results-focused environment.

Like the principal, the role of the assistant principal has changed dramatically. In the past, according to Gilburt (1957), the assistant principal was closely associated with clerical chores, with emphasis on such items as checking roll books and stamping textbooks. Occasionally, he was assigned exclusively to be a disciplinarian. His practices reflected facets of an authoritarian, an inspector, or paternalistic supervision. Gilburt indicated that the duties and responsibilities of the assistant principal changed over time. According to Gilburt,

> The assistant principal had a variety of horizontal and vertical assignments requiring specific skills in areas of organization, administration, and supervision. The assistant principal became conversant with all aspects of child growth, teacher training, and community relationships. Also, the assistant principal became responsible for providing courses aimed at improving instruction in every curriculum area. (p. 423)

According to Trach (2017), Christopher Colwell in *Impact: How assistant principals Can Be High Performing Leader*s stated that assistant principals lead from the middle of the school, which allows them to work at a meaningful intersection of administration and leadership." Trach further stated that assistant principals serve as the vital relationship builders and as a bridge between the principal, faculty, and staff.

Presently, a dearth of research literature exists on the role of the assistant principal (Weller & Weller, 2002) and their impact on teachers' instructional practices. Barnet, Shoho, and Oleszewski (2012) stated that the typical duties of the assistant principals have changed very little over the last four decades. Scoggins and Bishop (1993) reviewed 26 studies conducted from 1973 to 1992 to identify the most common roles of the assistant principals, which were found to be "discipline, attendance, student activities, staff support and evaluation, building supervision, guidance, co-curricular activities, athletics, community agencies, and master schedulers" (p. 42). Oleszewski et al. (2012) affirmed that most of the previously cited duties remain relevant today, with the most cited roles as "student management, instructional leadership, and personnel management" (p. 274).

Interestingly, the significance of instructional leadership tasks was not evident until the 2000s (Oleszewski et al., 2012). As a result, both principals and assistant principals began implementing instructional walkthroughs to confirm themselves as instructional leaders. Through the implementation of walkthroughs, they visited classrooms, reviewed goals and objectives, analyzed test data, and discussed the performance of teachers. In support of teachers as instructional leads within the building, principals and assistant principals in the state of Georgia must conduct instructional walkthroughs, a component of TKES, as a means of supporting teachers' instructional practices and indirectly impacting student achievement.

Classroom Walkthroughs to Improve Teaching and Learning by Kachur, Stout, and Edwards (2010) referenced nine perceptual studies on walkthroughs; however, all but two of the studies are based on principals' opinions. Limited research examines walkthrough observations from a teacher's perspective (Bushman, 2006). Researchers have attempted "to ascertain perceptions of the usefulness of classroom observations as a means of individual professional growth" for teachers (Topolka-Jorissen & Allen, 2009, p. 5). However, teachers' voices appear to be absent from the discourse; therefore, it is critical to highlight their perspectives to promote active teacher participation in enhancing their instructional practice (Bushman, 2006).

Statement of the Problem

Instructional walkthroughs are not a new approach to supporting teachers. Principals and assistant principals have led this work for quite some time. Instructional walkthroughs intend to determine if the instruction delivered within the classroom reflects what educators know to be the best instructional practices. Instructional

walkthroughs intend to identify the strengths and weaknesses of teaching practices within the school via the principal and assistant principal. These instructional walkthroughs also provide the principal and assistant principal with the opportunity to determine if the students are learning the content standards with fidelity and identify the best instructional practices to support their findings.

According to the GaDOE, the TKES is the state-approved evaluation system that should be utilized as a valid coaching tool in supporting teachers. Embedded within the TKES observation protocol, evaluators are deemed with the responsibility of conducting instructional walkthroughs, also referred to as observations, to observe classroom teacher's instructional practices, which will aid them in their support of teachers. Although the intent of the instructional walkthrough is plausible, research (Duffett, Farkas, Rotherman, & Silva, 2008; McNeill, Lowenhaupt, & Katsh-Singer, 2018) indicates that there are several viewpoints regarding their purpose and their effectiveness. There are concerns that principals do not have the ability to give grade level- or content-specific feedback to all the teachers in their caseload. However, principals must allocate debriefing time to dialogue about the data collected (Ing, 2009, p. 342).

Due to the limited amount of research done on the teachers' perceptions of the instructional walkthrough and the lack of research done with the focus being on the TKES, this research is vital to investigate teachers' perceptions of the instructional walkthrough on teaching practices within a school district in Georgia.

Purpose of the Study

The primary purpose of this single sequential explanatory research study was to explore whether teachers perceive instructional walkthroughs led by principals and assistant

principals, which are a component of the Teacher Keys Effectiveness System, as beneficial in enhancing their teaching practices on the K through fifth-grade level.

Although several studies have been conducted on instructional walkthroughs relating to principals, there is limited research connected with the assistant principal. By implementing a mixed-methods design and combining elements of qualitative and quantitative analysis, the researcher believes the overall quality of the study is enhanced with a depth of understanding. This research expands and strengthens the study's conclusion and contributes to the topic and published literature.

According to Johnson and Christensen (2014), "Researchers who conduct mixed research studies often adhere to the philosophy of pragmatism." This research encompasses dialectical pragmatism, which focuses on listening to multiple paradigms and interdisciplinary perspectives. This study allowed the researcher to investigate this process and obtain this sampling of teachers' experiences of their TKES walkthrough as it relates to the principal and the assistant principal. Teaching, unlike in so many other professions, places the same demands on novice teachers as on veteran teachers. With that, this study also allowed the researcher to see if there was a common perspective shared among the veteran teachers who have five years or more teaching experience and novice teachers who have fewer than five years of teaching experience.

In the quantitative phase of the study, the questions presented in the Examining Evaluator Survey (see Appendix A) address how variables of the instructional walkthrough serve as predictors to teachers' perception of the process. The Examining Evaluator Feedback survey helped administrators gather information from teachers about their perceptions of evaluator feedback and teachers' self-reported responses to the

feedback they receive on the Teacher Assessment on Performance Standards component via the instructional walkthroughs prescribed by TKES.

According to the GaDOE (2019), every child in every community deserves excellent, effective classroom teachers. Georgia developed the TKES to provide teachers with more meaningful feedback and support on the ten Performance Standards so that they can achieve the goal of increasing academic learning and achievement for all students. The GaDOE believes students have the highest chance to succeed when teachers receive continuous support to improve their knowledge and skills. Ongoing feedback and targeted professional development help teachers meet the changing needs of their students. Evaluator feedback is feedback on teaching performance that teachers receive from a designated evaluator as part of a formal district evaluation. TKES provides teachers with meaningful information about how their practice and performance impact student learning. TKES recognizes the central role of teachers and offers the opportunity to refine their practices to continually and effectively meet the needs of all students.

For the research, the Examining Evaluator Survey underpinned the teachers' perceptions of the instructional walkthrough via 17 questions. In the second phase, the qualitative phase, volunteers participated in an interview via a focus group to help clarify queries or concerns relating to the survey.

Research Questions and Hypotheses

The overarching research question that guided this investigative study was as follows: "Are teachers receiving relevant feedback in a timely manner from the principal or the assistant principal as it relates to their instructional walkthrough?" For this study, the following research questions served as pivotal points of the study: Quantitative Research Questions

RQ1: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

Ho1**:** There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho1a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ2: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

Ho2: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho2a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ3: What is the influence of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

Ho3: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho3a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ4: What is the influence of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

Ho4: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho4a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the accuracy

of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ5: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

Ho5: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho5a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ6: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

Ho6: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho6a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the

credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ7: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

Ho7: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho7a: There is an impact of the number of times-the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ8: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

Ho8: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho8a: There is an impact of the number of times-the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ9: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Ho9: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho9a: There is an impact on the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ10: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Ho10: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho10a: There is an impact on the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Qualitative Research Question

RQ11: What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?

Mixed-Methods Research Question

Ho12: How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principals or assistant principals share a relationship with the five domains in the Examining Evaluator Survey?

Theoretical Framework

The theoretical framework is the application of a theory or a set of concepts drawn from the same philosophy which explains or sheds light on a particular phenomenon or research problem. The Center for Teaching and Learning stated that the theoretical framework provides conjectural assumptions for the broader context of a study. This research was conducted based on Robert Katz's Three Skills Approach Theory. The Three-Skills Theory of leadership developed as a prominent theory in 1955 when Robert Katz published his paper "Skills of an Effective Administrator" in the *Harvard Business Review*. Katz argued that these skills are quite different from the traits

or qualities of leaders as skills are what leaders can accomplish, whereas traits are who leaders are (Northouse, 2007).

The Three-Skills Approach stated that effective leaders possess three primary skills: technical, human, and conceptual. As defined by Katz in 1955, “Technical skill is knowledge about and expertise in a specific type of work or activity. Technical skills include proficiencies in a focused area, analytical ability, and the capability to use appropriate tools and methods” (p. 34). Having appropriate technical skills suggest that the person was knowledgeable and well-informed concerning the activities specific to an organization, the organization’s rules, and standard operating procedures. For evaluators, principals, and assistant principals to effectively conduct instructional walkthroughs, they must have an in-depth understanding of the TKES assessment. They must be organized when conducting these observations to provide meaningful and interpretive feedback in a timely manner. Because the instructional walkthrough is somewhat of a diagnostic, principals and assistant principals must also be able to use the knowledge, facts, and information gleaned from the instructional walkthrough in a manner that will improve the instructional practices of the teachers they support and enable them to provide a Teacher Effectiveness Measure rating that is valid.

According to the Georgia Teacher Keys Effectiveness System Handbook (2016), before any evaluator conducts an instructional walkthrough, this person should be credentialed in using the TKES rubric to provide a fair and comprehensive evaluation, which provides sufficient detail and accuracy so that both teachers and evaluators fully understand their job expectations.

As technical skills relate to working with things or having a concrete understanding of specific knowledge, human skills relate to interpersonal skills. Human skills imply that leaders possess the ability to interact with people in a way that will enhance the successful completion of the task at hand. Leaders who possess human skills are more cognizant, sensitive, and empathetic to what motivates others. They create an atmosphere of trust for their followers and take others' needs into account when deciding what to do to achieve organizational goals. Highly effective principals and assistant principals exhibit specific characteristics that distinguish them from mediocre principals and assistant principals. One of the leading social, or human skills, evaluators possess is the ability to adapt to building relationships with the teachers they lead. They must be able to connect with the people they lead to foster trust. Also, they must understand that every teacher is unique and may require a different approach. When leading teachers, principals and assistant principals should make every effort to ensure teachers understand they serve as teacher advocates to make sure they experience teacher success.

Conceptual skills are the ability to understand and comprehend broad concepts and ideas. Leaders create visions and strategic plans and set directions when they possess conceptual skills. Besides, leaders who possess conceptual skills understand how systems, programs, and ideas interrelate. As an instructional leader implementing the TKES instructional walkthrough, principals must possess conceptual skills. Both the principal and the assistant principal must carefully observe the teachers, the students, and instructional practices to analyze the instruction taking place in their building (see Figure 1).

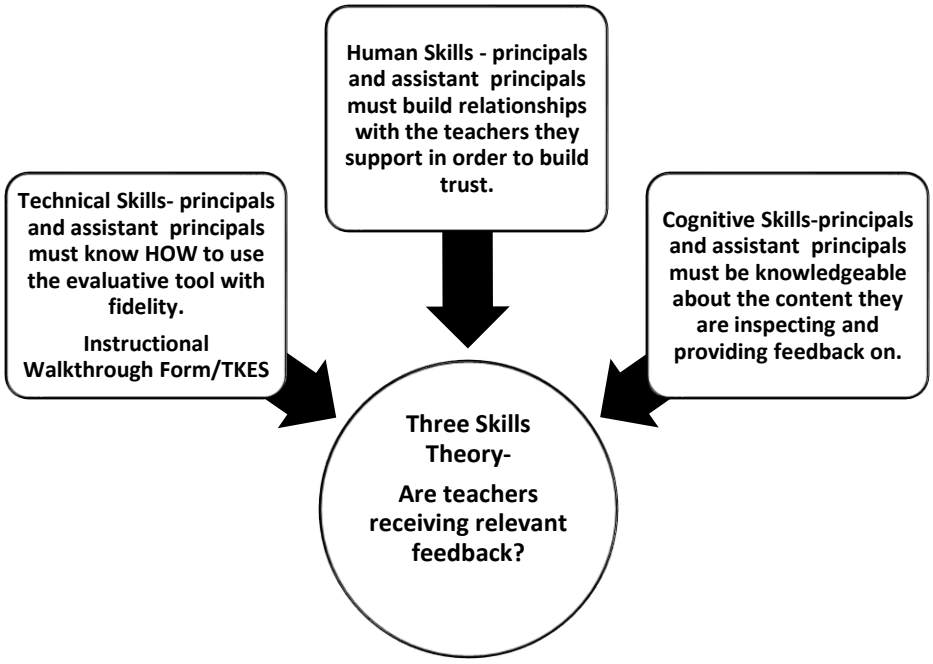

Figure 1. Conceptual framework.

Every child must have the same quality of teaching across all classrooms. With that, if principals or assistant principals identify areas of concerns when conducting instructional walkthroughs, they must be able to analyze the situation and take the necessary actions to provide struggling teachers with the support and additional professional development needed. They must be able to lead the work in supporting teachers in implementing best practices to ensure the success of both the teachers and the students.

Principals and assistant principals should be lead learners within their buildings and attend professional development opportunities alongside their teachers. Although building relationships is essential, principals and assistant principals' understanding the purpose of the instructional walkthrough, the TKES observation tool, and possessing a depth of knowledge of the domains included in the TKES assessment is equally

important to provide teachers with information and feedback that will support teachers in their teaching practices.

For instructional walkthroughs to be successful, instructional walkthroughs should be viewed as non-threatening to stimulate professional conversations (human skills). Before most instructional walkthroughs, the principal and the assistant principal begin visiting every teacher's classroom to establish clear and consistent expectations and a school community. These frequent visits are friendly and regular (human). During both formal and informal instructional walkthroughs, feedback is provided from the principal and assistant principal to pose challenging, thought-provoking questions and promote reflection on research-based practices (human, cognitive, and technical). Anecdotal feedback collected by the administrators forms the agenda for faculty meetings and professional development (cognitive). According to David (2007), "When the purpose is murky or when trust among teachers and principals is low, walkthroughs are likely to be perceived as compliance checks, increasing distrust, and tension."

Methodology Overview

This mixed-methods sequential explanatory research study sought to explore the relationship and the impact of the principal and assistant principal led instructional walkthroughs on teacher perceptions of the TKES observations. The researcher opted to use this research design because this research will substantially increase the credibility and trustworthiness of the research finding via triangulation. By collecting the quantitative data first, the researcher used this statistical data with a subsequent qualitative phase to help explain the quantitative results. As the research design name suggests, the qualitative phase explains the initial results in more depth. According to

Creswell and Clark (2018), “This design lends itself to new approaches in which the second phase design is based on what is learned from the initial quantitative phase.” According to Johnson and Christensen (2014), “Triangulation is the term given when the researcher hopes for convergence, correspondence, and corroboration of results from different methods studying the same phenomenon.” Almalki (2016) stated that the triangulation design is one that seeks to gather complementary yet distinctly different data on the same topic, which can then be integrated for analysis and interpretation. Triangulation in mixed-methods research improved the validity and reliability of the study findings by evaluating both quantitative and qualitative data from different aspects to arrive at a common conclusion.

The population of the study consisted of K-5 general education teachers with at least one year of teaching experience in a metro school system outside of Atlanta. G-Power was used to estimate the total number of participants required to achieve the desired effect size and statistical power to test the hypotheses. Quantitative data were collected at one point in time from the Examining Evaluator Survey, which comprised of 17 closed-ended questions. The researcher was able to determine if teachers perceive the principal’s and the assistant principal’s knowledge of content and curriculum important in evaluating fair and consistently. In addition, the researcher was able to determine whether their experience of the instructional walkthrough was impactful to their teaching practices via the 17 questions that comprised the survey. The survey also determined if a teacher’s years of teaching experience influenced the teacher’s perception of the instructional walkthrough.

Teachers' experiences were an appropriate mediating variable because past research indicated that experienced teachers with tenure develop increased negative attitudes toward staff development (Torff, Sessions, & Byrne, 2005). After determining the correlation between the independent variable (instructional walkthrough) and the dependent variable (teachers' perceptions), the researcher conducted a statistical test to determine whether the correlation was statistically significant. A correlational design was used in the quantitative phase of the mixed-method study to assess the impact of the quantity and quality of the instructional walkthroughs obtained by elementary general education teachers on their perceptions of the walkthrough through the Examining Evaluator Survey.

The quantitative phase guided the qualitative phase of this mixed-methods study. In this phase, about 6 to 12 elementary general education teachers who had previously taken the Examining Evaluator Survey participated in a homogeneous focus group session to examine how they felt about the instructional walkthrough. Johnson and Christensen (2014) stated that homogeneous groups promote discussion and are less likely than heterogeneous groups to form cliques and coalitions. These qualitative data were analyzed using NVivo 12 Plus.

Delimitations and Limitations of the Study

Delimitations

1. A delimitation was the result of the researcher not being approved by the school system's IRB. Consequently, the researcher had to obtain approval from another school district.

2. Participants' quantitative and qualitative responses were self-reported responses, which could be biased based on personal experiences.
3. The participants in this study were limited to a metro Atlanta school district's 20 public Title I elementary schools from grades K-5.
4. This research used a purposive sample that may not have represented the general population of general education elementary school teachers.

Limitations

1. Due to the confidentiality of teachers' TKES scores, the district could not provide teachers' scores, so the data gathered were based on their experience of the instructional walkthrough and a result of their overall score.
2. Study findings cannot be generalized because the sample is only from one school district, which limits the external validity of the generalizability of the results.
3. Due to the participants of both phases participating voluntarily, there may have been questions regarding the internal validity that may have raised doubts or questions about the interpretation of the results.
4. There may have been a low response from teachers to participate in the focus group component of the study due to teachers' fear of a lack of confidentiality. The researcher informed the participants about the topic and the guidelines for participation in the focus group so they could make an informed decision to participate beforehand. A paragraph was added to the informed consent detailing the possible risks or discomforts associated with the study, although this research contributed to minimal risk.

5. This study was limited to focusing on how teachers perceived the value of the instructional walkthrough. It was assumed that the participating teachers accurately and honestly described their feelings and perceptions about their instructional walkthrough experience.
6. Although prospective participants were sent reminders to complete the survey, the researcher had no control over the number of responses, which could have resulted in a low response rate.
7. This study was confined to the selected metro school district.
8. There was no required follow-up by the teacher after the walkthrough to determine the impact of the feedback received during the instructional walkthrough.
9. Due to this study taking place in an unfamiliar district, choosing a location and a time to conduct the focus group was difficult..

Definition of Terms

Assistant Principal – A local school administrator, working with the principal, who is trained and experienced in various teaching methods, as well as local, state, and federal policies, curriculum, and instruction. Critical to the organization, the position is frequently viewed as the entry-level position for administrative careers (Marshall, 1992).

Domains – Specified areas of knowledge. Within the TKES evaluation system, ten Performance Standards serve as the basis of the evaluation. They are categorized into five areas, known as domains, which are Planning, Instructional Delivery, Assessment of and For Learning, Learning Environment, and Professionalism & Communication (TKES Handbook, 2018).

Elementary School – Schools that encompass a broad level of grade levels. In some regions, it includes kindergarten through eighth grade, while in other areas, it includes kindergarten through fifth grade.

Evaluator - Trained evaluators, principal or assistant principal, who can make consistent judgments about a teacher's performance based on evidence of the teaching as manifested in the procedures (Danielson & McGreal, 2000).

Feedback **–** Specific information given to a person about their performance or behavior in the written form provided by the evaluator (Nugent, 2013).

Instructional Leadership **–** The principal is responsible for defining and communicating shared goals, monitoring and providing feedback about teaching and learning, and promoting school-wide professional development. Teachers and administrators must learn to work together in ways that increase student achievement. (DiPaola, & Hoy, 2014).

Instructional Walkthrough – The instructional walkthrough is a structured observation undertaken by the principal or other school leaders or teams who visit classrooms frequently to observe instructional practices and student learning. These brief (15- 20) minute visits are separate from the formal teacher evaluation process (Rissman, Miller, & Torgensen, 2009).

"Look-Fors" **–** Look-fors are the specific element of effective instruction or guiding principles of learning collectively identified by the principal. They are explicit statements or descriptors of observable evidence of teaching and learning, such as specific instructional strategies, learning activities, behavioral outcomes, artifacts,

routines, or practices. They guide evaluators in assessing how well a standard is performed (TKES Handbook, 2018).

Observation – A process by which the principal or the assistant principal sits in on one or more classroom sessions, records the instructor's teaching practices and student actions, and then meets with the instructor to discuss the observations. The primary purpose behind the classroom observation is to allow a teacher to get feedback from an objective, experienced observer and to involve in context-specific discussions about teaching. Walkthrough observations shall be at least 10 minutes in length based on a limited number of Performance Standards. Formative observations shall be at least 30 minutes in duration based on all ten Performance Standards (TKES Handbook, 2018).

Performance Indicators- Performance indicators provide examples of observable, tangible behaviors for each standard. They are examples of the types of performances that will occur if a standard is being successfully met (TKES Handbook, 2018).

Performance Rubric- The performance rubric is a behavioral summary that guides evaluators in assessing how well a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level (TKES Handbook, 2018).

Performance Standards – The major duties comprised of 10 standards performed by a teacher. During the instructional walkthrough, these are the standards by which teachers are assessed by the evaluator. The 10 Professional Standards teachers are assessed on are Professional Knowledge, Instructional Planning, Instructional Strategies, Differentiated Instruction, Assessment Strategies, Assessment Uses, Positive Learning Environment, Academically Challenging Environment, Professionalism, and

Communication to determine their professional strengths and areas of growth (TKES Handbook, 2018).

Principal – The school principal is the highest-ranking administrator in an elementary, middle, or high school and the central source of leadership influence (The Wallace Foundation, 2013)

Teacher Keys Effectiveness System (TKES) – TKES is a standard evaluation system developed for Georgia, which comprises three components that contribute to an overall Teacher Effectiveness Measure. One of the primary components of TKES is the Teacher Assessment of Performance Standards, which are observations, or instructional walkthroughs, conducted by principals or assistant principals to ensure the quality of instructional practices within the classrooms (TKES Handbook, 2018).

Title I School - Title I Schools are schools that receive federal funds for identified Title I students. The basic principle of Title I schools is that these schools have a large concentration of low-income students who receive supplemental funds from the federal government to assist in meeting student's educational goals (U.S. Department of Education, 2018).

Significance of the Study

Limited research examines instructional walkthroughs from a teacher's perspective (Bushman, 2006; Ginsberg & Murphy, 2002). Most of the research focused on the perspective of the principals. A study by Rossi (2007) of elementary principals' perceptions indicated that walkthroughs improved test scores, allowed teachers to implement more focused instructional strategies and develop their practice. Based on the

study, the discourse between the teachers and the principal regarding teaching and student learning increased as a result of the instructional walkthrough.

In another study, Dixon-Hudson (2012) found that principals identified trust, positive relationships, common goals, modeling, transparency, feedback, and reflection as vital in promoting collegial relationships to enhance teaching and increase dialogue with the administrator. According to the Bambrick-Santoyo (2012), "School leaders have attempted to improve the process of instructional walkthroughs by providing more detailed feedback, more engaged observations, and comprehensive teacher rubrics that judge instruction." However, Bambrick-Santoyo stated that the process continues to be judgments of teacher quality, and neglects a more relevant question: How can teachers be coached to improve student learning?

A study was conducted by Warren (2014) in Texas on a sample of 397 elementary, middle, and high school teachers. Similar to Georgia's Teacher Keys Assessment System, Texas utilizes an assessment known as the Texas Teacher Appraisal System. Even though both systems are used to support teachers in their teaching practices, The Texas Teacher Appraisal System has four domains with sixteen dimensions, while Georgia's Teacher Keys Assessment System is comprised of five domains with ten Performance Standards. The research findings indicated the following

- There was no significant difference in the perceptions of teachers toward classroom walkthrough feedback and the improvement of teacher effectiveness based on the number of years' service.

- Out of the 387 respondents to the question regarding classroom walkthrough feedback improving classroom instruction, 49.9% somewhat agreed that the instructional walkthrough impacted their instructional practices.

In contrast to the previous study, this study only concentrated on general education elementary teachers in elementary Title I schools within one school district in Georgia. An analysis of teachers' perceptions of instructional walkthroughs is warranted to understand the teachers' perceptions of the level of adequate effective support they have to meet the needs of the students they teach. Principals must ensure teachers have a thorough understanding of the content and the curriculum they teach and that there is a sense of consistency within the school. This research also allowed teachers and administrators the opportunity to share their thoughts and concerns towards the instructional walkthrough in Georgia using the TKAS and ensure that the purpose for which it is intended is met.

For any system to be successful, there must be buy-in and a growth mindset. The perceptions and attitudes developed by a teacher make up his or her belief system, and teachers use these beliefs to help make decisions on their method of teaching (Alquraini, 2012). This study explored if general education elementary teachers in a school district in Georgia perceived principals as being efficient when conducting the TKES instructional walkthroughs and determined if teachers view these observations as significant contributors to their enhanced knowledge of instructional practices.

Summary

The duties of the principal and assistant principal have changed over the years. Their responsibilities have increased to now include instructional leadership. One of the

ways leaders are proving themselves as instructional leaders is via the instructional walkthrough. By implementing the practice of conducting instructional walkthroughs, the intent is to make sure that teachers are supported to promote student achievement.

In Georgia, the TKES is comprised of three components by which the instructional walkthrough contributes significantly to a teacher's overall teacher effectiveness measure. While TKES is the assessment system of Georgia, there are different perspectives concerning instructional walkthroughs and their overall effectiveness. Past research has mainly focused on principals' opinions, but there is limited research on the views of both the assistant principal and the classroom teacher.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Student and teacher success continues to be a priority in public schools. Teacher quality has been widely believed to affect student learning and achievement on standardized tests (Ruddy & Prusinki, 2012), which has resulted in school reform ideas. One way in which leaders are supporting the success of teachers and students is via the instructional walkthrough. These walkthroughs provide principals and assistant principals the opportunity to observe lessons for a prescribed amount of time (usually less than 20 minutes) to form an impression and determine the effectiveness of the instruction observed. Also, these observations provide teachers with intentional feedback to enhance their instructional practices. The purpose of this mixed-methods explanatory study was to understand the influence of the feedback elementary general education teachers received during principal or assistant principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices.

To review the literature, a range of searches with ERIC, EBSCO, ProQuest, and Google Scholar databases were conducted. Using the terms *instructional walkthrough, principal led instructional walkthrough, classroom observation, assistant principals, and instructional walkthroug*h, several articles were found (although some articles were not as recent) to be relevant to this problem.

The History of Instructional Walkthroughs

Prior to the No Child Left Behind (NCLB) Era from 2002-2015, the description of an effective principal changed from manager to an instructional leader. Traditionally, principals were deemed effective if the protocol and the systems of the school managed without any distractions. According to Wallace (2013), "The principal resembled the middle manager suggested in William Whyte's 1950s classic, The Organization Man – An Overseer of Buses, Boilers, and Books" (p. 6). However, principals could no longer function simply as building managers, tasked with adhering to district rules, and carrying out regulations after the passage of NCLB. According to Waters, Marzano, and McNulty (2003), "the birth of No Child Left Behind transitioned leadership beyond abstraction to concrete responsibilities, practices, knowledge, strategies, tools, and resources" (p. 2).

No Child Left Behind was signed into law by President George W. Bush on January 8, 2002. According to Klein (2015), this law was created "out of concern that the American education system was no longer internationally competitive" (p. 31), and it increased the federal government's role in holding schools responsible for the academic progress of all students. Klein further stated that NCLB put direct focus on ensuring that states and schools boost the performance of certain subgroups of students, such as English-language learners, students with disabilities, and poor and minority children, whose achievement, on average, trailed their peers. States had the option to comply with the requirements set forth by NCLB; however, if schools did not comply, they risked losing federal Title I money. Klein stated that all states were required to bring students to their identified proficient level and keep track of their goals through an instrument known as "adequate yearly progress," or AYP. During the NCLB era, the phrase "highly

qualified" was introduced to describe the caliber of teachers that were sought after by hiring principals. Therefore, Klein indicated that for teachers to be identified as "highly qualified," they had to have obtained a bachelor's degree and full state certification and demonstrated subject-matter competency for each subject taught. The purpose of NCLB was to narrow and perhaps even close the achievement gap in America's schools.

The expectation of schools' overall performance on both the state and federal level was indeed demanding. Principals were now held accountable for the progress of both the teachers and students within their schools. The principal's role transitioned from a transformational leader to an instructional leader. Hattie (2015) stated that transformational leaders focused more on teachers. They set a vision, created common goals for the school, inspired and set directions, buffered staff from external demands, ensured fair and equitable staffing, and gave teachers a high degree of autonomy. Instructional leaders, according to Hattie (2015), are concerned with the teachers' and the school's impact on student learning and instructional issues, conducting classroom observations, ensuring professional development that enhances student learning, communicating high academic standards, and ensuring that all school environments are conducive to learning. However, according to Humada-Ludeke (2013), "The principals in this era were not perceived as instructional leaders; they were charged with developing teacher capacity by supporting teachers in executing student-centered practices with the prospect of yielding high levels of student achievement" (p. 10).

According to Gurley, Anast-May, O'Neal, Lee, and Shores (2015), "Most researchers support the need for principals to serve as instructional leaders" (p. 3). Lynche (2012) asserted that the principal's role as an instructional leader is central to

impacting student achievement. Lynche (2012) stated the principal exists as the most powerful influence affecting student achievement. Sherrill (2009) specified the call for administrators to act as instructional leaders who recognize and expect utilization of research-based practices and materials, established the need to reflect on the importance of the principal's knowledge of content and implement a practice, that would aid them in monitoring and supporting teachers, which would lead to increased student achievement.

To ensure student achievement and teacher success, principals began implementing the practice of conducting intentional instructional walkthroughs. Mackey, Pitcher, and Decman (2006) suggested that, with more data-driven accountability measures, principals are identified as the lead person who can articulate and implement the vision of an effective instructional environment for all students and teachers. Hattie (2015) stated, "Effective instructional leaders do not just focus on student learning. They relentlessly search out and interrogate evidence of that learning" (p. 37), which identifies the intent of the instructional walkthrough. Instructional Walkthroughs became and continue to be a widespread practice that principals are implementing in their schools to present themselves as instructional leaders. According to Protheroe (2009),

> This new role as an instructional leader was important for principals because they became more familiar with the state's curriculum and teachers' instructional practices, principals gauged the climate of the school, and principals established themselves as campus leaders and instructional mentors. (p. 30)

Furthermore, principals influenced the teaching and learning of both teachers and students. By principals and teachers supporting students' learning in the early years, the success rate of students increased. According to the United States Department of

Education NCLB Toolkit for Teachers (2014), “It is during the elementary years that students acquire new skills and knowledge at a faster pace” (p. 4). Also, the outcomes of early elementary education were said to be a powerful predictor of later school and life outcomes.

> Therefore, the best way to ensure the academic success of students is for principals to assess teachers' effectiveness by monitoring their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests via the instructional walkthrough. (p. 6)

Rissman, Miller, and Torgesen (2009) suggested that the walk-through was never intended as an evaluative tool. Instead, this practice was intended to catalyze a collaborative school environment characterized by common, clear expectations for teaching and learning by staff members, including both teachers and principals, who participate in reflective dialogues about their work. Even though instructional walkthroughs are prevalent within the school setting, this practice did not originate in the school setting.

According to Kachur, Stout, and Evans (2010), “Instructional walkthroughs began as a business technique, which was referred to as Management by Wandering Around (MBWA) in large corporations such as United Airlines and Hewlett Packard” (p. 3). Brooks, Solloway, and Allen (2007) noted that “MBWA was subsequently introduced as an educational management theory in the early nineties and was recognized as a way for principals to add the duties of curriculum monitor to their assigned duties and responsibilities” (p. 2). Carroll (2013), per the research of Streshly, Gray, and Frase,

described MBWA as “an approach to leadership based on the belief that leadership is visionary, goal-centered, and people-centered” (p. 46). This approach was a drastic change from the traditional form of management. Two of the earliest educators to initiate the protocol of MBWA were Superintendent Anthony Alvarado and Deputy Superintendent Elaine Fink at New York City’s Community School District 2. According to Kachur et al. (2010),

> The two superintendents became staunch advocates for principals working side-by-side with teachers and teachers learning from one another. The school’s walkthrough became the principle of New York City’s Community School District 2’s practice of accountability and proved to be a highly useful tool for professional development. (p. 3)

Today’s formative instructional walkthroughs differ from the traditional instructional walkthrough in style and purpose. Traditionally, teacher evaluations focused on staffing issues, such as tenure decisions, pay increases, and removing incompetent teachers (Manning, 1988). Walkthroughs were viewed as a supplement to formal observations with almost no teacher involvement (Kachur et al., 2010). Moss and Brookhart (2013) described traditional walkthroughs as

> Frequent, short classroom visits that focused on the effects of instruction and are often guided by checklists of strategies that principals looked for as they observed teachers and instruction. These prescriptive lists tied principals to a protocol that gathered one-sided evidence, invited misconceptions about effective teaching and meaningful learning, and derailed opportunities for collaborative learning. (p. 43)

Unlike the formative instructional walkthrough, the principal assumed the role of the leading learner: a role that went a long way toward forging a culture of collaborative and evidence-based practice. Today's formative instructional walkthrough affords teachers with meaningful feedback and support so that they can attain the goal of increasing academic learning and achievement for all students.

Principals as the Instructional Leader

Principals have been far removed from being identified as only building managers, and they are now leading the discourse on how to organize curriculum and instruction to draw out the interests and talents of the students. Scholars have long argued that principals should be instructional leaders (Grissom, Loeb, & Master, 2013). Research on effective principal leadership continues to evolve, and a comprehensive review of the leadership effectiveness literature reveals how contemporary instructional leadership is multidimensional (Hitt & Tucker, 2016). According to McCann, Jones, and Aronoff (2012),

> Many schools and the administrators who manage them are under much pressure to ensure successful schools for the students they support. In response to mandates to raise test scores or face dire consequences, principals are faced with the challenge of proving themselves as instructional leaders within their buildings. (p. 4)

In our current high-stakes era of accountability for all, "state legislatures have mandated that principals serve as instructional leaders, and school districts have written their job descriptions for principals to include a reference to instructional leadership" (Dufour, 2002, p. 12). Closing the academic achievement gap and the disproportion in

academic performance among minority and nonminority students and students from privileged and underprivileged socioeconomic backgrounds has continuously been a challenge for educational policymakers and principals within their schools. Hallinger (2011) acknowledged that principals' instructional leadership should include practices that reflect principals' shared instructional leadership, transformative leadership, and distributed leadership practices. Research on leadership for learning has firmly established that effective principal leadership is essential to successful schools and positive teacher and student development and learning (Hallinger, 2003; Hallinger & Heck, 2010; Leithwood & Sun, 2012; Murphy, Elliot, Goldring, & Porter, 2007; Robinson, Lloyd, & Rowe, 2008). According to Gupton (2010), "A skillful dedicated principal is needed to focus the work of the school on the learner, to monitor the progress of students, and to facilitate continuous improvement among students and staff as a learning community" (p. 25).

According to Reece (2016), "Principals play a fundamental role in the delivery of quality instruction to diverse learners, which means that the curriculum and instructional design processes implemented by a school's principal should ensure that quality instruction is equitable for all learners" (p. 4). Reece stated that as principals monitor the curriculum and implement training, they should be equipped to provide instructional strategies that support teachers and create an environment in which culturally diverse learners succeed.

Sheng et al. (2017) affirmed that principals can influence student learning directly by conducting regular classroom visits, providing constructive feedback to teachers, and maintaining ongoing communications with teachers about instructional

issues. As instructional leaders, principals must not only observe teaching practices, but they must possess the instructional and content knowledge to support teachers by providing meaningful feedback. Principals need to fully comprehend the instructional processes within the schools through direct observation. Downey et al. (2004) stated, "administrators must come to view their primary role as one of an instructional leader promoting improved student achievement" (p. 7).

According to Nidus and Sadder (2011), even if some schools are fortunate to have instructional coaches in their building, principals serve as the epicenter of school change and set the expectations for student learning. Principals are now leading collaborative and formative coaching partnerships with teachers in their effort to support them in improving their instructional practices. Recent research suggests that giving more frequent, specific feedback on classroom practice may lead to improvements in teacher performance and student achievement (Steinberg & Sartain, 2015; Taylor, & Tyler, 2012, Dee & Wyckoff, 2013). According to Marzano (2012), "Principals need to provide critical constructive, and specific feedback teachers need to improve their instructional practice" (p. 31).

As instructional leaders, it is imperative that principals provide teachers with ongoing and relevant support via professional development. Students learn best from teachers who are also in the process of learning or who are actively engaged in learning. According to Zepeda (2004), "A comprehensive professional development program that prepares teachers for change must employ a variety of learning opportunities for teachers" (p. 131). DiPaola and Hoy (2014) stated that "the principal's role as an instructional leader is to supervise, evaluate, and to guide the professional development of their teachers—the core tasks of instructional leadership" (p. 1). Marlow (2014) stated

that “principals must become self-efficacious in knowledge and skills in curriculum development, and principals play leadership roles in assisting teachers in teaching across content” (p. 265).

Assistant Principals as Instructional Leaders

Truthfully, principals cannot be held entirely accountable for all instructional leadership responsibilities within a school. Administrators share leadership to create a motivating climate that positively affects students (Blase & Blase, 2003; Smylie & Denny, 1990). For schools to reach maximum effectiveness, the administration must adopt a team approach to leadership, especially one that includes and values the assistant principal (Gorton, 1987) as they are essential to the functioning of schools. The assistant principal is usually affirmed as an important performer in schools (Reed & Conners, 1982). However, little has been documented about what exactly assistant principals do as instructional leaders, the consequences of their role on the work of other school participants, and their perceptions related to instructional leadership (Greenfield, Marshall, & Reed, 1996). Nevertheless, assistant principals should play an important role in instructional improvement and management (Greenfield, 1985).

There is a lack of research focused on the duties and the responsibilities of the assistant principal as an instructional and curriculum leader at the elementary school level. This oversight is inscrutable since these individuals are entry-level administrators and generally have a strong desire to become principals (Oliver, 2001; Oliver, 2003). Though given little attention, the need for assistant principals to acquire instructional leadership skills is not a new conception. However, as administrators, instructional

leaders, and family partners, they not only provide critical support to the principal but also play an essential part in making a school successful.

The Logistics of Georgia's Teacher Keys Effectiveness System

According to DiPaola and Hoy (2014), The adoption of the Common Core State Standards (CCSS; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010) presented a paradigm shift in how educators operationalize teaching and learning. This shift necessitated significant modifications in how teachers teach the Common Core curriculum and what they implement in the classroom to foster higher-order cognitive skills. Principals are challenged to align the vision of their schools to meet the shift embedded in CCSS. Therefore, principals are required to supervise and evaluate both new and experienced teachers. The teacher evaluation systems accompanying the CCSS require the school principal to systematically and periodically evaluate teachers to make recommendations (DiPaola & Hoy, 2014). Stecher et al. (2016) stated that educator performance evaluation systems are a potential tool for improving student achievement by increasing the effectiveness of the educator workforce.

According to the GaDOE (2019), TKES provides teachers with meaningful information about how their practice and performance impact student learning. TKES acknowledges the central role of teachers and provides the opportunity to refine their practice. Presently, has three components that contribute to the overall Teacher Effectiveness Measure, which are Teacher Assessment on Performance Standards, Professional Growth, and Student Growth. Within the TKES system, there are Domains and Performance Standards. Domains are the areas of knowledge. The five domains that

are considered are Planning, Instructional Delivery, Assessment Of and For Learning, the Learning Environment, and Professionalism & Communication. There are also 10 Teacher Assessment on Performance Standards encompassed within the five domains, which serve as the basis for the instructional walkthrough and refer to the major duties performed by teachers to determine teachers' professional strengths and areas of growth. As principals rate and evaluate teachers, the 10 standards they must consider are professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication.

As indicated by the GaDOE (2019), the descriptors of the Teacher Assessment on Performance Standards by which principals will utilize during the instructional walkthroughs are as follows:

- Performance Standard 1: Professional Knowledge – The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- Performance Standard 2: Instructional Planning – The teacher plans using state and local school district curriculum and standards, effective strategies, resources, and data to address the differentiated needs of all students.
- Performance Standard 3: Instructional Strategies – The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of fundamental knowledge and skills.

- Performance Standard 4: Differentiated Instruction – The teacher challenges and supports each student's learning by providing appropriate content and developing skills that address individual learning differences.
- Performance Standard 5: Assessment Strategies – The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- Performance Standard 6: Assessment Uses – The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- Performance Standard 7: Positive Learning Environment – The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
- Performance Standard 8: Academically Challenging Environment – The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels, and students are self-directed learners.
- Performance Standard 9: Professionalism – The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.

- Performance Standard 10: Communication – The teacher communicates effectively with students, parents, or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Formative Instructional walkthroughs are typically short 15- to 20-minute observations, which should be consistent and part of the principal's daily routine (Johnston, 2003). They should always be conducted with a primary focus and a purpose.

The recommended time for the TKES instructional walkthrough consists of one 10-minute observation and a formative observation, which should be at least thirty minutes in duration in which all 10 Performance Standards shall be rated across the combination of both observations. To be strategic in the planning, principals utilize rubrics with performance indicators, or look-fors, which are observable and tangible behaviors that have been identified as evidence that proves the standard has been mastered or achieved. Graf and Werlinich (2004) identified look-fors as conditions that, when present in classrooms, enable students to improve their achievement and learning levels. Graf and Werlinich further explained that identifying these look-fors can present a robust and collaborative opportunity for teachers and school leaders to address questions such as, When we visit classrooms, what should we see that makes an important difference in student success? Is there something that we should see in every classroom? More importantly, look-fors should be connected to the learning standards to develop a common language and a culture around learning and instruction.

At the conclusion of an instructional walkthrough, the research indicates that effective principals should provide feedback to the teachers observed. Constructive feedback is a vital component of instructional improvement, which stems from research

on formative assessment (Ing 2009, p. 342). These meetings allow both the teacher and the principals to reflect on the strengths and weaknesses observed during the observation. Furthermore, teachers require ongoing feedback that helps identify areas of growth. Robinson et al. (2008) affirmed their efforts and identified areas in which they can approve.

Skretta (2007) stated that the best walkthroughs give teachers relevant, real-time data on their instruction. Skretta further stated that feedback on the walkthroughs should be specific to observed behaviors, focused, and descriptive of the level of performance observed. The feedback component is a critical part of the classroom walkthrough process and should not be overlooked.

Kachur, Stout, and Edwards (2009) stated that, for the walkthrough to improve teaching and learning, debriefings with teachers are essential. “These debriefings can be given in a written or oral form and can be formal or informal” (Kachur et al., 2009, p. 113). The TKES Instructional Walkthrough recommends that [principals] provide specific commentary to acknowledge performance strengths. Their commentary and feedback should include specific comments that will promote professional development.

To support the progression of each teacher, the TKES evaluation system also has a midyear conference entrenched in the process. It is during this time the principal meets with the teacher to evaluate his or her progress on the TKES performance standards via observation data and documentation of teacher practices should the principal deem it necessary. Midyear conferences can either be conducted individually or as a small group; however, each teacher is expected to sign off on the Teacher’s Assurances during the Mid-Year Conference.

By the conclusion of the school year, a Summative Performance Evaluation for each teacher is conducted to provide the teacher with a final rating on the 10 Performance Standards. The principal will rate each of the 10 Performance Standards based on the totality of evidence and consistency of practice. Performance Appraisal Rubrics, which are behavioral summary scales, describe performance levels for each performance standard. A rating of Level IV, Level III, Level II, or Level I is provided for each of the 10 Performance Standards with Level IV being exemplary. Teachers shall receive an overall rating of Exemplary, Proficient, Needs Development, or Ineffective on the Teacher Effectiveness Measure. To ensure that the TKES instructional walkthrough serves the purpose of supporting teachers as it was intended, principals will utilize the evaluation results to provide high-quality, job-embedded, and ongoing mentoring, support, and professional development as identified in his or her evaluation.

Through the lens of TKES, principals and assistant principals are provided with vital information to use when supporting teachers. Sapier (2017) stated that principals are responsible for encouraging a "growth mindset" (the idea that ability can be nurtured) over the "fixed mindset" (the idea that intelligence is unchangeable; p. 9). The principal and the assistant principal must ensure teachers feel supported in learning new initiatives and instructional practices to meet students' needs.

According to the GaDOE, the "TKES was developed to provide teachers with more meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students" (p. 3). The GaDOE believes students have the greatest chance to succeed when teachers receive support to continuously improve their knowledge and skills. Ongoing feedback and targeted professional

development help teachers meet the changing needs of their students. Furthermore, the GaDOE believes that TKES provides teachers with meaningful information about how their practice and performance impact student learning. Finally, TKES acknowledges the central role of teachers and provides the opportunity to refine their practice to continually and effectively meet the needs of all students.

The Purpose of the Instructional Walkthrough

School reform has been dominated by the ideology of accountability, which is a strong belief in coherent analysis, cause and effect relationships, and extrinsic incentives. Today, state school achievement policies, such as the Every Student Succeeds Act (ESSA) and, specifically in Georgia, the College and Career Readiness Performance Index (CCRPI) have strongly influenced school districts to lend more attention to institutional (school districts) and to individual (school leaders) accountability to enhance school improvement (McBrayer et al., 2018). McBrayer et al. stated, "The instructional responsibilities of principals include those tasks that directly influence teachers' ability to provide effective instruction and students' opportunities to learn" (p. 596). According to Zepeda (2003), "The duties include, but are not limited to, conducting classroom and student observations, providing vital professional learning opportunities for the staff, analyzing data to determine school improvement needs, and monitoring student learning" (p. 11).

The instructional walkthrough is not only important to principals but also classroom teachers. Teacher evaluation is integral to the entire instructional leadership model (Marzano, Frontier, & Livingston, 2011). When done effectively, instructional walkthroughs determine if the instruction being delivered within the classroom reflects

what is known about instruction and determines if the students are learning from the information provided. DeBoer and Hinojosa (2012) suggested that instructional walkthroughs help change the culture of their schools from one of distrust and isolation to one of collaboration and openness.

There exists a growing body of knowledge on the use of classroom instructional walkthroughs to promote the development and enhancement of educational practices within teachers' classrooms. A frequent and consistent method for supervision and evaluation is necessary to support teachers and students to help reach the increased requirements and accountability. According to Stronge and Tucker (2013), "Without capable, high-quality teachers in America's classrooms, no educational reform effort can succeed. Without high-quality evaluation systems, we cannot know if we have high-quality teachers" (p. 3). Stronge and Tucker further stated that effective teachers and other personnel are essential for operative programs. McCann et al. (2012) indicated that teachers need to have in place a supportive evaluation system that sets clear expectations for performance and promote teachers' development towards these benchmarks. Instructional walkthroughs serve as the entry-level to these evaluative practices within school systems. Cervone and Martinez-Miller (2007) described classroom walkthroughs as a tool to "drive a cycle of continuous improvement by focusing on the effects of instruction" (p. 1). Ginsberg and Murphy (2002) stated that there are real benefits in conducting instructional walkthroughs.

According to these researchers, administrators become more familiar with the school's curriculum and teachers' instructional practices. Ginsberg et al. (2002) also stated that via instructional walkthroughs, effective principals establish themselves as

campus leaders and instructional mentors, and students see that both administrators and teachers value instruction and learning. The Wallace Perspective (The Wallace Foundation, 2012) noted that they emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Some of the practices principals agree unanimously on are keeping track of teachers' professional development needs and monitoring teachers' work in the classroom.

According to Louis, Leithwood, Wahlstrom, and Anderson (2010), "Principals agree almost unanimously on the importance of several specific practices which include keeping track of teachers' professional development needs and monitoring teachers' work in the classroom" (p. 18). "They pursue these strategies despite the preference of many teachers to be left alone" (The Wallace Foundation, 2012, p. 10).

Informal classroom observations are specific behaviors that have the potential to influence instruction and learning (Zepeda, 2008). It is a standard practice for principals to visit classrooms. Jorgensen and Peal (2008) recommended that principals schedule a time so that walking around and interacting with teachers and students becomes a routine part of the day. In Georgia, TKES is conducted routinely within schools to provide teachers with intentional and meaningful feedback to enhance their instructional practices, which will transform the learning environment of students and achieve the goal of increasing academic learning and achievement for all students. The logic underlying the relationship between classroom observations and instructional leadership is that principals who observe classroom instruction and provide feedback or take some other action help teachers adjust their practices or grow professionally. Howard Pitler (2008),

senior director at McREL, stated, “In its best use, the walkthrough process will provide strong data to schools and districts regarding the extent to which their professional development initiatives are making it into the classrooms” (p. 11).

The Principal’s Perspective

Most of the research conducted on instructional walkthroughs has been presented from the perspective of the principals. Unlike the teachers, most of the principals are in agreement that instructional walkthroughs are vital practices that benefit and have an overall positive effect on their instructional leadership practices. Principals also agree that, by conducting these instructional walkthroughs, they have a direct impact on teacher practices and an indirect impact on student achievement. According to Rossi (2007), principals stated that they have a better understanding of curriculum gaps and inconsistencies, they have a better understanding of professional development needs, they are better prepared to engage in quality conversations about instruction, and they are better prepared to develop a common language around instruction.

Bellibas (2015) conducted a similar study in Turkey to see how principals influence classroom instruction. The data collected came from a total of 36 personnel, who consisted of principals, assistant principals, teachers, and counselors. During their interviews, the principals consistently expressed their understanding of their role as instructional leaders; however, they also expressed that the task of devoting time to classrooms was challenging due to having to deal with students, and that funding issues were more substantial and overwhelming. This consequently caused frustration and diminished motivation for dealing with the issues surrounding instruction and student learning. The results showed that participants’ perception of instructional leadership is

mostly influenced by the leaders' indirect influence on teaching, and the principal's direct involvement in the instructional issue is constrained by problems associated with leadership content knowledge, coherence of leadership practices, and teachers' classroom privacy.

According to Cowie and Crawford (2008), "Most novice principals see their most important learning as occurring via trial and error and through reflection on professional experiences and lessons learned while in the principal position compared to their professional training" (p. 676). They must now orchestrate conversations with their teachers regarding the attributes of quality instruction. For many principals, this is a huge task considering in most states, Georgia included, they require only one curriculum course for the administrative licensure of those who are now expected to become the school's instructional supervisors and curriculum monitors.

On the other hand, according to Johnson (2008), principals often talked about the challenge of helping others improve their teaching. One principal who was self-assured in his ability to teach pointed out the challenge of turning on "the eyes of observation" and reflecting on what was and was not effective. This diminishes the specificity of the feedback that teachers receive about how well their instruction is aligned with college- and career-ready standards in their content area (Reform Support Network, 2015). Fink and Rimmer (2015) indicated that principals identified their most significant challenge as not having the time and opportunity to learn precisely how to perform or to gain the skills for the work of instructional leadership. As a result, many principals indicated that they conduct instructional walkthroughs but often do not know what to look for or how to have necessary conversations with teachers.

A key focus in recent reform efforts is the inclusion of science practices, which are potentially a significant challenge for schools. McNeill, Lowenhaupt, and Katsh-Singer (2018) investigated K–8 principals' views of proper science instruction and their capacity to analyze classroom videos concerning science practices. Their research suggested that K–8 principals have limited understanding of practical science practices to provide relevant feedback. Based on several findings, communication is the stimulus for a mutually beneficial and enriching evaluation experience. However, the data reflect that tenured teachers receive less feedback than nontenured teachers from their principals (Canelake, 2012; Ing, 2010; Kersten & Israel, 2005; Wang & Day, 2002). A time of reflection is vital to ensure teachers are provided the opportunity to share their perspectives regarding the experience and to certify their professional needs are met.

The Teacher's Perspective

Teachers' perspectives regarding instructional walkthroughs vary depending on each teacher's experience. Rossi (2007) used the walkthrough observation process developed by Graf and Werlinich (2002) as the basis for dissertation research. Rossi's (2007) purpose for his qualitative study was to focus on principals of elementary schools using the walkthrough model and to evaluate how the walkthrough model improved student learning. The goal was to identify the key indicators of success from elementary principals that used the Walkthrough Observation Tool from the principals' Academy. The methods of data collection were face-to-face, semi-structured interviews. The interviews were transcribed verbatim, and content analysis was used to identify consensus, supported, and individual themes.

At the elementary school level, Rossi (2007) found that staff members believed the walkthroughs conducted in their schools had affected instruction with positive outcomes. According to Rossi,

> A few of the outcomes indicated by the walkthrough were teacher sharing of best practices, increased teacher time on task, improvement in the quality of student work, improved quality of conversations about instruction, and development of a common language around instruction. (p. 128)

The researcher also indicated that the study showed that teachers became more aware of best practices, principals became more aware of what was occurring in the classrooms, principals had meaningful data to share with teachers, and principals became better informed instructional leaders.

Nwaham (2008) said, "Supervision of instruction plays a vital role in assisting, guiding, and stimulating the teachers to improve their teaching skills and experiences as well as enhance their professional growth" (p. 2). Nwaham further stated, "Modern supervision not only directs the attention towards the fundamental of education, but it aims to improve the whole teaching-learning process" (p. 2). Serdiouk, Bopp, and Cherasaro (2017) stated that teachers who had feedback conversations or received written feedback at least once agreed with the feedback received from their walkthrough. Intentional and quality feedback is an essential ingredient for teacher success (Feeney, 2007; Nir, 2007; Tuytens & Devos, 2010). Teachers specify a need to understand the usefulness of an evaluation system, the importance of teachers' trust in the evaluator, and the evaluator's ability to acquire knowledge, provide meaning, and offer support by mobilizing resources to enable professional learning (Tuytens & Devos, 2010). More

than half of the teachers agreed or strongly agreed that the feedback was accurate (66%) and that their evaluator was credible (67%).

Serdiouk et al. (2017) stated that teachers rated evaluator credibility as very important or critical in their decisions on how to respond to feedback. The most important characteristic related to evaluator credibility was the evaluators' knowledge of effective teaching practices, which 79% of teachers rated as very important or critical. Accuracy of feedback was also of great importance to teachers. Over 65% indicated it was very important or critical for them to receive feedback that accurately portrayed their teaching, and that it was based on observations representing a typical day in the classroom. More than half the teachers (62%) indicated that the feedback they received from their designated evaluators improved their instruction a little (Serdiouk, Bopp, & Cherasaro, 2017).

Although principals are the lead teachers within their buildings, there are those teachers who had opposing views regarding principals being instructional leaders but managers instead. Danielson and McGreal (2000) stated, "Many teachers are more expert regarding their work than the administrators who 'supervise' them – more knowledgeable about their discipline, current pedagogical approaches, or the developmental characteristics of the students they teach" (p. 6). Duffett, Farkas, Rotherham, and Silva (2008) stated that, although the walkthrough was part of the teacher evaluation process and was the most used technique to assess teacher quality, teachers did not feel that this strategy was supporting them effectively and described them as weak evaluations and just a formality. According to Duffet et al., their study indicated that only 26% of teachers reported that their own most recent evaluation was "useful and effective;" 41% indicated

their walkthrough experience was just a formality, while another 32% described the experiences as “well-intentioned but not particularly helpful” to their teaching practice.

Blasé and Blasé (1999) also examined everyday practices of principals’ instructional leadership, drawing upon teachers’ perspectives. Using an open-ended qualitative approach, the researchers asked teachers to describe the characteristics or actions of their principals that helped them improve their instructional practices. The teachers’ responses to the questionnaires indicated that they did not want their principals to give them instructional strategies directly; instead, they wanted to possess more autonomy in structuring instruction. The participants in their study only identified the principal’s instructional leadership role to support by providing opportunities and learning environments for collaboration.

A study by Allen and Brooks (2006) of instructional practices of educational leaders found that teachers in one large metropolitan southern city and smaller school systems in another southeastern state referred to walk-throughs as “drive-bys” and remained unconvinced that their supervisors could identify the success of the classroom in such a short amount of time. Kachur et al. (2009) stated that teachers are looking for feedback about their classrooms: “All teachers, including superstars, are hungry for feedback” (p. 71).

Barrett (2009) referenced Valli and Buese’s 4-year study of 150 teachers. The study indicated that teachers experienced a sense of heightened anxiety as classroom visits were conducted to make sure they were implementing school district expectations. Teachers felt under pressure and fear of being singled out for doing something wrong.

The teachers also reacted to the idea of having to adhere to individuals who are entirely outside of the classroom, some of whom have never had prior teaching experience.

Serdiouk, Bopp, and Cherasaro (2017) examined whether certain groups of teachers had differing perceptions of their evaluator feedback. According to the researchers, there were statistically significant differences in responsiveness to feedback between teachers with 1–5 years of teaching experience and those with over 10 years of experience. Specifically, teachers with over 10 years of teaching experience reported being less responsive to feedback than did teachers with 1–5 years of experience. Teachers with over 10 years of teaching experience found feedback to be less useful than did teachers with either 1–5 or 6–10 years of experience.

What the Research Presents

Many studies have been conducted to determine the effects of principal led instructional walkthroughs. According to Sheng, Wolff, Kilmer, and Yager (2017),

> A meta-analysis conducted by Waters, Marzano, and McNulty (2003) examined effective leadership practices and their relationship to student learning. Their study revealed that increasing principal leadership effectiveness by one standard deviation would result in a 10-percentile point gain in student achievement. (p. 120)

A study conducted by Willingham (2014) questioned the walkthrough concept as a reform strategy. Grissom et al. (2013) followed 100 Miami-Dade County public school principals for a full instructional day. The data showed that the principals spent 12.6% of their time on activities related to instruction, with the most common activity being the classroom walkthrough (5.4%) and formal teacher evaluations following close behind at

2.4%. Time spent on instructional leadership was not associated with student learning outcomes.

Classroom walkthrough observations possess the potential to engage teachers in reflective thinking, provide teachers with information about their classrooms, and cultivate a collaborative environment between teacher and observer (Sullivan & Glanz, 2009).This is done through a collaborative approach between the principal and the observed teacher. “The amount of communication between the teacher and the evaluator is essential to the development or improvement process. The person receiving the feedback should be involved in generating ideas and solutions for the situation under discussion” (Sullivan & Glanz, 2009, p. 65). Recent studies (Grigsby, Schumacher, Decman, & Simieou, 2010; Wahlstrom, 2012) have documented that elementary school teachers more often report their principals were engaged in instructional practices, while middle and high school teachers rarely report their principals taking the role of an instructional leader.

According to Serdiouk, Bopp, and Cherasaro (2017), “Most teachers agreed that the feedback they received was accurate and that evaluators were credible” (p. 4). Although teachers generally reported that they found evaluator feedback to be useful, many still indicated that the feedback did not include specific suggestions for improvement or recommendations for resources or professional development.

While there are supporters of instructional walkthroughs, there are still others that feel differently. Marshall (2005) agreed that teacher supervision models need restructuring to improve teaching and learning. “The process by which most teachers are supervised and evaluated is an inefficient, ineffective, and poor use of principals’ time,”

(p. 727) argued Marshall. Marshall suggested that districts shift away from a process owned by the principal. She stated,

> Principals need to shift from periodically evaluating teaching to continuously analyzing learning; from inspecting teachers one by one to energizing the work of teacher teams, from evaluating individual lessons to supervising curriculum units; from year-end judgments to continuous suggestions and redirections, from focusing mainly on ineffective teachers to improving teaching in every classroom, and from cumbersome, time-consuming evaluations to streamlined rubrics. (p. 732)

Marshall (2005) summarized several reasons why teacher supervision is unproductive: a small amount of teaching is observed, the lessons that principals usually observe are not the norm, the purpose of the observation rarely focuses on student learning, feedback is typically a top-down process, and evaluation instruments are often useless. According to Marshall,

> When a principal formally evaluated a teacher for one full class period a year, that equates to 0.1% of the teacher ’s instruction. The other 99.9% of the time, the teacher was working with students unobserved. No matter how observant and well trained the principal is, no matter how comprehensive the evaluation criteria are, and no matter how detailed the feedback is afterward, this is minute supervision of the school’s most important employees. (p. 728)

In addition, Marshall suggested many school districts try to compensate for how little time principals spend in individual classrooms by requiring exhaustive evaluations of lessons that are formally observed. However, these elaborate write-ups did not mean a lot

to most teachers; they knew how little the principal was cognizant of their daily struggles, curriculum planning, grading, work with colleagues, parent outreach, professional growth, and routine duties. Marshall also indicated that these evaluations seldom focused on student learning, and high-stakes evaluation (i.e., the Georgia Milestones Assessment System) tends to shut down adult learning.

When looking at factors within a school, it is estimated that principals are second only to teachers in their impact on student achievement. Being an instructional leader is a hallmark of effective principals. According to The Wallace Foundation (2012), "Although both effective and ineffective principals claimed to observe their teachers frequently, effective principals made more unscheduled observations and provided immediate feedback" (p. 14). Table 1 displays significant studies that are related to instructional walkthroughs. In addition, Table 2 displays a concept analysis chart, which includes several key studies on instructional walkthroughs as they relate to the perceptions of both leaders and teachers.

Table 1

Significant Studies

Resource	Question
Blasé and Blasé	1, 3, 5, 7, 9
DuFour	3
Marzano	1, 3, 5, 7,9
Finks and Rimmer	3
Hattie	1, 3
DiPialo and Hoy	1, 3, 5, 7, 9
Stronge	1, 3, 5, 7, 9

Table 2

Concept Analysis Chart

Study	Purpose	Participants	Design/Analysis	Outcomes
Rothberg and Fenner (1991)	To identify teachers' perceptions concerning observation and assessment	200 teachers in Florida		*88% wanted opportunities to observe other classrooms *33% indicated they needed more informal evaluations *28% wanted a pre and post-conference
Grisson, Loeb, and Master (2013)	To examine the associations between leadership behaviors and student achievement gains	100 urban principals	Descriptive Analysis	*principals time spent broadly on instructional functions does not predict student achievement *Time spent on coaching, evaluation, and developing the school's educational program predicts positive achievement gains.
Garza, Ovando, and O'Doherty (2016)	To find out the perspectives of aspiring leaders regarding the walkthrough observation	59 invited; 22 responded in all Teachers with at least two years of teaching experience in elementary, middle, and high school	Qualitative	*Some participants embraced the bureaucratic approach in that the idea that an unannounced or unscheduled walkthrough was the best mechanism to capture a true picture of what happens in a classroom. *Other expressed the collaborative approach to walkthroughs where teachers play an active role along with the administrators collecting, analyzing and reflecting.
Rintoul (2012)	To identify the roles and responsibilities according to the AP	85 Elementary assistant principals & 79 Middle School AP	Mixed Methods	Their chief duties included handling disruptive students, dealing with parental complaints, supervising lunch, scheduling coverages

CHAPTER III

METHODOLOGY

Introduction

Instructional walkthroughs are a common practice used to observe classrooms. They serve as a model of professional development for teachers. Clinical supervision or the practice of classroom observations and feedback has been and continues to be one of the most frequently used tools in evaluating teacher performance. However, the extent to which instructional walkthroughs support teachers in improving their instruction practice is questionable.

The purpose of this mixed methods explanatory study was to explore whether teachers perceive instructional walkthroughs led by principals and assistant principals, which are a component of the TKES, as beneficial in enhancing their teaching practices on the elementary level. By conducting this research, this study determined if this practice of instructional walkthroughs led by principals or assistant principals is a viable option for school leaders to improve teachers' instructional practices, which will, therefore, improve student achievement. This research can provide the school personnel and district administrators a concrete understanding of the content and instructional practices they are leading and supporting.

Within this section, the researcher describes the methodology that guided the research study. Detailed information is provided about the research design, the role of the researcher, the participants, the instrumentation, the data collection process, the analysis of the data; the chapter concludes with a summary.

Research Design

The researcher implemented the explanatory sequential research design. According to Creswell and Clark (2015), this research design intends to explain the mechanisms through the qualitative data to clarify why the quantitative results occurred and how they might be explained**.** This research focused on the overall arching question, "Are teachers receiving relevant feedback in a timely manner from the principal or the assistant principal as it relates to their instructional walkthrough?" The researcher implemented two phases with the quantitative method occurring first and having a greater emphasis on addressing the study's purpose. The qualitative method followed the quantitative to explain the quantitative results. The primary intent of this mixed-methods study design was to collect data in the quantitative phase through the Examining Evaluator Survey on teachers' perceptions of the effectiveness of instructional walkthroughs followed by a focus group discussion in the qualitative phase. The results from the quantitative and qualitative strand were then integrated through a joint display table.

The quantitative portion included a correlational research design. Correlational research is a form of research where there is no manipulation of the independent variable, and the primary independent variable of interest is quantitative. In this study, the researcher studied the relationship of the number of times the assistant principal and the principal provided written or oral feedback, the independent variable, and how they related to their perceptions based on five categories in the Examining Evaluator Survey which are Usefulness, Accuracy, Credibility, Access to Resources, and Responsiveness. These five categories represented the dependent variables.

The qualitative portion of the study possesses a phenomenological design. Phenomenology is a form of qualitative research in which the researcher attempts to understand how one or more individuals experience a phenomenon. According to Johnson and Christensen (2014), the purpose of phenomenological research is to obtain a view into the research participants' world of immediate experiences and to describe their experiences as a phenomenon referred to as interpretative phenomenological analysis. The researcher opted to implement this design using a focus group because the participants of the focus group were general classroom teachers with a range of different experiences (i.e., years of teaching experiences and different evaluators) who shared a collective experience in the instructional walkthrough. It was the researcher's goal to seek an understanding of this commonality.

The independent variable was the instances of written and spoken feedback teachers received in the 2018–2019 instructional walkthrough TKES feedback. The dependent variables were the teachers' perceptions of five composite scores on usefulness, accuracy, credibility, access to resources, and responsiveness obtained from the Examining Evaluator Survey (Cherasaro et al., 2015).

The dependent variables, which were the teachers' perceptions of the instructional walkthroughs led by the principal or the assistant principal, were measured by the Examining Evaluator Survey. The following questions and hypotheses were the pivotal points of the study:

RQ1: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

Ho1**:** There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho1a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ2: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

Ho2: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho2a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ3: What is the influence of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the

accuracy of the feedback as measured through the Examining Evaluator Survey?

Ho3: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho3a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ4: What is the influence of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

Ho4: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho4a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ5: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

Ho5: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho5a: There is an impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ6: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

Ho6: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho6a: There is an impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ7: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

Ho7: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho7a: There is an impact of the number of times-the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ8: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

Ho8: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho8a: There is an impact of the number of times-the principal or assistant principal provided written feedback on their perceptions to the

recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ9: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Ho9: There is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho9a: There is an impact on the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

RQ10: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Ho10: There is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Ho10a: There is an impact on the number of times the principal or assistant principal provided written feedback on their perceptions of timely

feedback as measured through the Examining Evaluator Survey to a statistically significant degree.

Qualitative Research Question

RQ11: What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?

Mixed-Methods Research Question

RQ12: How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principals or assistant principals share a relationship with the five domains in the Examining Evaluator Survey?

This explanatory sequential mixed methods design intended to understand the impact of the number of times elementary general education teachers received oral and written feedback from the principal or assistant principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices. According to Creswell (2012), this mixed-methods design is described as "a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem." The Explanatory Sequential Research Design is a two-phase research design where quantitative data were collected initially and used to determine the qualitative data to be collected in the succeeding phase. The researcher's rationale for implementing a mixed-methods design was that both quantitative and qualitative data complemented each

other and allowed for a more in-depth analysis of teachers' perceptions of the instructional walkthrough.

The analysis of the qualitative findings interpreted the findings of the quantitative phase as the data. Barnham (2015) stated that, as a methodology, it allows us to count the phenomena we experience in the world and to identify the connections (or incidences) that exist between perceptions. Johnson and Christensen (2014) stated that proponents of the Mixed-Methods Research Design believe that mixed research can provide more persuasive evidence for a conclusion through convergence and corroboration of the findings, which is the principle of triangulation. Greene, Caracelli, and Graham (1989) stated that triangulation is a design strategy where two or more methods are intentionally used to assess the same conceptual phenomenon. The core premise is that all methods have inherited biases and limitations: using multiple methods is one way to offset that.

The Correlational Research Design was used for the quantitative phase of the study. The purpose of this correlational research was to search for relationships between variables. In this research, quantitative data were used to collect data on teachers' perceptions of the usefulness, accuracy, credibility, access to resources, and responsiveness obtained from the Examining Evaluator Survey. Since this design begins quantitatively, the researcher started from the assumption of post positivism to select instruments, measure valuables, and assess statistical results. According to Creswell and Clark (2018), researchers make claims for knowledge based on (a) Determinism or cause and effect thinking; (b) Reductionism, by narrowing and focusing on select variables to interrelate; (c) Detailed observations and measures of variables; and (d) The testing of theories that are continually refined.

In contrast, qualitative research is primarily exploratory research. In this research, qualitative data were used to gain an understanding of motivations, underlying reasons, and opinions about the principal or assistant principal led instructional walkthroughs. Because the researcher was seeking to understand the perspective and the experiences of the general education teachers, a phenomenology design was the best form of research to implement as the researcher was attempting to understand how these teachers experience the instructional walkthrough. In this phase, there was also be a shift in the assumption from post-positivism to constructivism. Creswell and Clark (2018) stated that when the researcher moves to the qualitative phase, which values multiple perspectives and in-depth descriptions, there is a shift to using the assumptions of constructivism. The essential core of constructivism is that learners actively construct their knowledge and meaning from their experiences. Qualitative data were collected through a focus group, where participants were general education teachers from elementary Title I schools. From the focus group, the researcher was able to glean from the participants the knowledge and meaning they obtained from their experience of the principal and the assistant principal led walkthrough.

Johnson and Christensen (2014) stated that researchers who conduct mixed research studies often adhere to the philosophy of pragmatism. Based on the characteristics of pragmatism, human inquiry was viewed as being analogous to experimental and scientific inquiry, believing that researchers all try out things to see what works, what solves problems, and what helps us to survive. Researchers then receive warranted evidence that is ultimately tentative, but in the long run, use of this scientific epistemology moves the data to larger truths. A major tenet of pragmatism is

that quantitative and qualitative methods are compatible with each other, which helps the researcher to understand the research problem better.

The visual model of the procedures for this sequential explanatory design is presented in Figure 2. Figure 2 shows that priority was given to the quantitative method as the quantitative component was the core means of data collection and analysis. The instrument utilized was the Examining Evaluator Survey (see Appendix A). Once the data were collected, they were analyzed using the Statistical Package for the Social Sciences (SPSS).

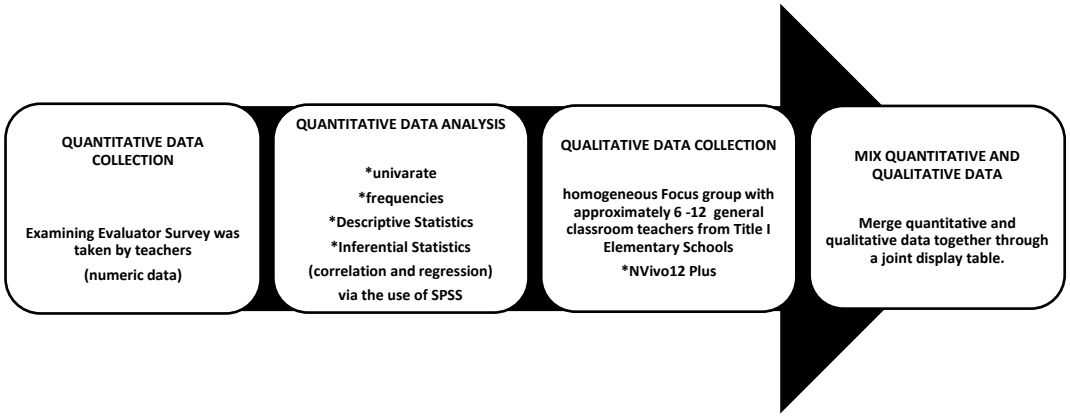

Figure 2. Mixed-method sequential design protocol.

The researcher analyzed the data using descriptive statistics, inferential statistics, and effect size to answer the quantitative research questions and facilitate the selection of participants for the second phase. A smaller qualitative component followed, which built directly from the results of the quantitative phase. From the quantitative results, the researcher determined which participants would participate in the qualitative sample and design the data collection protocol. The researcher analyzed the qualitative data using procedures of theme development and those specific to the qualitative and mixed methods research questions.

The results from both phases were combined using a joint display table, which supported the researcher in identifying the link between the two connected databases and helped to visualize how the qualitative findings enhanced the understanding of the quantitative results. According to Creswell and Clark (2018), the joint display should indicate how the qualitative results provide a deeper understanding of the statistical findings. According to Guetterman, Fetters, and Creswell (2015), a good strategy for an explanatory sequential design is to create a statistics-by-theme joint display table. Creswell and Clark (2018) stated that researchers need to represent the results of the connected integration describing how the quantitative results were used to guide the purposeful sampling for the qualitative phase. With that, the researcher created a joint display table that displayed the constructs data from the five domains of the Examining Evaluator Survey (Usefulness, Accuracy, Credibility, Access to Resources, and Responsiveness. Table 3 highlights the quantitative scores for the teachers in the quantitative phase of the Examining Evaluator Survey.

Table 3

Examining Evaluator Survey Quantitative Data

Participant	Grade Level	Number of Written Feedback	Number of Oral Feedback	Usefulness
Teacher 1	4th	3	1	43%
Teacher 2	3rd	4	5+	100%
Teacher 3	4th	3	4	0%
Teacher 4	1st	1	1	0%
Teacher 5	1st	1	0	14%
Teacher 6	5th	5	5	100%
Teacher 7	5th	3	5+	100%

(continued)

Participant	Grade Level	Number of Written Feedback	Number of Oral Feedback	Usefulness
Teacher 8	5th	4	4	57%
Teacher 9	1st	5+	5+	100%
Teacher 10	5th	2	2	0%
Teacher 11	2nd	4	3	100%
Teacher 12	3rd	2	2	100%
Teacher 13	4th	2	4	100%
Teacher 14	4th	5+	5+	100%
Teacher 15	4th	3	1	0%
Teacher 16	-	2	3	71%
Teacher 17	4th	5	5	71%
Teacher 18	4th	5	5+	100%
Teacher 19	4th	5	5	100%
Teacher 20	5th	5	5+	43%
Teacher 21	3rd	3	3	100%
Teacher 22	5th	3	3	100%
Teacher 23	3rd	1	2	71%
Teacher 24	K	3	4	0%
Teacher 25	2nd	5+	5+	100%
Teacher 26	2nd	5+	5+	100%
Teacher 27	1st	5	5	86%
Teacher 28	2nd	4	5+	100%
Teacher 29	1st	2	3	43%
Teacher 30	1st	2	2	100%
Teacher 31	1st	4	4	100%
Teacher 32	2nd	3	3	29%
Teacher 33	-	2	2	100%
Teacher 34	K	5	2	14%
Teacher 35	K	5+	5+	100%
Teacher 36	K	3	3	100%
Teacher 37	1	2	2	0%
Teacher 38	3	1	5	100%
Teacher 39	1	+5	+5	100%
Teacher 40	K	1	0	0%

(continued)

Participant	Grade Level	Number of Written Feedback	Number of Oral Feedback	Usefulness
Teacher 41	K	2	0	0%
Teacher 42	5	1	1	14%
Teacher 43	4	3	3	100%
Teacher 44	-	2	2	86%
Teacher 45	4	3	4	29%
Teacher 46	1	+5	+5	100%
Teacher 47	5	1	2	57%
Teacher 48	5	1	1	0%
Teacher 49	4	1	4	100%
Teacher 50	k	3	3	86%
Teacher 51	5	5	5	86%
Teacher 52	k	0	0	0%
Teacher 53	-	5	1	0%

Participant	Accuracy	Credibility	Resources	Responsive
Teacher 1	100%	100%	50%	100%
Teacher 2	100%	100%	100%	100%
Teacher 3	100%	100%	100%	100%
Teacher 4	0%	40%	0%	0%
Teacher 5	0%	100%	50%	20%
Teacher 6	100%	100%	100%	100%
Teacher 7	100%	100%	75%	100%
Teacher 8	0%	0%	0%	0%
Teacher 9	100%	100%	100%	100%
Teacher 10	25%	0%	0%	0%
Teacher 11	100%	100%	100%	100%
Teacher 12	100%	100%	100%	100%
Teacher 13	100%	100%	100%	100%
Teacher 14	100%	100%	100%	100%
Teacher15	100%	100%	25%	100%
Teacher 16	75%	80%	75%	100%
Teacher 17	75%	80%	100%	100%
Teacher 18	100%	100%	100%	80%
Teacher 19	100%	100%	100%	100%
Teacher 20	75%	60%	75%	80%
Teacher 21	100%	100%	100%	100%

(continued)

Participant	Accuracy	Credibility	Resources	Responsive
Teacher 22	100%	80%	50%	80%
Teacher 23	0%	100%	100%	20%
Teacher 24	100%	100%	100%	0%
Teacher 25	100%	100%	100%	100%
Teacher 26	100%	100%	100%	100%
Teacher 27	-	100%	100%	100%
Teacher 28	100%	100%	100%	100%
Teacher 29	50%	80%	25%	60%
Teacher 30	100%	100%	50%	0%
Teacher 31	100%	100%	100%	100%
Teacher 32	50%	100%	75%	20%
Teacher 33	100%	100%	100%	100%
Teacher 34	100%	100%	50%	100%
Teacher 35	100%	100%	100%	100%
Teacher 36	100%	100%	75%	100%
Teacher 37	75%	40%	0%	0%
Teacher 38	50%	100%	100%	100%
Teacher 39	100%	60%	0%	0%
Teacher 40	0%	80%	50%	80%
Teacher 41	100%	100%	75%	20%
Teacher 42	100%	100%	50%	60%
Teacher 43	100%	100%	75%	100%
Teacher 44	100%	100%	0%	0%
Teacher 45	0%	40%	25%	100%
Teacher 46	100%	100%	100%	100%
Teacher 47	25%	100%	75%	60%
Teacher 48	50%	60%	0%	0%
Teacher 49	100%	100%	100%	100%
Teacher 50	100%	100%	50%	100%
Teacher 51	100%	100%	100%	100%
Teacher 52	50%	80%	0%	0%
Teacher 53	0%	80%	0%	60%

Next, participants who were purposely selected to participate in the qualitative phase of the study explained their perspective regarding the relationship between teachers' perceptions of the constructs from which the researcher collected data (Usefulness, Accuracy, Credibility, Access to Resources, and Responsiveness). The

purpose of the results display was to make specific the link between the two connected databases and to help visualize how the qualitative findings enhanced the understanding of the quantitative results.

Variables in the Quantitative Analysis

A set of variables was determined based on the 17 research questions. Table 4 displays the research questions, the independent variable, the dependent variable, and the instances of written feedback received from the administrator.

Table 4

Variables in the Quantitative Analysis Chart

Research Question	Independent Variable	Dependent Variable	Inferential Data/Analysis	Number of Oral and Written Feedback
What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of Teachers' perceptions of the usefulness of the feedback from instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided oral feedback on	Principal/ assistant principal led instructional	Teachers' perceptions of the usefulness of	Regression & Correlation	1-6

(continued)

Research Question	Independent Variable	Dependent Variable	Inferential Data/Analysis	Number of Oral and Written Feedback
their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?	walkthrough conducted during 2018-2019	the feedback from the instructional walkthrough		
What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to make recommendations provided to access resources as measured by the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely	Principal/ assistant principal led instructional walkthrough	Teachers' perceptions of the usefulness of the feedback	Regression & Correlation	1-6

(continued)

Research Question	Independent Variable	Dependent Variable	Inferential Data/Analysis	Number of Oral and Written Feedback
feedback as measured by the Examining Evaluator Survey?	conducted during 2018-2019	from the instructional walkthrough		
What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured by the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the impact of teacher's years of experience on their overall perception score of principal or assistant principal led instructional walkthrough as measured by the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What is the impact of teacher's age on their overall perception score of principal or assistant principal led instructional walkthrough as measured by the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6
How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principal or assistant principal share a relationship with the five domains in the Examining Evaluator Survey?	Principal/ assistant principal led instructional walkthrough conducted during 2018-2019	Teachers' perceptions of the usefulness of the feedback from the instructional walkthrough	Regression & Correlation	1-6

Design Rationale

According to Johnson and Christensen (2014), mixed methods research helps improve the overall quality of research as it combines qualitative and quantitative models of research. Creswell and Clark (2018) indicated that the structure of this design is easy to implement because the researcher conducts the two phases separately and collect one type of data at a time. Although this model comes with a few challenges, this model of inquiry was best suited for the research because the researcher wanted to form a focus group based on the quantitative results to shed light on why the quantitative results occurred and how they might be explained. Creswell and Clark stated that for this research design, some of the challenges include the need for an extended time to complete both phases of the study, securing Institutional Review Board (IRB) approval because the researcher will not be able to specify with precision the participating participants in the second phase, identifying which quantitative results should be further explained, and deciding who can best provide the explanations in the qualitative phase. The researcher opted to use the Sequential Explanatory Research Design to increase the credibility and trustworthiness of the research finding via triangulation. By collecting the quantitative data first, the researcher was able to use the statistical data with a subsequent qualitative phase to help explain the quantitative results.

Role of the Researcher

During this study, the researcher's role was that of an observer as the researcher's goal was to conduct and analyze the survey during the first phase. In the preceding second phase, the researcher's role was to serve as the moderator while providing a confidential and neutral environment. The researcher did not have any personal or

professional relationships with any of the participants that would have prevented them from being forthcoming with their responses as the participants were from another school district.

Participants

Population and Setting

Participants of this survey represented a homogeneous and defined population within 20 Title I elementary schools south of the metro Atlanta area. Title I Schools are schools that receive federal funds for identified Title I students. The basic principle of Title I schools is that these schools have a large concentration of low-income students who receive supplemental funds to assist in meeting student's educational goals. According to Sutcher, Darling-Hammond, and Carver Thomas (2019), the relatively poor teaching conditions in high-poverty schools were a major reason why teachers in these schools were more than twice as likely to leave due to dissatisfaction as those in low-poverty schools. Furthermore, Sutcher et al. stated that the reasons for teachers' dissatisfaction included teaching conditions and unhappiness with the administrator's competence and leadership support. The researcher's reason for choosing this population was to determine if the teachers within the district's Title I elementary schools felt supported by receiving relevant feedback and support from their administrators, which assisted them in supporting the students in their district identified as having the most significant educational need.

Sample Size

The method used for selecting the quantitative sample was purposive sampling. Purposive sampling allowed the researcher to select participants who could provide

information to answer key the research questions. (Maxwell, 2005; Teddlie & Tashakkori, 2010). G-power (a free-to use software used to calculate statistical power) was used to estimate the minimum number of participants required to achieve an effect size of 0.3, a power of 0.80 with a 0.05 significance level. This process yielded approximately 46 participants. Figure 3 displays how the number of participants was determined using G-Power.

Participants consisted of K-5 general classroom teachers comprised of both men and women with at least one year of teaching experience and who had experienced the instructional walkthrough with an evaluator, principal, or assistant principal during the 2018-2019 academic year. Participants from all ethnicities, levels of education, and age groups were encouraged to participate in determining if these variables had an impact on teachers' perceptions of the instructional walkthrough as it related to the principal or assistant principal.

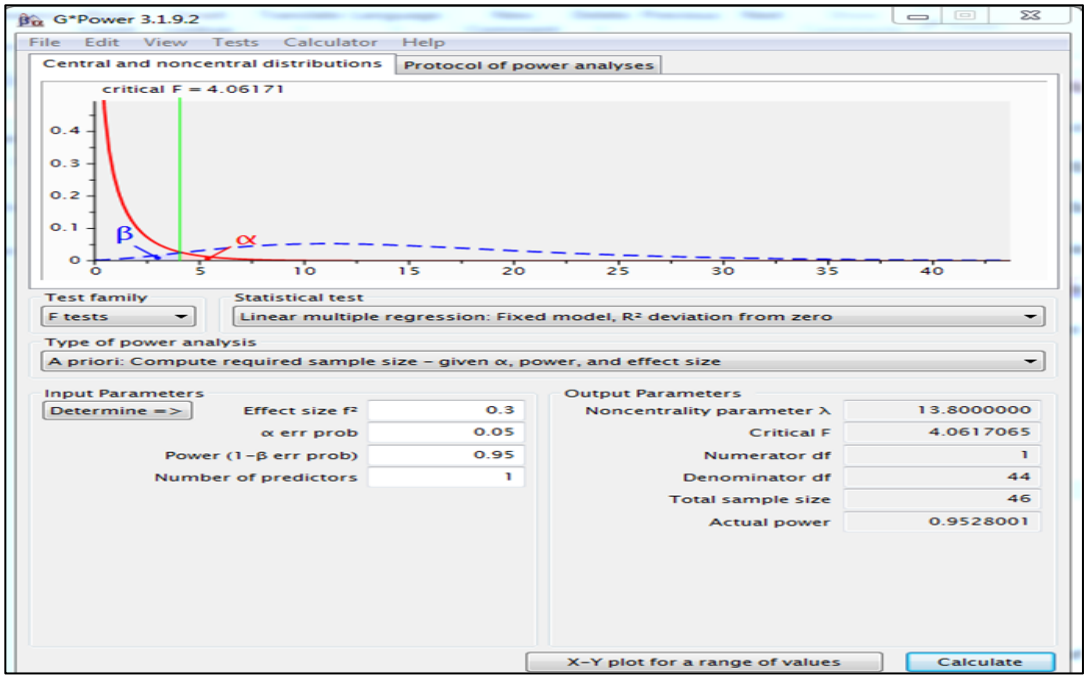

Figure 3. G-Power for determining sample size.

The researcher only sought general education teachers as this research and the survey questions were not relevant to teachers who worked solely with students individually or who partnered with other teachers to provide supplemental support. General classroom teachers were also sought because the questions embedded within the survey focused on classroom management, instructional practice, and knowledge of content and pedagogy.

For the quantitative phase of the study, a non-random purposive sampling was conducted. According to Johnson and Christensen (2014), in purposive sampling, the researcher solicits persons with specific characteristics to participate in a research study. According to G Power results, at least 46 participants were required for the quantitative phase. The researcher began the process by contacting each Title I elementary school principal via email and phone to explain the purpose of the study, seek permission to conduct the study and to request a roster of their general K-5 teachers that meet the criteria (see Appendix B). Once these names were provided, these teachers were considered for inclusion in the research and contacted via email (see Appendix C)

For the qualitative phase of the study, purposive sampling was conducted from the teachers who completed the Examining Evaluator Survey in the quantitative phase. Johnson and Christensen (2014) stated that focus groups are especially useful as a complement to other methods of data collection because they are useful for providing in-depth information in a relatively short time. During the researcher's initial correspondence with the possible participants via the informed consent letter (see Appendix D), the researcher explained that this study consisted of two phases. The first phase included an online survey consisting of 17 close-ended questions on a 5-point

Likert scale. The second phase of the study utilized a focus group of general education elementary school teachers who completed the survey and volunteered to participate in the group discussion via the survey ticket embedded in the Examining Evaluator Survey.

Instrumentation

Phase I: Quantitative

The quantitative phase focused on identifying the variables contributing to the perceptions of teachers' experiences of the principal or assistant principal led instructional walkthrough via the TKES component of the instructional walkthrough referred to as the Teacher Assessment on Performance Standards using the Examining Evaluator Survey.

To obtain teachers' perceptions of the instructional walkthrough, the researcher administered the Examining Evaluator Feedback Survey (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015). The Examining Evaluator Feedback Survey developed by the Regional Educational Laboratory Central (REL) at Marzano Research was utilized to gather information from teachers about their perceptions of evaluator feedback and teachers' self-reported responses to that feedback in five key areas, which were the usefulness of the feedback, the accuracy of the feedback, the credibility of the feedback, access to resources as a result of the feedback, and the responsiveness of the feedback. Twenty principals were contacted via email by the researcher seeking permission to conduct the study within their schools. A total of 11 (55%) of the principals agreed for the researcher to conduct the study; 257 teachers were invited to participate in the study via email. Fifty-three (21%) participants responded to the survey.

The Examining Evaluator Survey is a result of 45 states requesting Elementary and Secondary Education Act flexibility waivers that included plans to improve the efficacy of their teacher evaluation systems by providing targeted and ongoing feedback that informed teachers about their practice (U.S. Department of Education, 2014). While only five of seven states in the Regional Educational Laboratory (REL) Central Region requested a flexibility waiver (Colorado, Kansas, Missouri, South Dakota, Wyoming), all are developing or implementing new teacher evaluation systems that prioritize teacher development. As these systems have been developed, state and district administrators have articulated a growing interest in learning about the quality and usefulness of the feedback provided to teachers.

The Examining Evaluator Feedback Survey was developed using an iterative process that included expert review, cognitive interviews, and statistical modeling (Presser et al., 2004). The original survey questions were formulated based on previous research and unpublished surveys that the team had implemented in evaluations of various teacher evaluation systems. The questions were reviewed and revised based on feedback from an advisory panel and teachers. The survey was then administered to 196 teachers, and the results were used to examine its reliability and validity.

Data from the Examining Evaluator Survey was collected at a single point in time from general education elementary teachers in Title I schools. The survey consisted of demographic questions and a set of Likert items on a 5-point scale. Each set of items measured teachers' perceptions of instructional walkthroughs based on the usefulness, accuracy, credibility, access to resources, and responsiveness of the feedback they

received from the principal or assistant principal. The survey took 10-15 minutes to for each participant to complete.

Teacher perceptions of the utility of feedback may suggest changes to evaluation policies and procedures such as timeliness and frequency and a focus on the types of feedback that teachers identify as most important. Also, the survey can provide information about how teachers use the feedback that they receive, allowing administrators to consider ways to tailor professional development and provide resources to teachers to maximize professional growth. According to Smith and Loughran (2017), many teachers have attended professional development that revolved around new ideas, new initiatives, and new concepts that are often experienced as "Spray PD" designed to fix teaching. Smith and Loughran further stated that these programs often lacked a genuine concern to develop teachers' foundational teaching practices.

Per the guidelines of the Examining Evaluator Survey, individuals who opted to use this survey could adjust the survey to fit their specific needs and could distribute the survey to the teacher in a pencil and paper format or use an online survey administration application such as Qualtrics or Survey Monkey. The directions also indicated that individuals were free to adapt any part of the survey for their personal use. The researcher included two additional questions to the survey, the participant's age range and gender, to better support the research questions within the study.

Validity and reliability were critically important when conducting this research. Therefore, the authors of this survey examined the reliability and validity of the survey using a variety of statistical techniques (classical test theory, Rasch analysis, and confirmatory factor analysis). To determine whether the survey was relevant to

evaluation systems in different contexts and whether the survey had face validity, the study team conducted a webinar with an advisory panel comprised of expert survey developers, state leaders, and district leaders with oversight of educator evaluation system, in which the panel responded to questions about the clarity and applicability of the questions and the appropriateness of the directions and response options. Based on this review, the study team revised the directions, question stems, question-wording, and response options on several questions for clarification to increase the simplicity of questions and responses.

Analyses were conducted on the questions related to usefulness, accuracy, credibility, access to resources, and responsiveness. These categories showed high internal consistency with Cronbach's Alphas of 0.827-0.939. According to Johnson and Christensen (2014), Cronbach's Alpha, also referred to as the coefficient alpha, provides the degree to which the items are interrelated and is a measure of internal consistency of the items representing a construct. In addition, Cronbach's Alpha should be greater than .70 for research purposes and somewhat higher than that value (e.g., $\geq$ .90) for assessing single individuals (see Table 5).

Table 5

Examining Evaluator Feedback Survey Scale - Cronbach's Alpha by Category

Category	Cronbach's Alpha
Usefulness	.929
Accuracy	.849
Credibility	.939

(continued)

Category	Cronbach's Alpha
Access to resources	.824
Responsiveness	.917

Source: Examining Evaluator Survey (2015)

A confirmatory factor analysis using robust maximum likelihood estimation was also conducted to examine the structure of the survey and to examine whether the survey measured the constructs. A measurement model was estimated where each scale question was an indicator of only its relevant category. Model fit indices suggested the model fit the data reasonably well. Factor loadings suggested the usefulness scale question, "My evaluator's feedback was provided with an appropriate time frame" be omitted and reworded. The question was reworded to, "My evaluator's feedback was provided in time for me to use it to inform my practice." Confirmatory factor analysis suggested that the questions in these categories represent five distinct, though interrelated categories (see Tables 6 and 7).

Table 6

Examining Evaluator Feedback Survey Factor Loadings

Category	Factor loading range
Usefulness	0.52 - 0.84
Accuracy	0.56 - 0.74
Credibility	0.59 - 0.86
Access to resources	0.37 - 0.66
Responsiveness	0.57 - 0.79

Source: Examining Evaluator Survey (2015)

Table 7

Examining Evaluator Feedback Survey/Factor Standardized Correlations

Category	Usefulness	Accuracy	Credibility	Resources
Accuracy	0.58			
Credibility	0.61	0.74		
Access to Resources	0.72	0.66	0.65	
Responsiveness	0.59	0.023	0.31	0.56

Source: Examining Evaluator Survey (2015)

Rasch Analysis was conducted on the category questions to determine the item validity and item scaling. Andrich threshold values and probability curves suggested that respondents had difficulty distinguishing between the response options "somewhat disagree" and "somewhat agree." This finding was observed across all questions. Based on these findings, the researchers decided to collapse these response options into a "neither agree nor disagree" option and form a 5-point scale by recoding the survey. All subsequent reliability and validity analyses used this 5-point response scale, and the scale was incorporated into the final survey.

The category minimum and maximum scores, mean, standard deviation, and reliability, after the two middle response options (somewhat disagree and somewhat agree) were combined to form a 5-point response scale as presented in Table 8. The table shows all categories to have acceptable internal reliability, with respondents scoring along with the full range of the response scale, except for responsiveness.

Table 8

Examining Evaluator Feedback Survey Scale Descriptive Statistics and Reliabilities by Category

Category	N	Minimum	Maximum	Mean	Standard deviation	Cronbach s alpha
Usefulness	188	1.00	5.00	3.41	0.91	.929
Accuracy	187	1.00	5.00	3.65	0.84	.849
Credibility	187	1.00	5.00	3.75	0.94	.939
Access to Resources	186	1.00	5.00	3.25	0.87	.824
Responsiveness	188	1.40	5.00	3.72	0.80	.917

Source: Authors' analysis based on pilot survey data.

The study team conducted cognitive interviews with a sample of teachers to determine whether the survey questions were well-defined and uniformly interpreted by the teachers. Nine teachers responded to the survey and were interviewed by the study team using a structured interview protocol. The study team made minor adjustments to the language of three questions based on the feedback from teachers.

Seventeen closed-ended questions in the Examining Evaluator Feedback Survey were used to measure the construct of general education teacher's perceptions about instructional walkthroughs using five domains: background information, five feedback characteristics (usefulness, accuracy, credibility, access to resources, and responsiveness), the importance of feedback characteristics, beliefs about instructional improvement, and teacher demographics.

The usefulness of feedback was contingent on the specificity of feedback and the timeliness and frequency of the feedback. Kinicki, Prussia, Wu, and McKee-Ryan (2004) realized that an environment that is rich with feedback was related to the perceived

accuracy of feedback. Suggestions, directions, or examples of how to use an instructional strategy more appropriately and effectively, has resulted in enhanced teaching performance compared with general feedback such as “good” or “right” (Hemmeter, Synder, Kinder, & Artman, 2011). Timeliness of feedback may also be related to the more effective use of feedback. The most consistent finding across studies showed that the timeliness of feedback has a positive impact on the responsiveness of teachers.

Accuracy of feedback is the degree to which the person obtaining the feedback believes the feedback accurately represents his or her performance. Kinicki et al. (2004) discovered that feedback that tends to be more specific, frequent, and positive was perceived as more accurate.

The credibility of the person providing feedback is the extent to which the person receiving feedback trusts that the person providing the feedback is qualified to do so. Kinicki et al. (2004) found that the observed credibility of the source is related to both perceived accuracy and intent to respond. Additionally, teachers who received more specific, frequent, and positive feedback perceived the evaluator as more credible. Another critical component of credibility is that the evaluator understands the evaluation standards and can use the standards in feedback conversations (Coggshall, Rasmussen, Colton, Milton, & Jacques, 2012).

Theoretical and empirical research on teacher learning and professional growth also addresses the role of feedback. According to Grossman et al. (2009), studies suggested that the use of a language of instruction, or a model of effective teaching and its decomposition, are seen as important to the development of expertise in teaching. Increase in teachers’ knowledge and skills and changes in their practice

may be related to their access to resources which may include allowing teachers to observe expert teachers, allowing teachers to engage in conversations with colleagues such as a coach or mentors about strategies, and helping teachers plan for implementation of new teaching approaches.

Table 9 lists the survey items that were measured, the research that supported each variable, and the research question that was associated with each survey question.

Table 9

Questions in the Examining Evaluator Feedback Survey by Section

Item	Research	Research Questions & Survey Items
1. Age	NA	
2. Gender	NA	
3. Definition of designated Evaluator	Danielson & McGreal, 2000	1
4. Designated teacher evaluator in the current year	NA	2
5. Frequency of feedback conversation with the designated evaluator	Cherasaro, 2017	3
6. Frequency of written feedback from the designated evaluator	Cherasaro, 2017 Tuytens & Devos, 2010	4
7. Usefulness; Perceived usefulness of evaluator's feedback	Tuytens & Devos, 2010 Serdiouk, Bopp, & Cherasaro, 2017 Blasé & Blasé, 1999	5 (a-g)
8. Accuracy: Perceived accuracy of evaluator's feedback	Tuytens & Devos, 2010 Serdiouk, Bopp, & Cherasaro, 2017 Blasé & Blasé, 1999 Walters, Marzano, & McNulty, 2003 Marshall, 2005	6(a-d)

(continued)

Item	Research	Research Questions & Survey Items
9. Credibility: Perceived credibility of the evaluator	Serdiouk, Bopp, & Cherasaro, 2017	7(a-e)
	Blasé & Blasé, 1999	
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	
10. Access: Perceived access to PD	Louis, Leithwood, Wahlstrom, & Anderson, 2010	8(a-d)
11. Responsiveness: Actions teacher took in response to valuate feedback	Serdiouk, Bopp, & Cherasaro, 2017	9(a-e)
	Blasé & Blasé, 1999	
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	
12. Perceiving feedback as useful	Serdiouk, Bopp, & Cherasaro, 2017	10(a-i)
	Blasé & Blasé, 1999	
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	
13. Have confidence in the accuracy of the feedback	Serdiouk, Bopp, & Cherasaro, 2017	11(a-b)
	Blasé & Blasé, 1999	
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	
14. Perceives the evaluator as credible	Serdiouk, Bopp, & Cherasaro, 2017	12(a-e)
	Blasé & Blasé, 1999	
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	
15. Having access to relevant resources	Serdiouk, Bopp, & Cherasaro, 2017	13(a-d)
	Walters, Marzano, & McNulty, 2003	
	Marshall, 2005	

(continued)

Item	Research	Research Questions & Survey Items
16. Belief about instructional improvement from evaluator's feedback	Serdiouk, Bopp, & Cherasaro, 2017 Blasé & Blasé, 1999 Walters, Marzano, & McNulty, 2003 Marshall, 2005	14
17. Number of years teaching	Serdiouk, Bopp, & Cherasaro, 2017	15
18. Grade level currently teaching	NA	16
19. Subject area taught	NA	17

Source: Examining Evaluator Survey (2015)

Phase II: Qualitative

The qualitative phase focused on exploring the quantitative findings via a focus group. This phase aimed at explaining the results of the Examining Evaluator Survey obtained in the quantitative phase. Quantitative data retrieved from the Examining Evaluator Survey drew upon the participants' attitudes, feelings, beliefs, experiences, and reactions in an interactive setting. According to Sutton and Austin (2015), there is no statistical test to determine the validity and reliability of a focus group. As such, triangulation of the quantitative survey questions and the focus groups questions were converged.

Participants were encouraged to discuss their thoughts freely in regards to their personal experience of the instructional walkthrough conducted within their school. Through these discussions, the participants had the opportunity to divulge in conversations with other participants to generate ideas and provide information that will

improve the instructional walkthrough experience of teachers and aid evaluators in providing a beneficial experience to the teachers they support.

Qualitative data were collected by conducting a focus group session with a small homogeneous group of K through fifth-grade general education elementary teachers who completed the survey during the quantitative phase and volunteered to participate in this session. From the 26 individuals who agreed to participate in the focus group, only six individuals participated in the focus group session due to conflicting schedules or merely deciding not to participate for reasons unknown.

The researcher utilized the standardized focus group whereby the researcher entered the session with a plan to explore specific topics and ask open-ended questions of the interviewee. The researcher covered all the questions included in the focus group protocol, which served as the interview guide. The interview guide consisted of a sheet of paper with eight open-ended questions on it (see Appendix E). The focus group session lasted approximately 60 minutes. Johnson and Christensen (2014) stated that the moderator may have anywhere from one to three hours to complete the group session. The researcher did not have to take many notes as the session was video-recorded using the GotoMeeting platform so that the data could be analyzed at a later time. The researcher provided the participants with the interview questions prior to the scheduled meeting day. The participants were also informed that the focus group session would be video recorded and transcribed.

Data Collection

To protect the rights and welfare of human subjects involved in research activities and to be in compliance with the regulations of Columbus State University's IRB (see Appendix I), permission for conducting the research was obtained from the participants.

An Informed Consent (see Appendix J) was created for the quantitative data collection phase. The informed consent guaranteed protection of the participants' rights by ensuring participants comprehended the purpose of the study and fully informed them about the process of the study while also obtaining participants' voluntary agreement to take part in the research. The anonymity of the participants was protected as each participant in the focus group was assigned a number, which allowed them to have a candid conversation about their views and opinions regarding their instructional walkthrough experience. All study data, including the electronic survey files, interview recordings, and transcripts were kept in a locked metal file cabinet at the researcher's home. These artifacts will be destroyed after a reasonable period.

The researcher collected data using the Sequential Explanatory Mixed-Methods Research Design to address the research questions. Data were collected in two phases. Phase I involved collecting quantitative data using the Examining Evaluator Survey, while Phase 2 focused on collecting qualitative data by conducting a focus group session on the teachers' perspective regarding the instructional walkthrough. Fetters, Curry, and Creswell (2013) stated that quantitative data help explain findings from the qualitative data, while qualitative inquiry can inform the development or refinement of quantitative instruments or interventions. In this study, the quantitative phase guided the selection of participants for the focus group in the qualitative phase.

Quantitative Data Collection

Before conducting this study and disseminating the Examining Evaluator Survey, the researcher received consent and permission to conduct research in the school district (See Appendix K). Consent to survey K through fifth-grade general education classroom teachers was obtained from the participating district. After permission from the district was granted, the researcher contacted each Title I principal via email informing them of the researcher's intent to request the K through fifth-grade general education teachers in their building to participate in a study (see Appendix B). A total of 11 (55%) principals agreed for the researcher to conduct the study by signing and returning the Local Site Research Support Form (see Appendix F) required by the participating district. Consistent with IRB expectations, a signed informed consent form was required and obtained from all study participants. A total of 53 teachers agreed to participate by checking YES to the online Informed Consent within the Qualtrics platform as the introduction to the survey. The informed consent explained the study's purpose, confidentiality, anonymity, benefits, risks or discomforts, and their rights as human subjects.

After obtaining each participating school's principal's permission to conduct the study and a copy of each school's roster, an initial email (see Appendix C) was sent to all the general classroom teachers within the participating Title I schools serving as a formal invitation to the participate in the study. The email briefly explained the study's purpose and also specified that permission had been granted by the principal to the researcher to conduct the study. To ensure participants had a clear understanding of the process, the researcher provided a detailed description of each phase of the study. Finally, the

researcher informed the potential participants that a second email (see Appendix G) would be sent out within a week, which would provide an overview of the study and include the link to the survey within the Qualtrics platform. Qualtrics is primarily a data collection tool that will process and manage the quantitative data collected from the Examining Evaluator Survey. The Qualtrics account from Columbus State University provided 100% anonymity and confidentiality. This privacy supported teachers in providing honest responses to the survey questions.

One week later, participants were contacted again via email with the research study information containing the informed consent and the active link to the survey. Teachers interested in participating in the survey clicked on the link provided in the email. Before completing the survey, participants provided their consent by clicking "yes" to the first question of the survey, which was a summarized version of the Informed Consent.

The researcher intended to create a respondent-friendly survey that would yield a reasonable response rate. As part of the follow-up recruitment to increase the response rate, a third and final email was sent to the teachers within the Title I Schools after a one-week work period (5 days), to urge individuals to complete the survey who had not yet completed the survey (see Appendix H). The survey was locked after three weeks. The sample size criterion was met based on the power analysis.

Qualitative Data Collection – Focus Group

After completing the 19-questions survey in the Qualtrics platform, the participant answered the final question included in the web-based survey, which asked if the participant would participate in the focus group. If the respondent of the survey agreed to

participate in the focus group, the respondent checked YES to the question and was then directed to a new URL where the participant provided his/her first and last name and email address while keeping their responses to the survey de-identifiable of their identification ticket. The survey then concluded. However, if the participant opted not to participate in the focus group session, the participant clicked no, and the survey concluded.

In preparation for the focus group, the researcher retrieved and compiled the names of the respondents who agreed to participate in the focus group session from the Qualtrics platform to ensure that the participants of the next phase represented the same sample group and to ensure the reliability and validity of the data. A total of 27 individuals agreed to participate in the focus group session. The researcher contacted each potential participant by email to thank them for their participation and provided them with details about the focus group's logistics, which included the date, time, and location. The researcher received a low response to the email. Less than half (10) of the participants responded; however, after further conversations with these 10 individuals, the researcher concluded that a face to face meeting was impossible due to conflicting schedules. After much consideration, the researcher opted to conduct a GotoMeeting to accommodate the participants. Six of the 10 participants agreed to participate.

Prior to conducting the focus group session, the researcher scanned and emailed the qualitative Informed Consent (see Appendix D) to each participant to read over, sign, and return. The paper-based informed consent was filed and stored. After suggesting a couple of dates, the participants and the researcher arrived at a meeting date and time that was conducive for everyone. On the day of the meeting, only six participants participated

in the focus group session. The group determined the date and time of the meeting, so the researcher cannot explain the other participants' reasons for not participating. The researcher can only assume that these individuals had a conflict with their schedule, COVID 19, or that they were reluctant to participate due to fear of the process.

The focus group session began on time and lasted approximately 60 minutes. The researcher began by explaining the guidelines of the focus group session (See Appendix E). The researcher explained to the participants that they would be discussing their perspective and their experience of the TKES component of the Instructional Walkthrough within their school system. In addition, the purpose of this focus group, the logistics of the process, and the importance of confidentiality were explained during this time. The researcher reiterated that no names of teachers, administrators, schools, or the system would be mentioned during the focus group or in the final report. As indicated in previous correspondence and Phase I of the study, the teachers were asked to focus on the five domains of feedback present in the evaluator survey. Furthermore, the researcher explained to the participants that this data would support the district in better understanding the quality and use of instructional walkthroughs in the district and assist districts in making modifications to support the teachers' needs of receiving quality feedback from their principal or assistant principal.

To make sure all the participants understood the rules and protocols, the researcher explained that only one person should speak at a time; however, everyone would have a chance to speak. To hear all perspectives, the researcher stressed the importance of hearing and respecting all viewpoints. The researcher indicated that there were no right or wrong answers to the questions presented. Confidentiality was valued, so

feedback was not associated with a particular individual by name. Numbers were assigned to each participant via email before the focus session to maintain anonymity when responding to the questions. The participants were asked to keep their phones on silent mode. Prior to asking the focus group questions, the participants were offered the opportunity to add additional norms to the group as they deemed necessary. All participants declined the offer and agreed with the norms established. Finally, the researcher shared with the participants that the results of the focus group would be summarized, and each respondent would receive a summary at the conclusion of the study.

All data will be kept for one year from the time the data were collected in a secured storage in the researcher's home that only the researcher has access to. After the one-year time frame, all evidence of the data (paper and audio) will be deleted and shredded. However, some of this data could be used for future research projects.

Data Analysis

The data were checked for assumptions before conducting the inferential analysis (correlation and regression) after conducting the quantitative research questions. Correlation and regression was the appropriate analysis method utilized to describe and summarize data in a meaningful way and to identify any patterns that might emerge from the data. Descriptive statistics such as means, standard deviation, and confidence interval were calculated in SPSS. Data screening incorporated descriptive statistics for all the variables, information about any missing data, linearity and homoscedasticity, normality, outliers, and multicollinearity.

Descriptive statistics for the survey items were summarized. Frequency analysis was also conducted. Once the data were collected, the researcher analyzed the research questions, which served as pivotal points of the study. The results from the research were guided by the following questions and from the overarching research question: Are teachers receiving relevant feedback in a timely manner from the principal or the assistant principal as it relates to their instructional walkthrough?

Quantitative Research Questions

RQ1: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

RQ2: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

RQ3: What is the influence of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

RQ4: What is the influence of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

RQ5: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

RQ6: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

RQ7: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

RQ8: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

RQ9: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

RQ10: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Qualitative Research Question

RQ11: What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?

Mixed-Methods Research Question

RQ12: How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principals or assistant principals share a relationship with the five domains in the

Quantitative Data Analysis

Descriptive statistics were calculated in SPSS for each of the 19 survey items. The data were checked for missing values, skewness, kurtosis, and homogeneity of variance and for normality assumptions before implementing correlational and regression analysis. The assumptions were checked via normality in SPSS, Smirnov Test, and Shapiro's Wilk Test. Statistically nonsignificant results met the normality assumption. In addition to conducting normality tests, the skewness and kurtosis of the data were also checked. The skewness and kurtosis, when below 2.1 and 7.1, is considered to be normally distributed (West et al., 1995). Homoscedasticity and Homogeneity of Variance were checked using Levene's test of homogeneity. Statistically nonsignificant results met the homogeneity of variance assumption.

To aggregate the data, the researcher took each participant's responses in each of the five categories (Usefulness, Accuracy, Credibility, Access to Resources, and Responsiveness) related to their personal instructional walkthrough experience and assigned their responses with a value of 1 to 5 based on the assessed categories of the Examining Evaluator Survey. The Usefulness of Feedback construct was measured by Question 5 (a-g), the Accuracy construct was measured by Item 6 (a-d), Credibility construct was measured by item 7 (a-e), Access to resources construct was measured by Item 8 (a-d), and Responsiveness construct was measured by Item 9 (a-e) on the survey. The values of all the items representing each construct were added to derive a composite

score for each construct. These five composite scores measuring the usefulness, accuracy, credibility, access, and responsiveness constructs were used in the correlation and regression analyses.

Pearson's Correlation Analysis was chosen because the researcher wanted to evaluate the relationships between the five categories of effective instructional walkthroughs in the Examining Evaluator Survey and the number of feedback, both oral and written, received during their last instructional walkthrough during the 2018-2019 school year. An example of correlational analysis using coefficient was the relationship between the principal led instructional walkthrough and teachers' perceptions of TKES feedback.

A Pearson correlation coefficient, ranging from -1 to 1, provided information about the strength and direction of the relationship between the two variables and was a measure of effect size. The Pearson correlation coefficient ranges from -1 to +1 indicating perfect negative and perfect positive correlations, respectively. A positive correlation occurred when there was a linear increase in the score of one variable with the linear increase in the score of the other variable. A negative correlation occurred when there was a linear decrease in the score of one variable with the linear increase in the score of the other variable. However, if the number were equal to zero, there would not be a correlation between the two variables being correlated (Creswell, 2013). If the number was equal to +1.00 or equal to -1.00, the correlation was perfect. In other words, a positive correlation was present when the scores on two variables moved in the same direction. On the other hand, a negative correlation was present when the scores on two variables moved in opposite directions.

Relationships between the variables were indicated via the terms weak, medium, or strong. A positive or negative correlation was characterized by a straight line with a positive or negative slope. The researcher output scatterplots to observe the direction and provide the strength of the relationship using the SPSS system. The correlation coefficient objectively measured between the two variables, which are the instructional walkthrough and teachers' perceptions. Using quantitative research helped the researcher to observe relationships between variables. Furthermore, this study examined the relationship between the instructional walkthrough, gender, age, and teachers' perceptions of instructional practices based on their Teacher Keys effectiveness observation led by the principal or the assistant principal.

Data were exported from Qualtrics into an Excel file. The file was then imported into the SPSS. In this study, the independent variable (instructional walkthrough) and the dependent variable (teachers 'perceptions) was based on the linear multiple regression model with the independent variable (the number of feedback received during their instructional walkthrough) being common and the dependent variable being the five aggregate scores from the five categories of the Examining Evaluator Survey.

A regression analysis was used to understand which dependent variables were related to the independent variable and explore the forms of these relationships. According to Johnson and Christensen (2014), regression analysis is a set of statistical procedures used to explain or predict the values of a dependent variable based on the values of one or more independent variables. The researcher conducted six regression analysis. The independent variable was the same in all six models, which was the number of times feedback was received from instructional walkthroughs during the 2018-2019

academic year. The dependent variable was the aggregate sub-score for all five domains (Usefulness, Accuracy, Credibility, Access to resources, and Responsiveness).

Regression assessed whether predictor variables accounted for variability in a dependent variable. Regression analysis is sensitive to outliers, and these outliers were identified by standardizing the scores and checking the standardized scores for absolute values. When the regression was conducted, an R^2 statistic coefficient of determination was computed. The R^2 was interpreted as the percent of the variance in the outcome variable which was explained by the set of predictor variables. After the evaluation of R^2, it was important to evaluate the regression beta coefficients. The beta coefficients can be negative or positive and have a *t*-value and significance of the *t*-value associated with each. The beta coefficient was the degree of change in the outcome variable for every 1-unit of change in the predictor variable. The *t*-test assessed whether the beta coefficient was significantly different from zero. If the beta coefficient was not statistically significant (i.e., the *t*-value was not significant), the variable would not significantly predict the outcome. If the beta coefficient was significant, the researcher examined the sign of the beta. If the beta coefficient was positive, the interpretation is that for every 1-unit increase in the predictor variable, the outcome variable increased by the beta coefficient value. If the beta coefficient was negative, the interpretation is that for every 1-unit increase in the predictor variable, the outcome variable decreased by the beta coefficient value. Once the beta coefficient was determined, a regression equation was written.

Qualitative Data Analysis

The focus group session was audio and video recorded. The audio recordings were transcribed verbatim. Since the researcher conducted a focus group session, the researcher “tagged” each voice (e.g., Voice 1, Voice 2). Once the transcription was

complete, the researcher read it while listening to the recording and doing the following: corrected any spelling or other errors, anonymized the transcript so that the participants could not be identified from anything that was said (e.g., names, schools, significant events); inserted notations for pauses, laughter, looks of discomfort, and included other contextual information that may have affected the participant.

Once all the research interviews had been transcribed and checked, the process of coding began. The researcher opted to use NVivo coding because, according to Saldana (2010), NVivo Coding is appropriate for virtually all qualitative studies, but particularly for beginning qualitative researchers learning how to code data and studies that prioritize and honor the participant's voice. The researcher used the qualitative data analysis software program NVivo to code the data. Saldana (2010), further indicated that programs such as NVivo made NVivo Coding easy by permitting the analyst to select a word or small phrase from the data, clicking a dedicated icon, and assigning the selected text as an NVivo code.

Coding refers to the identification of topics, issues, similarities, and differences revealed through the participants' narratives and interpreted by the researcher by the process of marking segments of data with symbols, descriptive words, or category names. (Johnson & Christensen, 2015). This process allowed the researcher to begin to comprehend the world from each participant's perspective. During the process of coding, equal emphasis was given to both the quantitative and qualitative components. The purpose of including qualitative data were to show the changeability in experience during a practicum and to draw out commonalities in the experiences within each question. This showed the extent to which the identified internal and external factors had similar or

different effects on the participants as they related to their instructional walkthrough experience.

According to Sutton and Austin (2015), there are no statistical tests that can be used to check reliability and validity as there are in quantitative research. However, there are other ways to establish confidence in the truth of the findings, according to Sutton and Austin. Sutton and Austin stated that this confidence was called "trustworthiness" and suggested that there are four criteria of trustworthiness: credibility (confidence in the "truth" of the findings), transferability (showing that the findings have applicability in other contexts), dependability (showing that the findings are consistent and could be repeated), and confirmability (the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest). To validate the findings (i.e., determine the credibility of the information and whether it matched reality, three primary forms were used in the second, qualitative phase of the study: (a) triangulation – converging different sources of information (interviews, documents, artifacts); (b) member checking – getting the feedback from the participants on the accuracy of the identified categories and themes; and (c) providing detailed description to convey the findings (Creswell, 2003; Creswell & Miller, 2002).

The researcher conducted quantitative analyses of qualitative data by quantizing the data (Tashakkori & Teddlie, 1998). Quantizing the data involved converting qualitative data into numerical codes and then using statistical analysis techniques with the data. Thus, words or themes were converted to numbers. According to Sutton and Austin (2015), theming referred to the drawing together of codes from one or more transcripts to present the findings of qualitative research in a coherent and meaningful

way. The researcher went through this process to present the data from the interviews using quotations from the individual transcripts.

The researcher opted to use data consolidation or merging as the mixed methods analytical process. The researcher developed a plan for collecting both forms of data in a way that was conducive to merging the databases. Quantitative data were collected with the Examining Evaluator Survey, which included a series of scales. Qualitative data were collected using parallel or similar questions (Castro et al., 2010). Merging occurs typically after the statistical analysis of the numerical data and qualitative analysis of the textual data. During this process, both types of data were reviewed and consolidated through the use of numeric codes or narratives. With that, the qualitative data were transformed by assigning numeric codes to the narrative data so that the results could be compared to the quantitative results. The researcher included a joint display, which is a figure or table where both the quantitative and qualitative data were presented to compare the two databases.

Summary

The mixed-methods data analysis component involved the researcher analyzing the data from both the quantitative and qualitative phases in the study. The quantitative and qualitative data were analyzed sequentially. According to Johnson and Christensen (2015), when the researcher collects data sequentially, data obtained in the first phase of the study (Quantitative) are used to shape the sample selection of the next phase of the study (Qualitative). Once the quantitative and qualitative data had been analyzed, the data were integrated, which maximized the strengths and minimized the weaknesses of each approach.

CHAPTER IV

RESULTS

A mixed-methods sequential explanatory design was used to answer the study's research questions. The purpose of this mixed-methods study was to examine general classroom teachers' perceptions of kindergarten through fifth grade on instructional walkthrough via the TKES. The goal of this research was to describe how teachers' perceptions are influenced by the number of times feedback was received from their evaluator with the five characteristics of effective feedback (accuracy, usefulness, credibility, timeliness, and access to resources) as described by Marzano (2012) being the focus. Further, this study sought to determine if teachers perceived instructional walkthroughs as protocols that improve their instructional practices, which involved two phases.

Permission to conduct the study was granted by the IRB of Columbus State University in September 2019. The Examining Evaluator Survey was developed by the Regional Educational Laboratory Program. This instrument was used to collect the quantitative data via the Qualtrics Platform. The Examining Evaluator Survey was administered in the quantitative phase of the study followed by the qualitative phase in which focus groups were conducted. The focus group was conducted via an online meeting to further corroborate with the findings of quantitative data and to further explore teacher perceptions' in instructional walkthroughs.

The survey comprised 17 Likert Scale questions and two closed questions, while the focus group session comprised eight open-ended questions. A detailed discussion of the data analysis, findings, and interpretation of the quantitative and qualitative data is presented for all research questions presented in this chapter.

Research Questions

The following research questions provided the guidelines for the investigation of the teachers' perceptions regarding the instructional walkthrough:

Quantitative Research Questions

RQ1: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

RQ2: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

RQ3: What is the influence of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

RQ4: What is the influence of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

RQ5: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

RQ6: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

RQ7: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

RQ8: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

RQ9: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

RQ10: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

Qualitative Research Question

RQ11: What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?

Mixed-Methods Research Question

RQ12: How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principals or assistant principals

share a relationship with the five domains in the Examining Evaluator Survey?

Phase I: Quantitative Analysis

Participants

The survey participants represented a homogeneous and defined population within 11 Title I elementary schools south of the metro Atlanta area. All participants were general education K through fifth-grade classroom teachers with at least one year of teaching experience. Each participant had at least a year's equivalent of instructional walkthroughs with feedback provided by their appointed principal or assistant principal.

The duration for the recruitment of participants and data collection was three weeks. The researcher began the process of recruiting participants by first contacting the principals via email to inform them of the study and to seek permission to conduct the study within their schools after the district's approval was obtained. There was a total of 39 Title I Elementary schools, which were clustered into four regions. The researcher randomly selected 20 schools, five in each cluster, to participate in the study. A total of 20 school principals were contacted via email. As required by the participating district, a Local Site Research Support Form was attached to the email, which the principals signed and returned to the researcher as an indication of the principal's approval to conduct the study. This email was sent out a week prior to the researcher sending the survey out to the teachers. Eleven (55%) principals approved the study to be conducted within their school. The survey was then sent out to 257 teachers via email. The Qualtrics platform was opened for a total of three weeks to allow participants an adequate amount of time to complete the survey. A follow-up email was sent out to all the participating schools during the third week.

Although the sample size was met, the number of respondents was not as significant when compared to the number of teachers who received the survey. While 53 teachers agreed to participate in the survey, more than approximately 300 teachers were invited to complete the survey. Several factors led to participants' attrition. The participants were not familiar with the researcher and may not have felt a sense of urgency to complete the survey since the researcher was not employed in the school district where the data collection took place.

Although the principals approved the study, teachers may have felt a little skeptical providing information about their evaluator with the uncertainty that the survey was confidential and anonymous. Finally, the researcher was dependent on the principal and the assistant principal to encourage their teachers to participate in the study. Although the principals were supportive of the study, the researcher cannot guarantee that all the principals and assistant principals encouraged the participation of their teachers in this study to their greatest potential. As a result, a total of 53 participants responded to the survey.

Gender and years of experience of teachers surveyed. A total of 48 (91%) females and 5 (9%) males responded to the survey. Within the Examining Evaluator Survey, teachers were asked to identify their years of service as a public school teacher. The following figure shows there were 20 (38%) novice teachers who had five years or less teaching experience, 10 (19%) teachers having 6-10 years of teaching experience, 8 (15%) teachers having 11-15 years of teaching experience, 6 (11%) teachers having 16-20 years of experience, and 9 (17%) teachers having more than 20 years of teaching experience (see Figure 4).

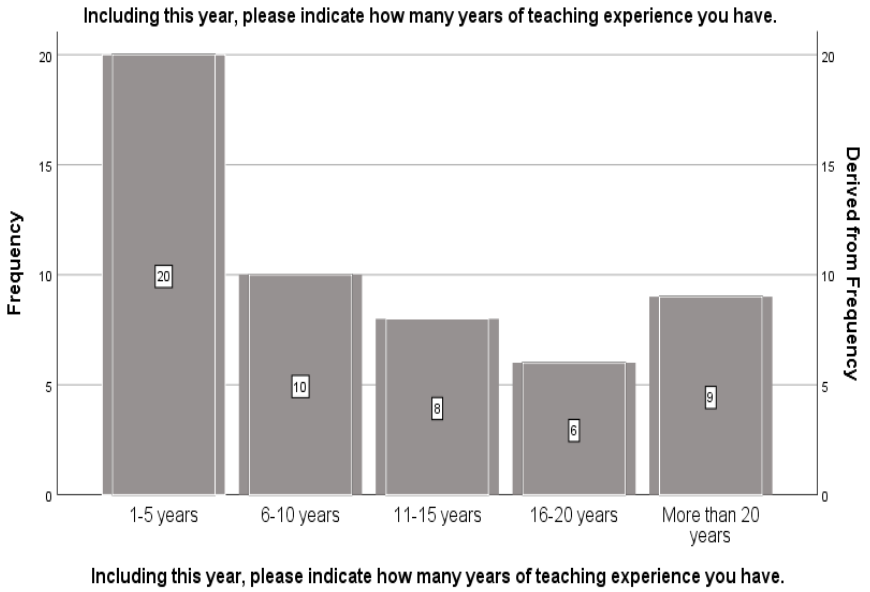

Figure 4. Teachers' years of experience.

The common characteristic of the participants was that they have all received one year of instructional walkthroughs from their assigned evaluator, principal, or assistant principal, as prescribed by the TKES. Over 30 % of the respondents indicated that the principal was their designated evaluator. In contrast, a little less than 20% of the respondents identified the assistant principal as their designated evaluator.

Table 10 shows that the majority of teacher participants were between 30-40 years of age (36%) followed by 40-50 years age group (25%) and 20-30 years' age group (23%).

Table 10

Frequency and Percentage of Participants' Ages

Age of Participants	Frequency	Valid Percent
20 – 30 years	12	22.6
20 – 40 years	19	35.8
40 – 50 years	14	26.4
More than 50 years	8	15.1
Total	53	100.0

Figure 5 displays how the participants perceived the instructional walkthrough impacted their practices. As represented by the bar graph, 26 participants (49%) indicated that the feedback received from their instructional walkthrough improved their instruction a lot, while 27 respondents (51%) indicated that the feedback they received improved their instruction a little to not at all.

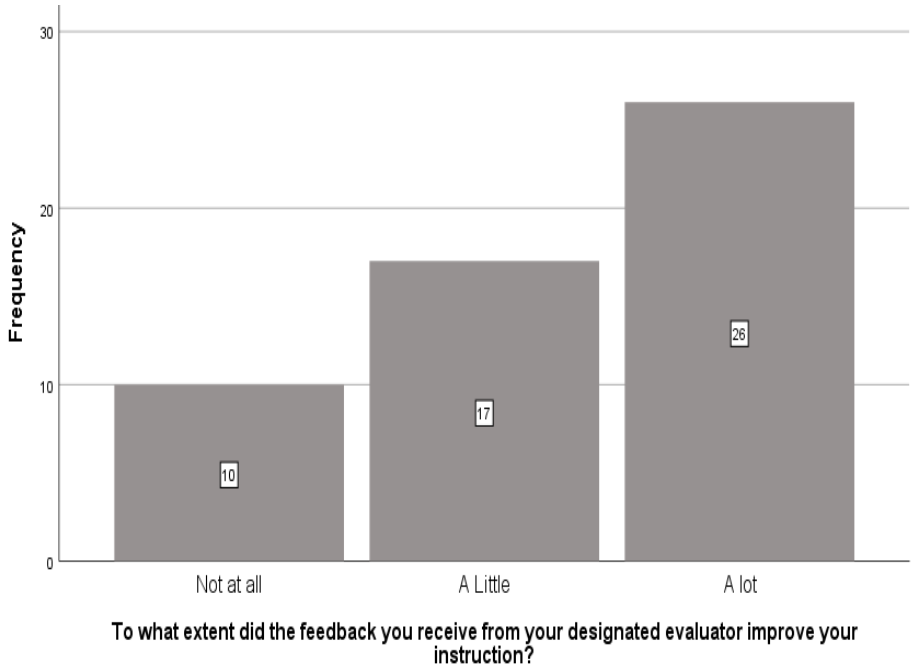

Figure 5. Improvement of teacher's instruction based on feedback.

Table 11 shows the distribution of the number of K-5 general education teachers by grade level. There were 10 (19.6%) kindergarten teachers followed by 9 (17.6%) first-grade teachers, 5 (9.8%) second-grade teachers, 6 (11.8%) third-grade teachers, 11 (21.6%) fourth-grade teachers, and 10 (19.6 %) fifth-grade teachers. There were 35 (67.3%) of the teachers teaching ELA and math, 34 (65.4%) teaching science and social studies, 12 (23.1%) teaching English language learners, 11 (21.2%) teaching exceptional students, 7 (13.5%) teachers supporting interventions, and 4 (7.7%) teaching noncore subjects.

Table 11

Frequency of Grade Level Representation

Grade	Frequency	Valid Percent
Kindergarten	10	19.6
First Grade	9	17.6
Second Grade	5	9.8
Third Grade	6	11.8
Fourth Grade	11	21.6
Fifth Grade	10	19.6

Findings

The data were analyzed using SPSS software program. Descriptive statistics were utilized to analyze the data and identify any patterns that emerged. Reliability analysis of the data was assessed using Cronbach's Alpha in each of the five categories. A score of .70 or above was considered good reliability; however, a score of .90 or better reflected the best reliability. The Cronbach's alpha values ranged from .85 to .99 for all the measures within the survey as reflected in Table 12.

Table 12

Reliability - Cronbach's Alpha Scores

Areas of Feedback	Cronbach's Alpha	N of Items
Usefulness of Feedback	.979	7
Accuracy of Feedback	.955	4
Credibility of Feedback	.909	5
Access to Resources	.853	4
Responsiveness to Feedback	.959	5

Cronbach's Alpha's Reliability Analysis

Usefulness of the feedback is the extent to which the teacher finds the feedback from the principal helpful in improving their instruction. Seven items were used to measure teachers' perceptions of the usefulness of the feedback. The Cronbach's Alpha for the seven items was 0.979.

Accuracy of feedback is the extent to which the teacher receiving feedback believes that the feedback accurately represents his or her performance. Four items were used to measure teachers' perceptions of the feedback accuracy provided by their principal and assistant principal. The Cronbach's Alpha for the four items is 0.955.

The credibility of feedback is the extent to which the teacher receiving feedback believes that the person providing the feedback is qualified to do so. Five items were used to measure teachers' perceptions of the extent to which the person has the qualifications to provide feedback. The Cronbach's Alpha for the five items was 0.91.

Access to resources is the extent to which the teacher receiving the feedback believes that their knowledge, skills, and changes in their practice may be related to resources that are aligned to their content area and specific needs, which may include

allowing teachers to observe expert teachers, allowing teachers to engage in conversations with other colleagues about strategies, and helping teachers plan for implementation of new teaching approaches. Four items were used to measure teachers' perceptions of the availability of resources. The Cronbach's Alpha for the four items was 0.85.

Responsiveness to the feedback refers to the actions teachers take in response to the feedback they received from the evaluator. Five items were used to measure teachers' perceptions of the responsiveness to the feedback. The Cronbach's Alpha for the four items was 0.96.

Descriptive Analysis of the Five Constructs

Usefulness of Feedback

The usefulness of feedback relied on both *the specificity of feedback and the timeliness and frequency of feedback*: This variable included the frequency of feedback, the specificity of feedback, and the proportion of positive and negative feedback which is reflected in Table 13.

The usefulness of feedback for specific improvement suggestions: As displayed in Table 13, 37 (69.8 %) of the respondents agreed or strongly agreed that their evaluator's feedback included specific feedback strategies, which they considered useful to their instructional toolkit. In comparison, 11 (20.8%) disagreed or strongly disagreed that the feedback they received included specific improvement strategies. There were 5 (9.4 %) respondents who neither agreed nor disagreed.

Table 13

Usefulness of Feedback

Variable	Strongly Disagree *n* (%)	Disagree *n* (%)	Neither Agree Or Disagree *n* (%)	Agree *n* (%)	Strongly Agree *n* (%)
Accuracy of feedback on a typical day	3(5.8)	2(3.8)	5(9.6)	20(38.5)	22(42.3)
Accuracy of feedback - Different Evaluators	1(1.9)	6(11.5)	7(13.5)	21(40.4)	17(32.7)
The Credibility of Evaluators' Knowledge of How Students Learn	3(5.8)	1(1.9)	5(9.6)	25(48.1)	18(34.6)
Access to Professional Development	2(3.8)	2(3.8)	6(11.5)	20(38.5)	22(42.3)
Access to an Instructional Leader	2(3.8)	2(3.8)	5(9.4)	21(39.6)	23(43.4)
Access to Expert Teacher	4(7.5)	9(17.0)	8(15.1)	15(28.3)	17(32.1)
Access to Planning Time	4(7.5)	10(18.9)	6(11.3)	16(30.2)	17(32.1)
Implementation of New Instructional Strategies	2(3.8)	3(5.8)	7(13.5)	16(30.8)	24(46.2)
Implementation of New Classroom Management Strategies	2(3.8)	6(11.5)	8(15.4)	17(32.7)	19(36.5
Sought Professional Development	2(3.9)	5(9.8)	7(13.7)	16(31.4)	21(41.2)

(continued)

Variable	Strongly Disagree *n* (%)	Disagree *n* (%)	Neither Agree Or Disagree *n* (%)	Agree *n* (%)	Strongly Agree *n* (%)
Received Advice from Instructional Leader	1(1.9)	4(7.7)	6(11.5)	18(34.6)	23(44.2)
Change in Instructional Planning	2(3.8)	7(13.2)	9(17.3)	14(26.9)	20(38.5)

The usefulness of feedback for instructional strategies: Teachers were asked to provide their perceptions on whether their designated evaluator provided feedback that included specific instructional strategies which could improve their teaching. Table 13 reflects the teachers' agreement that the feedback they received from their evaluator improved their teaching with 12 (22.6%) of them disagreeing or strongly disagreeing that their instructional strategies improved from their evaluator's feedback.

The usefulness of feedback to improve content or subject: Teachers were asked to present their perceptions of the suggestions received from evaluator to improve their content or subject area. There were 33 (62.3%) participants who agreed or strongly agreed that the evaluator's feedback included specific suggestions to improve their content or subject as shown in Table 13. However, 13 (24.5 %) participants disagreed or strongly disagreed that they received specific feedback to improve their content or subject area. Seven (13.2%) respondents neither agreed nor disagreed.

The usefulness of feedback in providing classroom management strategies: Teachers were asked if their designated evaluator included specific classroom management strategies that they could use to improve their teaching. As indicated in Table 13, 28 (52.9 %) of the respondents agreed and strongly agreed that the feedback

they received from their evaluator included specific classroom management strategies they could use to improve their teaching. There were 13 (24.5%) teachers who respondents disagreed or strongly disagreed, while 12 (22.6 %) teachers neither agreed nor disagreed.

The usefulness of feedback for resources and professional development: Teachers were asked to provide their perception of the usefulness of their designated evaluator's feedback in providing resources and professional development. Table 13 shows that 33 (62.2%) of the teachers indicated that the evaluator's feedback included recommendations for finding resources or professional development to improve their teaching. There were 12 (22.6%) teachers who disagreed or strongly disagreed that they were provided with recommendations for finding resources or professional development followed by 8 (15.1%) teachers who neither agreed nor disagreed.

The usefulness of frequent feedback: Teachers were asked if their designated evaluator provided frequent feedback as often as they needed to support them in enhancing their instructional practices. There were 34 (64.2%) teachers who ~~34 (64.2%)~~ agreed or strongly agreed that their evaluator's feedback was provided as frequently as they needed the support. As shown in Table 13, a total of 10 (18.8%) of the teachers disagreed or strongly disagreed followed by 9 (17%) teachers who neither agreed nor disagreed.

The usefulness of timeliness feedback: Within the survey, teachers were asked if they were provided feedback in time to inform their practice. Table 13 shows that 38 (71.7%) of the teachers agreed or strongly agreed that the evaluator's feedback was provided in time to inform their practices. There were 8 (15.1 %) teachers who disagreed or strongly disagreed, while 7 (13.2%) teachers remained neutral.

Accuracy of Feedback

The accuracy of feedback is the extent to which a teacher believed that the feedback accurately represented his or her performance. This construct was measured by four survey items: teacher's portrayal of teaching, feedback on a typical day, feedback comparability, and feedback when comparing different evidence as shown in Table 13.

Accuracy of feedback in teachers' portrayal of teaching: Teachers were asked if the feedback they received from their designated evaluator was an accurate depiction of their teaching as detailed in Table 13. There were 43 (81%) teachers who agreed or strongly agreed that their designated evaluator's feedback was an accurate depiction of their teaching followed by 6 (11.5%) teachers who disagreed or strongly disagreed, and 3 (5.7 %) teachers indicated a neutral response.

Accuracy of feedback on a typical day: Teachers were asked to determine if the classroom observation feedback represented a typical day in their classrooms. Table 13 shows that 42 (79.2%) teachers agreed or strongly agreed that their designated evaluator's feedback represented a typical day in their classroom followed by 5 (9.5%) teachers who disagreed or strongly disagreed and 5 (9.4 %) indicated a neutral response.

Accuracy of feedback comparability: Table 13 shows that the majority of the teachers perceive the evaluation system is accurate enough that different evaluators would likely give the same ratings. There were 39 (75%) teachers who agreed and strongly agreed that their evaluator's feedback was accurate followed by 7 (13.2%) teachers who disagreed or strongly disagreed with the evaluation system, and 6 (11.3%) teachers indicated a neutral response.

Accuracy of feedback when examining different evidence: The majority of the teachers were confident that they would receive the same feedback from their designated

evaluator if the evaluator observed additional lessons. Table 13 shows that 38 (73.1%) teachers agreed or strongly agreed that they would receive the same feedback followed by 7 (13.4%) teachers who disagreed or strongly disagreed with the accuracy of the feedback, and 7 (13.5 %) teachers indicated a neutral response.

Credibility of Feedback

The credibility of the person receiving feedback is the extent to which the teacher receiving the feedback is qualified to do so. This construct was measured by five survey items.

Knowledge of how students learn: The respondents were asked if they perceived their designated evaluators as persons who possessed sufficient knowledge on how their students learn to evaluate them effectively. Table 13 shows that 43 (82.7 %) teachers perceived their evaluators to have sufficient knowledge of how their students learn to evaluate them effectively followed by 4 (7.7%) teachers who disagreed or strongly disagreed and five (9.6%) indicated a neutral response.

Knowledge of content or subject: Teachers were asked to provide their opinion about their evaluator's knowledge of the content to effectively evaluate them. Table 13 indicates that 48 (90.6%) teachers were asked to provide their opinion about their evaluator's knowledge of the content to effectively evaluate them. Less than 10% of the teachers combined disagreed or were neutral regarding their opinion of their evaluator's content knowledge.

Evaluator's understanding of the curriculum: Table 14 reflects the teachers' opinions on the evaluator's credibility and knowledge of the curriculum to effectively evaluate them. There were 48 (90.6%) teachers who agreed or strongly agreed that their evaluators understood the curriculum to provide feedback effectively. Less than 10 percent (5%) of the teachers disagreed or were neutral concerning their evaluator's curriculum knowledge.

Table 14

The Credibility of Evaluator's Feedback

Variables	Disagree *n* (%)	Neither Agree or Disagree *n* (%)	Agree *n* (%)	Strongly Agree *n* (%)
The credibility of Evaluator's content or subject knowledge	3(5.7)	2(3.8)	24(45.3)	24(45.3)
Evaluators' understanding of the curriculum	2(3.8)	3(6.7)	24(45.3)	24(45.3)

Knowledge of effective teaching practices: The teachers were asked to provide their opinion on whether they perceived their evaluator as having a sufficient understanding of how students learn to effectively evaluate them. Table 15 shows that 49 (92.4%) of the respondents agreed or strongly agreed that their evaluator possessed the necessary knowledge of how students learn to evaluate effectively. Four (7.5%) teachers indicated a neutral response.

Table 15

Evaluator's Knowledge of Teaching and the Evaluation System

Variables	Neither Agree or Disagree *n* (%)	Agree *n* (%)	Strongly Agree *n* (%)
Evaluator's knowledge of effective teaching practices	4(7.5)	27(50.9)	22(41.5)
Evaluators' understanding of the teacher evaluation system	3(7.5)	27(15.1)	23(13.2)

Evaluators' understanding of the teacher evaluation system: Survey respondents were asked to provide their opinion on whether they believed their evaluator had sufficient knowledge of the established teacher evaluation system to evaluate effectively. Table 15 shows that 50 (94.3%) teachers expressed that they believed that their evaluator had a sufficient understanding of the teacher evaluation system to evaluate them effectively.

Access to Resources

Access to resources is defined as the extent to which teachers perceive they have access to resources such as formal and informal professional development, instructional leader, observations of expert teachers and planning time to implement new strategies. Having access to resources increases teachers' knowledge and skills and encourages a change in their teaching practices. To assess whether the teachers believed the feedback they received from their evaluators provided them with access to resources, this construct was measured by four survey items.

Access to formal and informal professional development. As a result of the teachers' instructional walkthrough feedback, teachers were asked if they were provided

with access to formal and informal professional development. There were 42 (80.8%) teachers who agreed and strongly agreed that they had access to professional development as a result of the evaluator's feedback. There were 4 (7.6%) teachers disagreed or strongly disagreed with this survey item while 6 (11.5%) indicated a neutral response.

Access to an instructional leader: Survey respondents were asked to rate whether they had access to an instructional leader who supported them in implementing the suggestions provided by their designated evaluator's feedback. Table 13 shows that 44 (83%) of the respondents agreed or strongly agreed that they had access to an instructional leader to implement the suggestions provided by their evaluator. There were 4 (7.6%) teachers disagreed or strongly disagreed with this survey item while 5 (9.4%) indicated a neutral response.

Access to observe expert teachers: As detailed in Table 13, There were 32 (60.4%) teachers who agreed or strongly agreed that they were able to observe expert teachers model skills related to the feedback they received. There were 13 (24.5%) who disagreed or strongly disagreed, while eight (15.1%) teachers were indicated a neutral response.

Planning time for implementing new strategies: The teachers were asked to rate their opinion regarding having time during the school day to plan for implementing new strategies based on the feedback they received from their designated evaluator. Table 13 indicates that 33(62.3 %) respondents agreed or strongly agreed that time for implementing new strategies was provided during the school day. However, 14 (26.4 %) teachers either disagreed or strongly disagreed with 6 (11.3 %) teachers had a neutral perspective.

Responsiveness to Feedback

Responsiveness to feedback relates to the actions teachers took in response to the evaluator's feedback. The participants were asked five questions to determine their responsiveness to the feedback received from their appointed evaluator.

Implemented new instructional strategies: Based on the feedback received from teachers' designated evaluator, the teachers were asked to rate their efforts in implementing new instructional strategies in their classroom. Table 13 shows that 44 (77%) of the teachers agreed or strongly agreed that they did implement new instructional strategies as a result of their evaluator's feedback. There were 5 (9.6 %) teachers who either disagreed or strongly disagreed while 7 (13.5%) teachers indicated a neutral response.

Implemented new classroom management strategies: Table 13 indicates that 36 (69.2 %) of the teachers agreed or strongly agreed that they implemented new classroom management strategies because of the feedback received from their evaluator. There were 13 (15.3 %) teachers who either disagreed or strongly disagreed while 8 (15.4%) teachers indicated a neutral response.

Sought professional development opportunities. As displayed in Table 13, the majority of the teachers sought both formal and informal professional development opportunities because of the feedback received from their evaluator. There were 37 (72.6%) teachers who agreed or strongly agreed with the survey item of pursuing professional development opportunities followed by 7 (13.7%) teachers who either disagreed or strongly disagreed while 7 (13.7%) teachers indicated a neutral response.

Sought advice from an instructional leader: Table 13 shows that 41 (78.8%) of the teachers sought advice from an instructional leader because of the feedback they

received from their evaluator. There were five (9.6%) teachers who disagreed or strongly disagreed while 6 (11.5%) teachers indicated a neutral response.

Changed instructional plan: Table 13 shows that 34 (65.4%) teachers changed their instructional plan because of the feedback received from their evaluator. There were 9 (17.3%) teachers who disagreed or strongly disagreed while 9 (17.3%) teachers indicated a neutral response.

The Importance of Specific Feedback Towards Taking Action

The Examining Evaluator Survey incorporated additional questions to examine teachers' perceptions on the level of importance of each descriptor using the terms Unimportant, Slightly Important, Important, Very Important, and Critical to improve their instruction. These questions were centered around four feedback characteristics, which were the perceptions of the feedback as being useful, having confidence in the accuracy of the feedback evaluation, perceiving the evaluator as credible, and having access to relevant resources. Table 16 displays teacher ratings on each feedback characteristic.

The usefulness of the feedback suggestions. Participants were asked to determine the importance of their perception of the feedback as being useful when determining how to respond to the feedback. Nine constructs were included in this section.

Based on the participants' responses, over 90% of the respondents indicated each variable's importance was considered to be important or critically important in terms of the feedback suggestions as reflected in Table 16. The attributes of feedback suggestions that were deemed to be critically important by the majority of teachers were receiving appropriate feedback within an appropriate time frame and receiving feedback suggestions to improve content and subject knowledge.

Table 16

Participants' Ratings of Importance - Usefulness of the Feedback Suggestions

Variable	Unimportant *n* (%)	Slightly Important *n* (%)	Important *n* (%)	Very Important *n* (%)	Critical *n* (%)
Receiving specific feedback suggestions	-	2(3.8)	10(18.9)	26(49.1)	15(28.3)
Receive appropriate feedback within the timeframe	-	1(1.9)	11(20.8)	25(47.2)	16(30.2)
Receive the next steps for finding professional development	1(1.9)	1(1.9)	15(28.3)	22(41.5)	14(26.4)
Receiving feedback as frequently as needed	1(1.9)	1(1.9)	14(26.4)	23(43.4)	14(26.4)
Feedback suggestions to improve content and subject knowledge	-	2(3.8)	10(18.9)	24(45.3)	17(32.1)
Receive instructional strategies to improve teaching	-	1(1.9)	10(18.9)	27(51.9)	14(26.9)
Receiving classroom management strategies to improve teaching	1(1.9)	2(3.8)	12(23.1)	25(48.1)	12(23.1)
Receiving feedback that was an accurate portrayal of teaching	-	-	14(26.9)	24(46.2)	14(26.9)
Receiving feedback that represented a typical day	-	-	11(21.2)	27(51.9)	14(26.9)
Confidence that my evaluator had sufficient knowledge of my content/subject to effectively evaluate me	-	2(3.8)	6(11.3)	28(52.8)	17(32.1)
Confidence that my evaluator has sufficient knowledge of how students learn	-	1(1.9)	6(11.3)	27)50.9)	19(35.8)
Confidence that my evaluator had knowledge of effective teaching practices	-	1(1.9)	7(13.5)	25(48.1)	19(36.5)
Confidence that my evaluator had sufficient understanding of the curriculum	1(1.9)	1(1.9)	5(9.4)	27(50.9)	19(35.8)

(continued)

Variable	Unimportant *n* (%)	Slightly Important *n* (%)	Important *n* (%)	Very Important *n* (%)	Critical *n* (%)
Confidence that my evaluator had sufficient understanding of the established teacher evaluation system	-	2(3.8)	5(9.4)	27(50.9)	19(35.8)
Have access to Professional Development provided in feedback	-	3(5.7)	12(24.5)	22(41.5)	15(28.3)
Have access to an Instructional Leader who supported me in implementing feedback suggestions	-	4(7.5)	8(15.1)	23(43.4)	18(34.0)
Observe expert teachers modeling skills related to feedback	-	2(2.8)	14(26.4)	22(41.5)	15(28.3)
Have time during the day to plan for implementing new strategies baed on feedback	-	1(1.9)	7(13.2)	22(41.5)	23(43.4)

Perceiving the evaluator as credible. The participants were asked to determine if their perception of the credibility of their evaluators is important when deciding how to respond to their evaluator's feedback. As reflected in Table 16, over 90% of the respondents indicated that the credibility of their evaluators was important to have confidence in their evaluator's knowledge of content and subject matter, how students learn, effective teaching practices, the curriculum, and the actual teacher evaluation system.

Having access to relevant resources: The participants were asked to determine if having access to resources was important when deciding how to respond to their evaluator's feedback. As reflected in Table 16, over 90% of the respondents indicated that having access to resources was ranked important to critically important. Table 16 shows that the majority of the participants considered time during the day to plan as the most important resource. In addition, having an instructional leader, relevant professional

development, and the opportunity to observe expert teachers were also considered as important resources.

Confidence in the accuracy of the feedback. Based on the data, over 90 % of the participants indicated that having confidence in the accuracy of the feedback was very important if not critical when deciding how to respond to the feedback both constructs as shown in Table 17. The majority of the participants indicated that having the confidence that they would receive similar feedback from a different evaluator was important whether the examiner reviewed the same evidence on the same day or a different day.

Table 17

Participants' Ratings of Importance – Confidence in the Accuracy

Variable	Slightly Important *n* (%)	Important *n* (%)	Very Important *n* (%)	Critical *n* (%)
Confidence that I would receive the same feedback from a different evaluator if they reviewed the same evidence	5(9.8)	15(29.4)	22(43.1)	9(7.6)
Confidence that I would receive the same feedback if my evaluator had examined different evidence	1(2.0)	20(39.2)	19(37.3)	11(21.6)

Numbers in parenthesis represent the percentages

Regression Analysis

There were 10 quantitative questions included within the research to capture teachers' perceptions of the instructional feedback. Each question included a model summary table, an ANOVA table, and a coefficient table. The model summary reported the influence between the model, which was the independent variable on the dependent variable. The adjusted R^2 is a measure of effect which conveyed the influence of the independent variable on the dependent variable. The adjusted R^2 value in the regression model was high in each table which allowed the researcher to conclude that the

independent variable did an effective job in predicting the variance in the dependent variable scores. A high adjusted R^2 value indicated a lesser difference between the observed and predicted dependent variable. Therefore, the independent variable had a significant effect on the dependent variable. According to Cohen (1992), when implementing a one-way analysis of variance, a value of .10 has a small effect size, .25 has a medium effect size, and .40 or greater indicates a large statistically significant effect size.

The purpose of the ANOVA test was to test the relationship between the independent and dependent variables. A significance value of less than 0.05 meant that the variation explained by the data was not due to chance and the regression model is statistically significant.

The coefficient table describes the strength of the relationship between the independent variable and the dependent variable via the Standardized Beta Coefficient. The higher the absolute value of the beta coefficient, the stronger the effect. Descriptive analyses were conducted to calculate the mean, standard deviation, skewness, and kurtosis. Based on the data, the teachers received an average of three feedback experiences (both written and oral) that they perceived to have a positive impact on the majority of the constructs. The Kolmogorov-Smirnov test and the Shapiro Wilks' test of normality were statistically significant, indicating that the normality assumption was not met. However, non-normality is a common phenomenon in Likert-type survey items. Parametric statistical models (*t*-test, ANOVA, MANOVA, correlation, and regression) are robust to departure from non-normality results from Likert-type items (Boneau, 1960; Dunlap, 1931; Havlicek, & Peterson, 1976; Pearson, 1931; Pearson, 1932 a, b). The measure of skewness should be between +1 or -1 to indicate normality. Kurtosis should be between

+3 or -3 to indicate a normal distribution (Tabachnick, Fidell, & Ullman, 2007). Skewness and kurtosis values were within the range to indicate normality in the descriptive analyses indicating normality.

Quantitative Research Questions

RQ1: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is not a statistically significant impact of the number of times the principal or the assistant principal provided oral feedback on teacher perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey. The alternative hypothesis is that there is a statistically significant impact of the number of times the principal or the assistant principal provided oral feedback on teacher perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey. From the 53 participants' responses, the mean, or average number, of oral feedback conversations between the teacher and the evaluator was three conversations. The model summary displayed in Table 18 indicates a moderate impact of oral feedback on the composite of usefulness from the Examining Evaluator Survey. The adjusted R^2 was .53, meaning that 53% of the teachers' perceptions of the usefulness of the feedback could be predicted from the number of times oral feedback was received by the evaluator.

Table 18

Composite of Usefulness_Model Summary

Model Summary[b]

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.731[a]	.534	.525	5.935	1.718

a. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Usefulness

Also, the Durbin Watson column reflected a score of 1.7, which indicated a strong dependency between the dependent variable scores (teachers' perception of the usefulness of oral feedback). A linear regression analysis was conducted to investigate the impact of number of times oral feedback is given on teacher perceptions of feedback utility.

Table 19 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,51) =58.44, $p < .001$, with an adjusted R^2 of .525, indicating that 52.5% of the variance in teacher perceptions of feedback utility was accounted by number of times oral feedback was provided. As a result, the null hypothesis was rejected.

Table 19

Composite of Usefulness_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2058.265	1	2058.265	58.439	.000[b]
Residual	1796.263	51	35.221		
Total	3854.528	52			

F(1,51) =58.44, p < .001

a. Dependent Variable: Composite_Usefulness

b. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

The beta coefficient was presented in a table to compare the strength of the independent variable's effect. For every one-unit increase in oral feedback, there was .731 units increase in the composite scores of feedback usefulness, which indicated that the number of times oral feedback is given, significantly influenced teachers' perceptions of the feedback usefulness in improving their instructional practices (see Table 20). This indicated that oral feedback does an effective job in predicting teachers' perceptions of the feedbacks' utility in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Usefulness Score = 11.74 +.731 (number of times teacher received oral feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.3289776 ~ 0.33, which indicated that the number of oral feedbacks had a moderate impact on teachers' perception of the usefulness of the feedback.

Table 20

Composite of Usefulness_Coefficient

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.737	2.025		5.797	.000
	How often did you have a feedback conversation with your designated evaluator throughout the current school year?	3.237	.423	.731	7.645	.000

a. Dependent Variable: Composite_Usefulness

RQ2: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the usefulness of the written feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 53 participants' responses, the mean, or average number, of written feedback conversations between the teacher and the evaluator was three conversations. The model summary displayed in Table 21 shows that the correlation coefficient was .50, which indicated a moderate positive correlation, and the adjusted R^2 was .23, meaning that 23% of the teachers' perceptions of the usefulness of the feedback could be predicted from the number of written feedback received by the evaluator.

Table 21

Composite of Usefulness (Written Feedback) Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.498[a]	.248	.233	7.539	1.937

a. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Usefulness

Also, the Durbin Watson column reflected a score of 1.9, which indicated a strong dependency between the dependent variable scores (teachers' perception of the usefulness of written feedback). A linear regression analysis was conducted to investigate the impact of the number of times written feedback is given on teacher's perceptions of feedback utility. Table 22 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model $F(1,51) = 16.82$, $p < .001$, with an adjusted R^2 of .233, indicating that 23.3% of the variance in teachers' perceptions of feedback utility was accounted by the number of times written feedback was provided. As a result, the null hypothesis was rejected.

Table 22

Composite of Usefulness (Written Feedback)_ANOVA

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	955.774	1	955.774	16.816	.000[b]
	Residual	2898.755	51	56.838		
	Total	3854.528	52			

$F(1,51) = 56.84$, $p < .001$

a. Dependent Variable: Composite_Usefulness

b. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

The beta coefficient is presented in Table 23 to compare the strength of the independent variable's effect. For every one-unit increase in written feedback, there was .498 units increase in the composite scores of feedback usefulness, which indicated that the number of times written feedback was given, significantly influenced teachers' perceptions of the feedback's usefulness in improving their instructional practices.

Table 23

Composite of Usefulness (Written Feedback) Coefficient

Model		Coefficients[a] Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
	(Constant)	15.761	2.682		5.877	.000
	How often did you receive written feedback from your designated evaluator throughout the current school year?	2.433	.593	.498	4.101	.000

a. Dependent Variable: Composite_Usefulness (Written feedback)

This also indicated that written feedback did an effective job in predicting teachers' perceptions of the accuracy of the feedback in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Usefulness Score = 15.76 +.498 (Number of times teacher received written feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.1817023 ~ 0.18 which was small but statistically significant indicating that the number of times teachers received written feedback did have a small impact on their perception of the usefulness their evaluator's feedback. As an observation, teachers perceived the written feedback's significance less useful than the oral feedback based on the statistical power.

RQ3: What is the influence of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 52 participants' responses provided within the survey, the mean, or average number, of oral feedback conversations between the teacher and the evaluator was three conversations. The model summary displayed in Table 24 indicated a strong impact of oral feedback on the composite of accuracy from the Examining Evaluator Survey.

Table 24

Composite of Accuracy (oral Feedback)_Model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.527[a]	.277	.263	3.544	1.693

a. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Accuracy

The adjusted R^2 was .26, meaning that 26% of the teachers' perceptions of the accuracy of the feedback could be predicted from the number of times oral feedback was received by the evaluator. The Durbin Watson column reflected a score of 1.7, which indicated a strong dependency between the dependent variables (teachers' perceptions of the accuracy of the feedback). A linear regression analysis was conducted to investigate

the impact of the number of times oral feedback was given on teachers' perceptions of the accuracy of the feedback received from the principal and the assistant principal.

Table 25 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,50) =19.18, $p < .001$, with an adjusted R^2 of .263, indicating that 26.3% of the variance in teachers' perceptions of the accuracy of the feedback was accounted by the number of times oral feedback was provided. As a result, the null hypothesis was rejected.

Table 25

Composite of Accuracy (Oral Feedback)_ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	240.867	1	240.867	19.179	.000[b]
	Residual	627.960	50	12.559		
	Total	868.827	51			

a. Dependent Variable: Composite_Accuracy

b. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

The beta coefficient is presented in Table 26 to compare the strength of the independent variable's effect. For every one-unit increase in oral feedback, there was a .527 increase in the feedback's accuracy, which indicated that the number of times oral feedback was given, significantly influenced teachers' perceptions of the accuracy of the feedback in improving their instructional practices. This indicated that oral feedback did an effective job in predicting teachers' perceptions of the accuracy of the feedback in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis.

Table 26

Composite of Accuracy (Oral Feedback)_Coefficient

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.097	1.211		9.165	.000
	How often did you have a feedback conversation with your designated evaluator throughout the current school year?	1.115	.255	.527	4.379	.000

a. Dependent Variable: Composite_Accuracy

The regression equation was Composite of Accuracy Score = 11.10 +.527 (Number of times teacher received oral feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.5796402 ~ 0.58, which was a high statistically significant effect size indicating that the number of times teachers received oral feedback had a large effect on their perception of the accuracy of their evaluator's feedback.

RQ4: What is the influence of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided written feedback on their

perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 52 participants' responses (one missing response), the mean, or average number, of written feedback conversations between the teacher and the evaluator was three written feedbacks. The model summary displayed in Table 27 indicated a moderate impact of written feedback on the composite of accuracy from the Examining Evaluator Survey. The adjusted R^2 was .20, meaning that 20% of the teachers' perceptions of the accuracy of the feedback could be predicted from the number of written feedback received by the evaluator. The Durbin Watson column reflected a score of 1.8, which indicated a strong dependency between the dependent variables scores (teachers' perception of the accuracy of written feedback). A linear regression analysis was conducted to investigate the impact of the number of times written feedback was given on teachers' perceptions of the accuracy of the feedback.

Table 27

Composite of Accuracy (Written Feedback)_Model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.468[a]	.219	.203	3.684	1.808

a. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Accuracy

A summary of the statistical significance of the regression model follows. The results indicated a significant regression model $F(1,50) = 14.02$, $p < .001$ with an adjusted R^2 of .203, indicating that 20.3% of the variance in teachers' perceptions of the

accuracy of the feedback was accounted by the number of times written feedback was provided. As a result, the null hypothesis was rejected (see Table 28).

Table 28

Composite of Accuracy (Written Feedback)_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	190.240	1	190.240	14.017	.000[b]
Residual	678.587	50	13.572		
Total	868.827	51			

a. Dependent Variable: Composite_Accuracy

b. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

The beta coefficient is presented in Table 29 to compare the strength of the independent variable's effect. For every one-unit increase in written feedback, there was a .468 increase in the feedback's accuracy, which showed a strong correlation between the independent and dependent variables, which indicated that the number of times written feedback was given significantly influenced teachers' perceptions of the accuracy of the feedback in improving their instructional practices. This indicated that written feedback did an effective job in predicting teachers' perceptions of the accuracy of the feedback in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Accuracy Score = 11.41 +.468 (number of times teacher received written feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.4278972~ 0.43 which was a high statistically significant effect size indicating that the number of times teachers received written feedback did have a high impact on their perception of the accuracy of their evaluator's feedback.

Table 29

Composite of Accuracy (Oral Feedback)_Coefficient

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	11.406	1.315		8.675	.000
How often did you receive written feedback from your designated evaluator throughout the current school year?	1.097	.293	.468	3.744	.000

a. Dependent Variable: Composite_Accuracy

RQ5: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 52 participants' responses (one missing response), the mean, or average number, of oral feedback conversations between the teacher and the evaluator was three conversations. The model summary displayed in Table 30 indicates a strong impact of oral feedback on teachers' perceptions of the credibility of the feedback from the Examining Evaluator Survey.

Table 30

Composite of Credibility (Oral Feedback)_Model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.504[a]	.254	.240	2.893	2.078

a. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Credibility

The adjusted R^2 was .24, meaning that 24% of the teachers' perceptions of the credibility of the feedback could be predicted from the number of oral feedback received by the evaluator. The Durbin Watson column reflected a score of 2.1, which indicated there was a strong dependency between the dependent variables scores (teachers' perceptions of the credibility of oral feedback). A linear regression analysis was conducted to investigate the impact of the number of times oral feedback was given on teachers' perceptions of the credibility of the feedback. Table 31 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,50) =17.06, $p < .001$, with an adjusted R^2 of .240, indicating that 24% of the variance in teacher perceptions of the credibility of the feedback is accounted by number of times oral feedback is provided. As a result, the null hypothesis was rejected. Based on the findings, the number of times the participant received oral feedback to determine the impact of the credibility of the evaluator's feedback was statistically significant, F (1,50) =17.06, p (.000) < .001. As a result, the null hypothesis was rejected.

Table 31

Composite of Credibility (Oral Feedback)_Model ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	142.854	1	142.854	17.064	.000[b]
Residual	418.588	50	8.372		
Total	561.442	51			

a. Dependent Variable: Composite Credibility

b. Predictors: (Constant), How often did you have a feedback conversation with your designated evaluator throughout the current school year?

The beta coefficient is presented in Table 32 to compare the strength of the independent variable's effect. For every one-unit increase in oral feedback, there was a .504 in the feedback's credibility which showed a strong correlation between the independent and dependent variables. This indicated that oral feedback did an effective job in predicting teachers' perceptions of the credibility of their evaluator's feedback in improving their instructional practices Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Credibility Score = 17.59 +.504 (Number of times teacher received oral feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.7250034 ~ 0.73, which was a high statistically significant effect size, which indicated that the number of times teachers received oral feedback did have a high impact on teachers' perceptions of the credibility of their evaluator's feedback.

Table 32

Composite of Credibility (Oral Feedback)_Coefficients

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	17.587	.990		17.757	.000
How often did you have a feedback conversation with your designated evaluator throughout the current school year?	.853	.207	.504	4.131	.000

a. Dependent Variable: Composite Credibility

RQ6: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 52 participants' responses (one missing response), the mean, or average number, of written feedback between the teacher and the evaluator was three write-ups. The model summary displayed in Table 33 indicates a moderately positive correlation of written feedback on the composite of credibility from the Examining Evaluator Survey.

Table 33

Composite of Credibility (Written Feedback)_Model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.442[a]	.195	.179	3.006	2.252

a. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

b. Dependent Variable: Composite_Credibility

The adjusted R^2 was .18, meaning that 18% of the teachers' perceptions of the credibility of the feedback could be predicted from the number of written feedback received by the evaluator. The Durbin Watson column reflected a score of 2.3, which indicated there was a strong dependency between the dependent variable scores (teachers' perception of the credibility of written feedback). A linear regression analysis was conducted to investigate the impact of the number of times written feedback was given on teachers' perceptions of the credibility of the feedback.

Table 34 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model $F(1,50) = 12.14$, $p < .001$, with an adjusted R^2 of .179, indicating that 17.9% of the variance in teacher perceptions of the credibility of the feedback was accounted by the number of times oral feedback was provided. As a result, the null hypothesis was rejected.

Table 34

Composite of Credibility (Written Feedback)_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	109.664	1	109.664	12.137	.001[b]
Residual	451.779	50	9.036		
Total	561.442	51			

a. Dependent Variable: Composite_Credibility

b. Predictors: (Constant), How often did you receive written feedback from your designated evaluator throughout the current school year?

The beta coefficient was presented in Table 35 to compare the strength of the independent variable's effect. For every one-unit increase in written feedback, there was a .442 unit increase in the composite scores of feedback's credibility which indicated a moderate correlation between the number of times written feedback is given, significantly influenced teachers' perceptions of the feedback's credibility in improving their instructional practices. This indicated that written feedback did an effective job in predicting teachers' perceptions of the credibility of the principal and the assistant principal's feedback in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Credibility Score = 17.89 +.442 (number of times teacher received written feedback).

Table 35

Composite of Credibility (Written Feedback)_Coefficients

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	17.888	1.072		16.692	.000
How often did you receive written feedback from your designated evaluator throughout the current school year?	.824	.237	.442	3.484	.001

a. Dependent Variable: Composite_Credibility

G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.5427597~ 0.54, which was a high statistically significant effect size, which indicated that the number of times teachers received written feedback did have a high impact on teachers' perceptions of the credibility of their evaluator's feedback.

RQ7: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or assistant principal provided oral feedback on teachers' perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions to the recommendations provided to access resources

as measured through the Examining Evaluator Survey to a statistically significant degree. From the 52 participants' responses (one missing response), the mean, or average number, of oral feedback between the teacher and the evaluator was three oral feedback conversations. The model summary displayed in Table 36 indicated a strong impact of oral feedback on the composite of access to resources from the Examining Evaluator Survey. The adjusted R^2 was .43, meaning that 43% of the teachers' perceptions of the recommendations to resources could be predicted from the number of oral feedback received by the evaluator. The Durbin Watson column reflected a score of 1.4, which indicated a strong correlation between the dependent variable scores (teachers' perceptions to the recommendations provided to access resources).

Table 36

Composite of Access to Resources (Oral Feedback)_Model

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.665[a]	.442	.431	1.480	1.354

a. Predictors: (Constant), Comp_AccessResources

b. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

A linear regression analysis was conducted to investigate the impact of number of times oral feedback was given on teachers' perceptions to the recommendations provided by their evaluator to access resources. Table 37 provides a summary of the statistical significance of the regression model.

Table 37

Composite of Access to Resources (Oral Feedback)_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	86.856	1	86.856	39.677	.000[b]
Residual	109.452	50	2.189		
Total	196.308	51			

a. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

b. Predictors: (Constant), Comp_AccessResources

The results indicated a significant regression model F (1,50) = 39.68, $p < .001$, with an adjusted R^2 of .431, indicating that 43.1% of the variance in teachers' perceptions to the recommendations provided to access resources by their evaluator is accounted by the number of times oral feedback is provided. As a result, the null hypothesis was rejected. The beta coefficient was presented in Table 38 to compare the strength of the independent variable's effect. For every one-unit increase in oral feedback, there was a .665 unit increase in the composite scores of feedback's recommendations to resources, which indicated that the number of times oral feedback was given, significantly influenced teachers' perceptions to their evaluator's recommendation to resources in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Access to Resources Score = -785 +.665 (Number of times teacher received oral feedback).

Table 38

Composite of Access to Resources (Oral Feedback)_Coefficients

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	-.785	.846		-.928	.358
Comp_AccessResources	.334	.053	.665	6.299	.000

a. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.8166993~ 0.82 which was a large statistically significant effect size, which indicated that the number of times teachers received oral feedback did have a high impact on teachers' perceptions of the credibility of their evaluator's feedback to the recommendations provided to access resources.

RQ8: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions to the recommendations provided to access resources as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of the recommendations provided to access resources as measured through the Examining Evaluator Survey to a statistically

significant degree. From the 52 participants' responses (one missing response) The model summary displayed in Table 39 indicated a strong impact of written feedback on the composite of access to resources from the Examining Evaluator Survey. The adjusted R^2 was .24, meaning that 24% of the teachers' perceptions of the recommendations to resources could be predicted from the number of written feedback received by the evaluator. The Durbin Watson column reflected a score of 2.0, which indicated a positive correlation between the dependent variable scores (teachers' perception of the recommendations to access resources). A linear regression analysis was conducted to investigate the impact of number of times written feedback is given on teacher perceptions to the recommendations provided to access resources.

Table 39

Composite of Access to Resources (Written Feedback)_Model Summary

Model Summary[b]					
Model	R	Square	Adjusted Square	Std. Error of the Estimate	Durbin-Watson
	.508[a]	.258	.243	1.548	2.018

a. Predictors: (Constant), Comp_AccessResources

b. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

Table 40 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,50) =17.37, $p < .001$, with an adjusted R^2 of .243, indicating that 24.3% of the variance in teacher perceptions of the recommendations provided to access resources by their evaluator is accounted by the number of times oral feedback is provided.

Table 40

Composite of Access to Resources (Written Feedback)_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	41.632	1	41.632	17.374	.000[b]
Residual	119.811	50	2.396		
Total	161.442	51			

a. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

b. Predictors: (Constant), Comp_AccessResources

As a result, the null hypothesis was rejected. The beta coefficient was presented in Table 41 to compare the strength of the independent variable's effect. For every one-unit increase in written feedback, there was .501 units increase in the composite scores of recommendations to access resources, which indicated that the number of times written feedback is given, significantly influenced teachers' perceptions to the recommendations provided to access resources in improving their instructional practices. This indicated that written feedback did an effective job in predicting teachers' perceptions to the recommendations to access resources in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Access to Resources Score = .594 + .508 (Number of times teacher received oral feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.5258668 ~ 0.53 which was a highly statistically significant effect size, which indicated that the number of times teachers received written feedback did have a high impact on teachers' perceptions of their evaluator's feedback to the recommendations provided to access resources.

Table 41

Composite of Access to Resources (Written Feedback)_Coefficients

Coefficients[a]

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
(Constant)	.594	.885		.671	.505
Comp_AccessResources	.231	.056	.508	4.168	.000

a. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

RQ9: What is the influence of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided oral feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 51 participants' responses (two missing responses), the mean, or average number, of oral feedback between the teacher and the evaluator was three oral feedback conversations. The model summary displayed in Table 42 indicated a strong impact of oral feedback on the composite of timely feedback from the Examining Evaluator Survey

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Table 42

Composite of Timely feedback (Oral Feedback)_Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.640[a]	.410	.398	1.530	1.490

a. Predictors: (Constant), Comp_Responsiveness

b. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

The adjusted R^2 was .40, meaning that 40% of the teachers' perceptions of the timely feedback received could be predicted from the number of times oral feedback was received by the evaluator. The Durbin Watson column reflected a score of 1.5, which indicated a positive correlation between the independent and dependent variables. A linear regression analysis was conducted to investigate the impact of number of times oral feedback was given on teachers' perceptions of the feedback's timeliness. Table 43 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,49) = 34.06, $p < .001$, with an adjusted R^2 of .398, indicating that 39.8 % of the variance in teachers' perceptions of timely feedback is accounted by the number of times oral feedback was provided.

Table 43

Composite of Access to Resources (Oral Feedback)_ANOVA

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	79.691	1	79.691	34.056	.000[b]
Residual	114.662	49	2.340		
Total	194.353	50			

a. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

b. Predictors: (Constant), Comp_Responsiveness

As a result, the null hypothesis was rejected. The beta coefficient was presented in Table 44 to compare the strength of the independent variable's effect. For every one-unit increase in oral feedback, there was .640 units increase in the composite scores of feedback's timeliness, which indicated that the number of times oral feedback was given, significantly influenced teachers' perceptions of the feedback's timeliness in improving their instructional practices. This indicated that oral feedback did an effective job in predicting teachers' perceptions of the feedbacks' timeliness in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Timely Feedback = -3.73 +.640 (Number of times teacher received oral feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.5576422~ 0.56 which was a large statistically significant effect size which indicated that the number of times teachers received oral feedback did have a high impact on teachers' perceptions of the timeliness of the feedback.

Table 44

Composite of Access to Resources (Oral Feedback)_Coefficients

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	-.373	.847		-.440	.662
Comp_Responsiveness	.242	.041	.640	5.836	.000

a. Dependent Variable: How often did you have a feedback conversation with your designated evaluator throughout the current school year?

RQ10: What is the influence of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey?

The null hypothesis is that there is no impact of the number of times the principal or assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree. The alternative hypothesis is that there is an impact of the number of times the principal or the assistant principal provided written feedback on their perceptions of timely feedback as measured through the Examining Evaluator Survey to a statistically significant degree. From the 51 participants' responses (two missing responses), the mean, or average number, of written feedback between the teacher and the evaluator was three write-ups. The model summary displayed in Table 45 indicates a strong impact of written feedback on the composite of usefulness from the Examining Evaluator Survey.

Table 45

Composite of Access to Resources (Written Feedback)_Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
	.512[a]	.262	.247	1.552	2.064

a. Predictors: (Constant), Comp_Responsiveness

b. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

The adjusted R^2 was .25, meaning that 25% of the teachers' perceptions of the timely feedback received could be predicted from the number of written feedback received by the evaluator. The Durbin Watson column reflected a score of 2.0, which

indicated a positive correlation between the dependent variables scores (teachers' perceptions of timely feedback). A linear regression analysis was conducted to investigate the impact of number of times oral feedback was given on teachers' perceptions of the timeliness of the feedback. Table 46 provides a summary of the statistical significance of the regression model. The results indicated a significant regression model F (1,49) = 17.42, $p < .001$, with an adjusted R^2 of .247, indicating that 24.7 % of the variance in teacher perceptions of timely feedback was accounted by the number of times written feedback was provided. As a result, the null hypothesis was rejected.

Table 46

Composite of Access to Resources (Written Feedback)_ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.975	1	41.975	17.421	.000[b]
	Residual	118.064	49	2.409		
	Total	160.039	50			

a. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

b. Predictors: (Constant), Comp_Responsiveness

The beta coefficient is presented in Table 47 to compare the strength of the independent variable's effect. For every one-unit increase in written feedback, there was a .512 unit increase in the composite scores of the feedback's timeliness.

Table 47

Composite of Access to Resources (Written Feedback)_Coefficients

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	.724	.860		.842	.404
Comp_Responsiveness	.176	.042	.512	4.174	.000

a. Dependent Variable: How often did you receive written feedback from your designated evaluator throughout the current school year?

This indicated that oral feedback did an effective job in predicting teachers' perceptions of the feedbacks' timeliness in improving their instructional practices. Based on the regression results, the researcher rejected the null hypothesis. The regression equation was Composite of Timely Feedback Score = .724 +.512 (number of times teacher received written feedback). G Power was calculated to determine the smallest sample size suitable to detect the effect size. The statistical power was 0.3577501~ 0.36 which was a small but statistically significant effect size, which indicated that the number of times teachers received written feedback did have a high impact on teachers' perceptions of the timeliness of the feedback.

Qualitative Data Analysis

Qualitative Research Question

RQ11: What are the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principals or assistant principals?

The purpose of this qualitative data analysis was to discover any possible themes and patterns in the interviews of six general classroom teachers and their

phenomenological experiences of the instructional walkthrough. The driving question behind the research was as follows: What is the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principal or assistant principal?

Population and Location

During the quantitative phase of the research, each participant who opted to complete the survey agreed to participate in the focus group by checking the yes option included in the Examining Evaluator Survey. The participant was then redirected to a new URL where the participant provided his or her last name and email address for the researcher to make contact. There were a total of 23 participants who initially agreed to participate in the focus group. Due to conflicting schedules and participants later opting not to participate, the researcher ended up with a total of six participants who participated in the focus group via a GotoMeeting, which participants indicated was more conducive to everyone's schedules. The six participants in the focus group session were all veteran teachers on different grade levels. Participant 1 was a second-grade teacher with 19 years of experience. Participant 2 was a second-grade teacher with over 14 years of teaching experience. Participant 4 was a first-grade teacher with 12 years of teaching experience. Participant 5 was a kindergarten teacher with 18 years of teaching experience. Participant 6 was a third-grade teacher with 12 years of teaching experience. Participant 7 was a first-grade teacher with 24 years of teaching experience. Participant 3 did not show up for the actual meeting for reasons unknown to the researcher.

The virtual focus group session took place on February 23, 2020, at 6:00 p.m. for approximately one hour. The following research questions were presented for open-ended responses from the participants. The researcher asked the following eight questions:

1. Think about your overall score from last year on the Teacher Assessment on Performance Standards. Do you think it was fair? Yes or no.
2. Please explain your response to question 1.
3. What is your understanding of the purpose of the TKES instructional walkthroughs?
4. Was the feedback you received from last year useful or did the feedback impact your pedagogical practices?
5. Please elaborate and share your perception of question D?
6. Do you feel your evaluator is credible in providing effective feedback? Yes or No. Please explain.
7. How did your evaluator provide you with access to resources?
8. Do you think the feedback you receive was accurate? Please explain.

Before the focus group session, each participant was assigned a number via telephone conference to protect their identity during the session. All responses were recorded on an audiotape recorder after the informed consent was signed by each participant.

Data

Each interview was recorded for accuracy and then transcribed. The raw data of the interviews were the spoken words of the participants. Once the data were collected, the researcher explored the data by analyzing the data to obtain a sense of the

participants' instructional walkthrough experiences. The strategy for analyzing the qualitative data was based on reviewing the recorded interviews and using coding to determine any themes. An iterative coding and categorizing process (Charmaz, 2014) was utilized in the analysis of the qualitative data to determine any consistent themes in the experiences of the teachers.

The researcher started with the actual transcripts and highlighted any spots in the testimonies that bared relevance to the research question regarding their experiences of the TKES instructional walkthrough during the school year. The researcher was then able to outline those comments in a separate document to focus solely on the relevant concepts. The researcher listed the coded notes in order followed by developing descriptions and themes by grouping the codes. Once the codes were developed, the data was represented using quotes, rich descriptions, and tables. Finally, the researcher interpreted the data by summarizing the major qualitative data findings related to the literature and quantitative data. The researcher also identified the limitations of the study and implications for future research. Validation of the data and results was by triangulation from both the quantitative and qualitative results. The codes that were established were Assessment by Observer, Observer Orientation, Usefulness of Protocol, Credibility, Resourcefulness, Accuracy, and Accountability. These codes were assigned to each focus group question listed in Table 48.

Table 48

Assigned Codes for Focus Group Questions

Research Question	Code
1. Think about your overall score from last year, do you think it was fair?	Teacher Assessment of Instructional Walkthrough
2. What is your understanding of the TKES Instructional Walkthrough?	Teacher Orientation
3. Was the feedback you received last year useful, or did the feedback impact your pedagogical practices?	Usefulness of Protocol
4. Do you feel your evaluator is credible in providing feedback?	Credibility
5. How did your evaluator provide you with access to resources?	Resourcefulness
6. Do you think the feedback you received was accurate?	Accuracy
7. Is there anything else that you would like to contribute?	Accountability

The interview questions with the assigned codes and the teachers' perceptions were as follows:

1. Think about your overall score from last year on the Teacher Assessment on Performance Standards. Do you think your score was fair? (Teacher Assessment of Instructional Walkthrough)

   Participant 1: I think it was fair.

   Participant 2: I think it was subjective.

   Participant 3: Participant did not show up for the focus group session.

   Participant 4: Yes, I believe that it was fair.

   Participant 5: I, too, believe that it was fair.

   Participant 6: I feel it was fair.

   Participant 7: I feel that it was fair.

How teachers perceived their experience of the instructional walkthrough was of great interest to this study. In keeping with the literature, teachers' perceptions can be both positive and negative. Also, teachers' perspectives regarding instructional walkthroughs varied depending on each teacher's experience. The teacher responses represented both extremes as 83% of the participants indicated that they believed their TKES overall score from last year's Teacher Assessment on Performance Standards were fair. Serdiouk, Bopp, and Cherasaro (2017) stated that teachers who had feedback conversations or received written feedback at least once agreed with the feedback received from their walkthrough. Unlike the majority, Participant 2 indicated that instructional walkthroughs were subjective. However, all participants indicated they believed that the instructional walkthrough process also had areas that required growth. The data suggests that the participants perceived the instructional walkthrough as fair due to fact that they all met the requirements based on the rubric and their overall score.

2. Please explain your answer to question 1.

    Participant 1: I feel like it as fair and it was proficient.

    Participant 2: It was based on what the administrator was coming in to look for at the time.

    Participant 3: Participant did not show up for the focus group session.

    Participant 4: I feel like it was fair because I met the requirements based on the rubric indicators. There could be room for improvement but I did meet the requirements.

    Participant 5: I scored proficient and based upon the rubric I met the requirements but there is always room for growth.

Participant 6: Like already mentioned, there's room for growth but for the most part I was proficient.

Participant 7: As stated earlier, there is room for growth and I agree with everything that was said.

3. What is your understanding of the TKES instructional walkthrough? (Teacher Orientation)

Participant 1: My understanding of the purpose of the TKES instructional walkthrough is to measure the effectiveness of the teacher based on the different domains that they have outlined and it is supposed to be used to my understanding as a tool to help you or to improve you to enrich you if needed. That's my understanding.

Participant 2: Participant was experiencing technical difficulties.

Participant 3: Participant did not show up for the focus group session.

Participant 4: Yes, I agree. It's to provide constructive feedback on how well you are doing as a teacher. It is also to provide constructive feedback to change or improve your instructional practices or your professional knowledge.

Participant 5: I also see it as a tool that's used to give meaningful feedback to teachers in support so they can do what's best for students and ultimately increase student achievement.

Participant 6: I feel the same way. It's a tool to provide feedback to teachers as far as how they are doing and if their practices are effective.

I also feel that it allows teachers an opportunity to see what proficiency and exemplary could look like. It's just a good tool to help teach it and show you what you need to be proficient.

Participant 7: I, too, see it as a tool to look at teacher effectiveness and help determine where we are in our teaching practices. If teachers were to look at the rubric, it will also guide their instruction. If you're proficient, you see where you need to go to become exemplary. If you are less than proficient, you see what you need to do to get there.

As stated in Chapter II, McBrayer et al. (2018) stated that the instructional responsibilities of principals include those tasks that directly influence teachers' ability to provide effective instruction and students' opportunities to learn. The instructional walkthrough is not only important to principals but also classroom teachers. Teacher evaluation is integral to the entire instructional leadership model (Marzano, Frontier, & Livingston, 2011). When done effectively, instructional walkthroughs determine if the instruction being delivered within the classroom reflects what we know about instruction and determines if the students are learning from the information provided.

All participants in the focus group session displayed a concrete understanding of the purpose of the instructional walkthrough. All participants understood the purpose of the instructional walkthrough is to provide meaningful feedback to improve their instructional practices. Definitions ranged from "measure the effectiveness of the teacher based on different domains," "provide constructive feedback," "meaningful feedback to teachers so they can do what's best for students and ultimately increase student achievement," to a "tool that looks at teacher effectiveness." Five of the six participants

(83%) referenced that the instructional walkthrough involved the use of a tool or rubric to measure instructional practices observed within the classroom.

4/5. Was the feedback you received from last year useful or did the feedback impact your pedagogical practices? Please elaborate and share your perceptions of question 4. (Usefulness of Protocol)

Participant 1: I think the feedback I got last year was positive but I don't think it was very useful. There wasn't a lot of detailed specific feedback. So, in my perception, it wasn't useful and it didn't impact my teaching practices. To be honest, the things I really needed to work on I pretty much already knew it and that was the focus that I was trying to work on. To me, my personal opinion, it was just a routine that needed to take place and that's my honest opinion about it.

Participant 2: Sometimes when they come in with an agenda for the look-fors that they are planning on. They really don't give you adequate or effective feedback for what you were doing. It's all about what they were looking for.

Participant 3: Participant did not show up for the focus group session.

Participant 4: I kind of agree. I would say yes because based on my score, it just solidified my thoughts on my instructional practices. I did receive proficient; however, I don't necessarily know that it impacted my instructional practices. Like the other participant said, I believe that it is something that has to be

done, but I'm not 100% sure if the practice that they are doing is really changing instructional practices for teachers.

Participant 5: After listening to participant 1 and 4, I agree with them. I do feel the feedback I received with comments about what they saw me do in the classroom was positive. When I think about if it impacted how I changed my practices in the classroom, I don't know what that feedback was. There was one thing that was really big at the time which was differentiated instruction. One comment I do remember was making sure I'm doing that in small groups. So, I did take that bit of feedback and I tried to implement that but overall, I do kind of feel like this is a tool that administrators are using as a let me do a really quick give you feedback just basic and that's that.

Participant 6: I agree with all of the ladies. For the most part, it really didn't change my practices. Whatever was mentioned that I needed to make some improvement like higher-order thinking and incorporating more things for that year. I really don't feel like it impacted my teaching.

Participant 7: While I did receive positive comments, they really didn't help me to grow because the comments were very general and in order to grow I needed very specific details. So, it really was not helpful.

The responses to the questions provided the opportunity for the participants to provide their perceptions about the usefulness of the instructional walkthrough. Although the intent of the instructional walkthrough is plausible, the research from Chapter II indicated that some teachers felt differently and the process embodied areas of growth. According to Tuytens and Devos (2010), teachers specify a need to understand the usefulness of an evaluation system, the importance of teachers' trust in the evaluator, and the evaluator's ability to acquire knowledge, provide meaning, and offer support by mobilizing resources to enable professional learning.

Although the majority of the participants indicated that the TKES instructional walkthrough was fair, all participants expressed their concern regarding the usefulness of the feedback. Duffett, Farkas, Rotherham, and Silva (2008) stated that, although the walkthrough was part of the teacher evaluation process and was the most used technique to assess teacher quality, teachers did not feel that this strategy impacting teachers' instructional practices and described them as weak evaluations and just a formality. Kachur et al. (2009) stated that teachers are looking for feedback about their classrooms. "All teachers, including superstars, are hungry for feedback" (p. 71).

> Participant 1 indicated that it wasn't useful and it really didn't impact my teaching practices. Participant 1 continued by saying that "it was just a routine that needed to take place.
>
> Participant 2 stated they really don't give you adequate or effective feedback for what you were doing. It's all about what they were looking for.
>
> Participant 4 indicated that the process solidified my thoughts on my instructional practices; however, I don't necessarily know that it impacted my

instructional practices. Participant 4 also shared an experience where feedback was provided, but the comment was not useful to change anything that I was already doing or would think about doing in the future.

Participant 5 stated, “I do kind of feel like this is a tool that administrators are using as a quick give you feedback.”

Participant 6 indicated it really didn’t change my practices.

Participant 7 shared, “I did receive positive comments but they really didn’t help me to grow because the comments were very general and I needed specific details.”

6. Do you feel your evaluator is credible in providing effective feedback? Yes or No. Please explain. (Credibility)

Before answering this question, the researcher noticed how the body language of the participants drastically changed. Participants giggled, a few scratched their heads, and many began looking around the room. It was evident the participants had strong feelings regarding this question.

Participant 1: I have mixed feelings about that, and the reason being is my evaluator was new in that particular position. I felt like she was proficient and she was credible and able to observe what she saw and give positive feedback on what I was doing. But I think in terms of giving me some “grows” or things that I need to improve on, I don’t think she was able to offer a whole lot. I think one of the things is the time constraint. It is as if they are on a time frame to get this done, so sometimes that process can be

rushed. It could have been something totally different, but in terms of getting some feedback or some tangible feedback on what I need to do to improve, I think that areas were lost. I don't think it is necessarily that person's credibility, I just think the circumstances had on impact on that. This year, that person is my same evaluator. I feel like she would be able to offer something a little bit more substantial because she will have had that experience under her belt and know exactly what to look for and how she can give me things to do, tell me what I need to improve, but also give me some tangible things that I can do to improve if that makes sense.

Participant 2: Technical problems.

Participant 3: Did not show up for the focus group session.

Participant 4: Yes, I do believe the person was credible because this person had been in the position and they've had experience for a while. I may be jumping the gun a little bit, but what I find sometimes happen is that you have a different evaluation based on the time. The first time you may have the principal and the next time you may have the AP. Sometimes I find that they might need to be using the inter-related tool because one person is giving one score and the other person is giving another score. Not that the scores aren't proficient but in one area you might receive a four and the other

person is giving you a three. So, sometimes you're wondering. This may be something they might need to do more often.

Participant 5: So I'm comparing principal and assistant principal. When I think of the principal giving credible feedback, I would say yes. He has been doing this a while. The feedback is meaty. You know, it serves the purpose. When I compare that to the feedback of my AP, it was her first year. So, it was very basic. It wasn't effective and I just felt it was something that she wrote down because it had to be done. It was just one of the many observations that needed to be given.

Participant 6: He often asks questions to kind of guide where he should be when we are conferencing. So I kind of feel like I'm the one having the conversation and explaining things. He's like ok, now I get it so his credibility is kind of shady. But for the most part, I feel like the principal is credible. I feel like sometimes once you hit that proficient area it's hard for them to kind of guide you to the next level.

Participant 7: My principal has been doing this for a long time, so I feel like her assessments of me are credible. Then sometimes because of time constraints, I feel like they might be a little rushed. As with both the principal and the assistant principal, in some ways, I feel like the assistant principal is a little less credible than the principal. In particular, my assistant principal is a pleaser. So when you are

> trying to please teachers, you kind of sway in their favor regardless of what you see.

Serdiouk et al. (2017) stated that teachers rated evaluator credibility as very important or critical in their decisions on how to respond to feedback. Before this question, the participants were very forthcoming with their answers. However, the researcher noticed a change in the participants' body language when the researcher asked the participants about their perception of their evaluator's credibility. The participants began to giggle, some scratched their heads, and many of them began looking around the room with a sense of reservation. However, five of the six (83%) participants were transparent in sharing their perceptions. Participant 2 was not able to share her perspective due to technical difficulties.

> Participant 1 indicated "I have mixed feeling about that and the reason being is my evaluator was new in that particular position." Participant 1 further explained that "I felt like she was proficient and she was credible, but I think in terms of giving me some grows or things that I needed to improve on, I don't think she was able to offer a lot."
>
> Participant 4 stated, "I do believe that the person was credible because they had been in the position." Participant 4 also indicated that having a different evaluator may cause problems with the credibility of the results as "one person is giving one score and another person is giving another score."
>
> Participant 5 opted to compare the principal and the assistant principal which was very similar to Participant 4. Participant 5 stated "when I think of the principal giving credible feedback, I would say yes because he has been doing this a while so his feedback is meaty and serves its purpose." However, Participant 5 stated,

"when I compare that to the feedback of my AP, it was very basic and it wasn't effective." Participant 5 stated, "I felt it was something that she wrote down because it had to be done." Participant 6 explained that both the principal and the assistant principal were veterans. However, she stated "I do feel like my principal provides more credible feedback than my assistant principal." Unlike the other participants,

Participant 6 also stated "I feel like sometimes once you hit that proficient area it's hard for them to kind of guide you to the next level."

Participant 7 stated, "My principal has been doing this for a long time, so I feel like her assessments of me are credible." Participant 7 also stated, "In some ways, I feel like the assistant principal is sometimes a little less credible than the principal. My assistant principal is a pleaser. So when you're trying to please teachers, you kind of sway in their favor regardless of what you see."

7. How did your evaluator provide you with access to resources? (Resourcefulness)

   Participant 1: I don't recall my evaluator directing me to resources as it relates to my evaluation.

   Participant 2: Resources were available.

   Participant 3: Did not show up for the focus group session.

   Participant 4: About the evaluation and resources, no I wasn't provided anything specific based on my evaluations as far as resources are concerned.

   Participant 5: My evaluator did not provide me any resources in regards to my evaluation.

Participant 6: I would say that what my evaluator would suggest professional development that's going to be offered at RESA or some type of literature that she may have read about. Now we are pushed towards using the Instructional Lead Teacher as a resource. So, I would say yes, they provide me with that.

Participant 7: Well, my principal always asks what do we feel we need to grow, and once that question is asked, I normally tell her. Then, if it's a class, we can take it at RESA or somewhere else. She will give us an opportunity to go there. If there are any professional books that we would like to purchase to help us, we get those as well.

According to Serdiouk, Bopp, and Cherasaro (2017), although teachers generally reported that they found evaluator feedback to be useful, many still indicated that the feedback did not include specific suggestions for improvement or recommendations for resources or professional development.

While the participants indicated they had access to the district's resources, only two out of six participants (33%) indicated that their evaluators referred them to additional resources to support their instructional practices. Participants 1, 4, and 5 stated, "I wasn't given any resources as it relates to my evaluation. Participant 2 had technical issues that prevented her from answering the question. However, Participant 6 stated, "She would suggest professional development or some type of literature that she may have read about." Participant 7 indicated "My principal will ask if there are any

professional books that we would like to purchase in order to help us. We get those as well."

8. Is there anything else you would like to end with and add to our conversation? (Accountability)

   Participant 1: I would just like to add, in theory, this evaluation system is really good but in reality, I don't feel like it is very effective. I think it is subjective. I feel like even though you have the rubric, you still have people with different opinions about what they see and based on the possible relationship or rapport that you have with that particular evaluator, I think that has an impact on it as well. Now, whether or not that should be the case, I feel that it doesn't need to be the case, but unfortunately, it is. Just to be frank, and maybe I'm being a little too frank, I really don't hold it in high regards in terms of measuring my effectiveness.

   Participant 2: Participant experienced technical difficulties.

   Participant 3: Did not show up for the focus group session.

   Participant 4: I just wanted to piggyback off of what participant 1 said. In theory, it is supposed to help improve your instructional practice, your professional knowledge, and just your professionalism overall. It hasn't happened to me but other colleagues have felt like the person is trying to observe you in

a harder method. Sometimes there come those discrepancies that leave you wondering if they are using the same tool.

Participant 5: [No comment]

Participant 6: I just feel that it's just a way to show accountability on the principal's part to say I've been in your classroom. I saw you teach and here's a checklist. It's done. They have to be more accountable for what they are doing It's not just a checklist. We are in the business of teaching, moving, and impacting kids.

To conclude the focus group session, the researcher allowed the participants to share any additional thoughts and concerns regarding the instructional walkthrough. The participants agreed that the TKES instructional walkthrough is good in theory, but in reality it is not very effective. As reflected in the literature review, Duffett, Farkas, Rotherham, and Silva (2008) stated that, although the walkthrough was part of the teacher evaluation process and was the most used technique to assess teacher quality, teachers did not feel that this process was impacting their teaching practices and described them as weak evaluations and just a formality.

Participant 1 stated, "I don't hold it in high regards in terms of measuring my effectiveness." Participants 2 and 4 questioned the accuracy by asking, "Are they really using the tool?" Participant 6 said, "I just feel like it's just a way to show accountability on the principal's part and here's a checklist." Participant 6 further stated, "they have to be more accountable for what they are doing and everything is not just a checklist. We are in the business of teaching and moving and impacting kids."

Qualitative evidence through articulations and verbalizations of the respondents in this phenomenological inquiry revealed six themes relating to teachers' perceptions of the TKES instructional walkthrough and the impact it has on their instructional practices, which were as follows: TKES instructional walkthrough is fair and accurate based on Teacher's overall score of Proficient or better, Teachers have a fluid understanding of the purpose of the instructional walkthrough, Feedback is not Impacting Practices, Teachers perceive their principals to be more credible than assistant principals, Access to Resources are not specific to evaluation, and Evaluators need to be more accountable.

Qualitative evidence through articulations and verbalizations of the respondents in this phenomenological inquiry revealed six themes relating to teachers' perceptions of the TKES instructional walkthrough and the impact it has on their instructional practices which were: TKES instructional walkthroughs are fair and accurate based on the teacher's overall score of proficient or better, teachers have a fluid understanding of the purpose of the instructional walkthrough, feedback is not impacting practices, teachers perceive their principals to be more credible than assistant principals, access to resources are not specific to evaluation, and evaluators need to be more accountable.

Part III: Mixed-Methods

The purpose of this section was to triangulate the quantitative and qualitative data centered around the following question:

RQ12: How do teachers' general perceptions of the instructional walkthroughs and the feedback they receive from their principals or assistant principals share a relationship with the five domains in the Examining Evaluator Survey?

The researcher used the sequential explanatory mixed-methods research design to quantitatively determine the magnitude of the instructional walkthrough on teachers' practices. The researcher first collected and analyzed the quantitative data to inform the qualitative data collection. The qualitative data provided teachers the opportunity to describe the nature of the K through fifth-grade instructional walkthrough experiences. According to Fetters, Curry, and Creswell (2013), the integration of quantitative and qualitative data can dramatically enhance the value of mixed-methods research. The qualitative data assessed the validity of the quantitative data. Integration of the data occurred via connecting as the interview participants were selected from the population of participants who responded to the survey. The interpretation of the quantitative and the qualitative data was interpreted and reported via a joint display table (see Table 49) to draw out new insights beyond the information gleaned from the separated quantitative and qualitative results.

Table 49

Example: Joint Display Table

Construct	Quantitative Descriptive Results	Quantitative Regression Results	Qualitative Focus Group Quotes
Usefulness of Feedback (*n*= 7)	e.g., The frequency analysis shows that teachers find the feedback from the evaluator useful.	RQ1: Statistically significant impact of number of times oral feedback is given on the teacher's perception of usefulness of feedback ($F = 58.44$, $p < .05$). The adjusted $R^2 = .53$ RQ 2: Statistically significant impact of number of times written feedback is given on the teacher's perception of usefulness of feedback ($F = 16.82$, $p < .05$). The adjusted $R^2 = .23$	P4: My principal's feedback is of little value to me. P5: The instructional strategies used by AP was useful.

(continued)

Construct	Quantitative Descriptive Results	Quantitative Regression Results	Qualitative Focus Group Quotes
Reliability of Feedback (*n*= 5)	e.g., The frequency analysis shows that teachers find the feedback from the evaluator credible	RQ 5: Statistically significant impact of number of times oral feedback is given on the teacher's perception of the credibility of the feedback (F = 17.06, p < .05). The adjusted R^2 = .24 RQ 6: Statistically significant impact of number of times written feedback is given on the teacher's perception of the credibility of the feedback (F = 12.14, p < .05). The adjusted R^2 = .18	P1: I felt like she was proficient, and she was credible and able to observe what she saw and give positive feedback on what I was doing. But I think in terms of giving me some "grows" or things that I need to improve on, I don't think she was able to offer a whole lot P4: Yes, I do believe the person was credible because this person had been in the position and they have had experience for a while. P5: So I'm comparing principal and assistant principal. When I think of the principal giving credible feedback, I would say yes. He has been doing this a while. The feedback is meaty.
Access to Resources (*n*= 4)	e.g., The frequency analysis shows that teachers receive access to resources from the evaluator's feedback.	RQ 7: Statistically significant impact of number of times oral feedback is given on the teacher's perception of evaluator's feedback of access to resources = (F =39.68, p < .05). The adjusted R^2 = .43 RQ 8: Statistically significant impact of number of times written feedback is given on the teacher's perception of evaluator's feedback of access to resources (F = 17.37, p < .05). The adjusted R^2 = .24	P5: My evaluator did not provide me any resources in regards to my evaluation. P7: Well, my principal always asks what do we feel we need to grow, and once that question is asked, I normally tell her. Then, if it's a class, we can take it at RESA or somewhere else. She will give us an opportunity to go there. If there are any professional books that we would like to purchase to help us, we get those as well.

(continued)

Construct	Quantitative Descriptive Results	Quantitative Regression Results	Qualitative Focus Group Quotes
Responsiveness (*n*= 5)	e.g., The frequency analysis shows that teachers find the feedback from the evaluator timely.	RQ 9: Statistically significant impact of number of times oral feedback is given on the teacher's perception of evaluator's timely feedback= (F = 34.06, $p < .05$). The adjusted $R^2 = .40$ RQ 10: Statistically significant impact of number of times written feedback is given on the teacher's perception of evaluator's timely feedback ($F = 17.42$, $p < .05$). The adjusted $R^2 = .25$	P7: Then sometimes because of time constraints, I feel like they might be a little rushed. P1-5: When feedback is offered, I implement what is suggested

Note: P is participant; RQ is research question

Instructional walkthroughs are protocols that novice and veteran teachers experience several times during the school year. The data retrieved from the quantitative and the qualitative phase aligned with the literature found on the topic. Teachers expressed that the five domains of effective feedback (usefulness, accuracy, credibility, accesses to resources, and responsiveness) are very important to achieve the purpose in which they were intended. Teachers expect and desire feedback that will impact their instructional practices from both the principal and the assistant principal.

Quantitatively, the majority of the teachers indicated that their evaluator's feedback was useful. The data showed that the participants strongly agreed that they received specific improvement suggestions to impact their practices, the feedback was received in a timely manner to inform their practices and included specific instructional practices that they could implement in their classrooms. Qualitatively, the teachers' responses were quite different. The majority of the teachers did not feel like the feedback

they received was thorough or informative enough to make a change in their instructional practices. Per the respondents, the feedback was often very general and not detailed enough with specific suggestions.

Both quantitatively and qualitatively, the respondents strongly agreed that the instructional walkthroughs were an accurate depiction of their teaching. Quantitatively, the respondents indicated that the feedback represented a typical day in the classroom. Qualitatively, the respondents equated the accuracy of the feedback with their actual score. All of the participants stated that they felt the instructional walkthroughs were accurate because they received a ranking of proficient. However, both the quantitative and the qualitative data showed indicated that there was a concern that different evaluators reviewing the same evidence would likely give the same scores.

In the Examining Evaluator Survey, the majority of the participants indicated they believed their evaluator was credible. They believed their evaluator possessed knowledge of the content, understood how students learn, and possessed knowledge of effective teaching practices. The focus group session provided more insight regarding the teachers' perceptions of the credibility of their evaluators. Most of the participants indicated that they perceived their principal to be more credible than their assistant principal because most of them had been in their positions longer, they had a better understanding of content, and they provided more thorough feedback.

Quantitatively, the majority of the respondents agreed or strongly agreed that they received access to resources as a result of the feedback they received. This access to resources included the respondents changing the way they plan instruction, seeking support from the instructional support teacher in their building and professional

development opportunities. Qualitatively, four of the six participants indicated that the feedback they received did not provide them with resources. On the other hand, two of the participants stated that their evaluator provided them with supplemental resources and opportunities to attend off-site professional development.

Finally, responsiveness was deemed an important element of effective feedback. The Examining Evaluator Survey showed that the majority of the respondents agreed that they changed their instructional practices and the way they plan instruction due to the feedback received from their evaluator. Qualitatively, five out of six of the participants indicated that, regardless to how minimal their feedback was, they too attempted to make changes in their instructional practices when and if feedback was provided.

Summary

The purpose of this study was to analyze teachers' perceptions of the instructional walkthrough to determine if teachers perceived walkthrough feedback to be beneficial in increasing their effectiveness based on five constructs, which are Usefulness, Accuracy, Credibility, Access to Resources, and Responsiveness. This research was helpful in supporting principals and assistant principals in providing feedback to their teachers to improve their classroom instruction. The researcher utilized a 19-question survey instrument and 8 qualitative questions to further explain the quantitative data. A one-way ANOVA was performed with $\alpha = 0.05$ to determine if a difference existed between the number of years' service or the frequency of walkthroughs and teachers' perceived impact instructional walkthrough feedback had on increasing their effectiveness. Descriptive statistics were utilized to analyze the data regarding teachers' perceptions of instructional walkthrough feedback providing input for professional development and or helping to

increase classroom instruction. Quantitative findings via the Examining Evaluator Survey were researched further through the focus group. The implications of these findings are discussed further in Chapter V.

CHAPTER V

SUMMARY OF THE STUDY

Student achievement continues to be the focus in school districts across America. As a result, teacher effectiveness is critical in ensuring student success. In Georgia, the TKES was developed to ensure that every child from every community can have an excellent and effective classroom teacher, optimize student learning and growth, and improve the quality of classroom instruction. The TKES includes the protocol of implementing instructional walkthroughs. During these instructional walkthroughs, teachers are assessed on 10 performance standards that are aligned to five domains (planning, instructional delivery, assessment of and for learning, learning environment, and professionalism) to receive an overall teacher effectiveness measure. While walkthrough practitioner articles have been pervasive in education journals on the principal's perception of the instructional walkthrough, there is minimal research available on the teacher's perception of the instructional walkthrough feedback from both the principal and the assistant principal.

Analysis of the Findings

Chapter IV reviewed the quantitative and qualitative analysis utilized to determine teachers' perceptions of the instructional walkthrough and its impact on teachers' instructional practices. The Examining Evaluator Survey gleaned teachers' perceptions of the instructional walkthrough feedback in the categories of the usefulness of the

feedback, the accuracy of the feedback, the credibility of the feedback, access to resources, and the responsiveness to the feedback. Based on the Examining Evaluator Survey, teachers perceived the instructional walkthrough as an effective protocol in improving teaching practices. Findings from the study will add to the growing research on instructional walkthroughs and assist with filling gaps in information regarding teacher perspectives. As the literature review suggested, principals must not only observe teaching practices, but they must possess the instructional and content knowledge to support teachers by providing meaningful feedback. This research further supported the fact that the principal is the lead evaluator as most of the participants indicated that their evaluator was the principal. Sheng et al. (2017) affirmed that principals can influence student learning directly by conducting regular classroom visits, providing constructive feedback to teachers, and maintaining ongoing communications with teachers about instructional issues. A major finding revealed within the study showed that teachers deemed the oral feedback as more beneficial to their instructional practices than the written feedback. As detailed in Chapter II, Skretta (2007) stated that the best walkthroughs give teachers relevant, real-time data on their instruction.

Discussion of Research Findings

Quantitative

According to Gurley, Anast-May, O'Neal, Lee, and Shores (2015), most researchers support the need for principals to serve as instructional leaders. Based on the findings of the study the teachers who participated in the Examining Evaluator Survey indicated the importance of having evaluators who were instructional leaders. There was a total of 53 teachers who responded to the Examining Evaluator Survey, with 21(40%)

of the participants having from 1 to 5 years of teaching experience, 10 (19%) having 6 to 12 years of experience, 8 (15%) of the teachers had 11 to 15 years of experience, 6 (11%) teachers with 16 to 20 years of teaching experience, and 9 (17%) teachers with over 20 years of teaching experience. Sheng et al. (2017) affirmed principals can influence student learning directly by conducting regular classroom visits, providing constructive feedback to teachers, and maintaining ongoing communications with teachers about instructional issues. The Examining Evaluator Survey revealed that more than half of the teachers' evaluator was the principal, with the remaining teachers indicating the assistant principal was the evaluator. The findings, which are explained in the proceeding paragraphs, indicated that these practices indeed impacted teachers' instructional practices.

The data from the Examining Evaluator Survey revealed that teachers perceived the instructional walkthrough feedback to be influential in their teaching practices. Serdiouk, Bopp, and Cherasaro (2017) examined whether certain groups of teachers had differing perceptions of their evaluator feedback and determined that teachers with five years or less teaching experience found the feedback from their evaluators to be more useful than teachers who had more than 10 years of experience. The data from this study aligned with the research as 40% of the teachers had five years or less teaching experience. Five constructs of effective feedback were considered during both the quantitative phase, which were the usefulness of the feedback, the accuracy of the feedback, the credibility of the feedback, access to resources, and the timeliness of the feedback. The average number of oral instructional walkthrough feedback conversations shared between the evaluator and the teacher was three conversations. While three was

the average number of oral feedback conversations, the largest number of oral instructional walkthrough feedback received was more than five times.

The data reflected that written feedback did an effective job in predicting teachers' perceptions of the accuracy of the feedback in improving their instructional practices. The average number of written feedback teachers received from their evaluator was three written feedbacks with one written feedback from the evaluator having the largest representation. When comparing the oral and written feedback, the data revealed oral feedback as being more influential. The researcher contributes these findings to be attributed to the oral feedback being collaborative versus the evaluator completing the written and providing the results within a prescribed time frame. The teachers highly agreed or agreed that the feedback was received in a timely manner and included specific improvement strategies.

Questions 1 and 2 provided teachers the opportunity to determine the influence of the number of times the principal or assistant principal provided oral or written feedback on their perceptions of the usefulness of the feedback as measured through the Examining Evaluator Survey. The data indicated that the number of times oral and written feedback was given significantly influenced teachers' perceptions of the feedback's usefulness in improving their instructional practices. Based on the quantitative data, the average number of oral and written feedback occurrences from the principal and assistant principal was three. The teachers' perceived that the feedback was useful due to the feedback being provided in a timely manner to inform their practices. The teachers expressed that the feedback included specific instructional practices that they could use to improve their teaching. More importantly, the teachers expressed that feedback was

provided as frequently as needed. While the number of oral and written feedback occurrences influenced the perceptions of teachers, the adjusted R^2 reflected that the relationship between the number of feedback occurrences and the teachers' perceptions were still considerably weak for the written feedback.

Questions 3 and 4 provided teachers the opportunity to determine the influence of the number of times the principal or assistant principal provided oral or written feedback on their perceptions of the accuracy of the feedback as measured through the Examining Evaluator Survey. The data revealed that oral or written conversations between the teacher and their evaluator did influence the teacher's perceptions of the accuracy of the feedback, which significantly influenced teachers' perceptions of the accuracy of the feedback in improving their instructional practices. Based on the quantitative data, the average number of oral and written feedback occurrences from the principal and assistant principal was three. While the number of oral and written feedback occurrences influenced the perceptions of teachers, the adjusted R^2 reflected that the relationship between the number of feedback occurrences and the teachers' perceptions were still considerably weak for the oral and written feedback.

Based on the teachers' responses, most of the teachers agreed or strongly agreed that the feedback they received was an accurate portrayal of the teacher's craft of teaching. In addition, most of the participants believed the evaluation system was accurate enough that different evaluators reviewing the same evidence would likely give the same ratings. These findings aligned with the previous research done by Serdiouk et al. (2017) that indicated that most teachers agreed that the feedback they received was accurate and that evaluators were credible. Serdiouk et al. stated that, although teachers

generally reported that they found evaluator feedback to be useful, the teachers still indicate that the feedback did not include specific suggestions for improvement or recommendations for resources or professional development. The researcher provided more details on teachers' perceptions of the suggestions needed to improve their instructional practices in the qualitative phase.

Questions 5 and 6 provided teachers the opportunity to determine the influence of the number of times the principal or assistant principal provided oral or written feedback on their perceptions of the credibility of the feedback as measured through the Examining Evaluator Survey. Their responses indicated that oral or written conversations between the teacher and their evaluator did influence the teacher's perceptions of the accuracy of the feedback, which significantly influenced teachers' perceptions of the accuracy of the feedback in improving their instructional practices. Based on the quantitative data, the average number of oral and written feedback occurrences from the principal and assistant principal was three. While the number of oral and written feedback occurrences influenced the perceptions of teachers, the adjusted R^2 reflected that the relationship between the number of feedback occurrences and the teachers' perceptions were still considerably weak for the oral and written feedback

Serdiouk et al. (2017) stated that teachers rated evaluator credibility as very important or critical in their decisions on how to respond to feedback. Based on the survey data, 55 % of the participants perceived their evaluators as credible which aligned with the research. The data indicated that the respondents perceived that their evaluators knew and understood the curriculum, understood the evaluation system, possessed

knowledge of effective teaching practices, and possessed knowledge of how students learn.

Questions 7 and 8 provided teachers the opportunity to determine the influence of the number of times the principal or assistant principal provided oral or written feedback on their perceptions to access of resources as measured through the Examining Evaluator Survey. The survey data revealed that oral or written conversations between the teacher and their evaluator did significantly influence the teacher's perceptions of their access to resources, which improved their instructional practices. Based on the quantitative data, the average number of oral and written feedback occurrences from the principal and assistant principal was three. While the number of oral and written feedback occurrences influenced the perceptions of teachers, the adjusted R^2 reflected that the relationship between the number of feedback occurrences and the teachers' perceptions were still considerably weak for the oral and written feedback

The teachers indicated that the resources they had access to both formal and informal professional development. The teachers also suggested that they had access to instructional leaders such as instructional coaches within their building. While the survey data showed that the oral and written feedback significantly impacted teachers' perceptions, there were items within this construct that revealed teachers desired additional support. The first resource indicated by the teachers as a necessity was the opportunity to observe expert teachers modeling skills that related to the feedback they received. The second resource indicated by the teachers as a necessity was the opportunity to have additional time during the school day to plan for implementing new strategies based on the feedback.

Questions 9 and 10 provided teachers the opportunity to determine the influence of the number of times the principal or assistant principal provided oral or written feedback on their perceptions to the responsiveness of the feedback as measured through the Examining Evaluator Survey. The data revealed that oral or written conversations between the teacher and their evaluator did significantly influence the teacher's perceptions of the responsiveness of the feedback, which improved their instructional practices. Based on the quantitative data, the average number of oral and written feedback occurrences from the principal and assistant principal was three. While the number of oral and written feedback occurrences influenced the perceptions of teachers, the adjusted R^2 reflected that the relationship between the number of feedback occurrences and the teachers' perceptions were still considerably weak for the oral and written feedback.

As a result of the feedback, 45% of the teachers indicated that they tried new instructional strategies within their classroom, or they changed the way they planned their instruction. In their effort to respond to the feedback, the teachers also indicated that they sought out professional development opportunities and additional support from the instructional coaches within their schools. An area where more support was needed was classroom management suggestions. The Examining Evaluator did not allow the participants to expound on their need for management suggestions. Although the TKES instructional walkthrough includes a standard that focuses on a positive learning environment, the researcher contributes classroom management to be an area of concern during instructional walkthroughs to the evaluator's primary focus being on the planning, instructional delivery, and the assessment of and for learning domains.

Qualitative

The driving question behind the research was, What is the general perceptions of teachers regarding the instructional walkthroughs and the feedback they receive from their principal or assistant principal? One of the consistent themes related to the over-arching question above was the word "fair." All participants conveyed that they perceived the TKES instructional walkthrough as fair because the results were tabulated using a rubric that was independent of the evaluator. The teachers also indicated that they perceived the feedback from their instructional walkthrough as fair based on their actual score. A score of proficient was also the teachers' leading reason in determining the fairness of their instructional walkthrough experience. There is incredible irony in the fact that, while most of the respondents perceived the instructional walkthrough as fair, at the same time, most of the respondents also indicated that the instructional walkthrough had areas of growth.

All six (100%) of the participants in the focus group session understood the purpose of the TKES and the instructional walkthroughs, which are embedded in the process. Participant 5 summed it up best by stating, "I see it as a tool that's used to give meaningful feedback to teachers in support so they can do what's best for students and ultimately increase student achievement."

Unlike the survey data retrieved from the Examining Evaluator Survey, the teachers who participated in the focus group session had a difference of opinion regarding the usefulness of the feedback retrieved from their evaluators. The common perception that was shared by the focus group participants was that the feedback was not very useful. Participant I stated, "I think the feedback I got last year was positive, but I

don't think it was very useful. There was not a lot of detailed specific feedback. So, in my perception, it was not useful, and it didn't impact my teaching practices." As evident from the teacher's responses, the researcher was able to conclude that teachers want feedback specific to their needs that will aid them in their work in the classroom. Teachers want tailored feedback to fit their individual needs rather than a "one size fits all" response that supports the compliance expectation of conducting the instructional walkthroughs. The researcher also concludes that the teachers in the focus group had a more negative perception of the usefulness of the feedback of the participants' years of teaching experience. Each one of the teachers that participated in the focus group had ten or more years of teaching experience. As indicated in the literature review, veteran teachers perceive the feedback from their evaluator as less impactful and perceive themselves as more knowledgeable about content.

The teachers in the focus group perceived the instructional walkthrough feedback as accurate. The researcher attributes the participants' positive perception of the accuracy of the feedback to the use of the TKES assessment tool that is Georgia's adopted plan of assessment. In addition, the researcher was able to conclude that the participants perceived the feedback as accurate based on a proficient or higher rating from their evaluator. When describing their perception of the accuracy of the feedback, 100 % of the teachers associated the accuracy of the feedback with the effectiveness measure received in each domain.

When the participants shared their perceptions about the credibility of the feedback, the focus group participants responses were associated to who provided the feedback. The participants compared the feedback received from the principal and the

assistant principal. The participants perceived their principals to be very credible in providing effective feedback. Their reasons for these perceptions included the principal's years of experience and the principal possessing the ability to provide more in-depth feedback. According to 83% of the focus group, the assistant principals often did not provide thorough feedback to impact their practices due to fewer years of administrative leadership and lack of instructional knowledge. For teachers to perceive the credibility of the principal and the assistant principal as positive, the teachers did express that both groups need to strengthen their ability to provide feedback to proficient teachers which will guide them to the next level.

The teachers of the focus group were divided regarding their perceptions to whether they received access to resources from their instructional walkthrough feedback. Half of the teachers indicated that their evaluators shared resources and provided opportunities for them to receive ongoing professional development. The remaining teachers expressed that they did not recall their evaluator directing them to resources when obtaining their instructional walkthrough feedback.

In terms of the responsiveness of the instructional walkthrough feedback, the teachers implied that when feedback was received, the suggestions were taken and implemented. For the most part, teachers are rule followers and want to be successful in their craft of teaching and meeting the needs of their students. While some teachers indicated that they felt like the evaluators were often just conducting these walkthroughs for compliance purposes, they welcomed the feedback they received and tried implementing whatever was suggested.

Limitations of the Study

The ability to generalize the results from this study were limited in the following ways:

1. The participating district was limited to one metro school district.
2. Only 11 schools within the district participated in the research.
3. Research was limited to Title I schools.
4. Due to the confidentiality of teachers' TKES scores, the district could not provide teachers' scores, so the data gathered was based on the number of instructional walkthrough feedback received and a result of their overall score.
5. Study findings cannot be generalized because the sample is only from one school district, which limits the external validity of the generalizability of the results.
6. There was a low response from teachers to participate in the focus group component of the study due to teachers' fear of confidentiality.
7. This study was limited to focusing on how teachers perceived the value of the instructional walkthrough. It was assumed that the participating teachers accurately and honestly described their feelings and perceptions about their instructional walkthrough experience.
8. The researcher did not collect data on walkthroughs, whether unannounced or announced.

Recommendations for Future Research

Instructional walkthroughs, led by principals and assistant principals, continue to be a valuable and vital process in ensuring the success of teachers' instructional practices and the academic success of students. The amount of research done on the assistant principal and the instructional walkthrough continues to be an area that has limited information. The following recommendations are possible topics for future study:

A longitudinal study that evaluates the influence of the five areas of effective feedback on teachers' instructional practices would add to the field of study. In a longitudinal study, the researcher could repeatedly examine the same teachers and administrators to detect any changes over a period. This type of study would allow the teachers and the evaluators to see if an improvement of a teacher's practices were detected. In addition, this type of study would provide the evaluators the opportunity to be intentional and practice giving feedback to determine if an impact was achieved.

This study was administered to a purposive sample of teachers in one metro district in Georgia. To gain a greater understanding of teachers' perceptions of the instructional walkthrough feedback, studies comparable to this research conducted in other parts of Georgia would yield valuable information to the knowledge base.

Research on assistant principals as instructional leaders continues to be an area that needs continued research. As such, a similar study with the assistant principal as the primary focus of the study in surrounding counties in Georgia would add to the research in a positive way.

Implications of the Study

With the TKES being identified as the process that administrators use to support teachers' instructional practices, the feedback teachers receive must be aligned to the five characteristics of effective feedback. Feedback is a powerful and cost-effective means to assess and develop teachers and schools. Without effective feedback, teachers are left in the dark as to the impact of their decisions and actions. Effective feedback is the key to self-insight. Providing effective feedback is a complex process that requires skill, practice, and supple execution. If executed properly, effective feedback can have a major impact on the efficiency of the classroom. The practice of giving teachers feedback enhances successful learning through all phases of instruction. Feedback achieves great results when teachers make errors or demonstrate a lack of understanding, presenting an opportunity for deeper learning and growth. Teachers indicated the need and the desire to receive effective of feedback that would positively impact their craft of teaching. Even though principals and assistant principals are provided with initial training, there is no follow-up with administrators to ensure their mastery of the process, which should be considered in the future. As a result of this study, principals and assistant principals can be more intentional in providing research within the five key areas of effective feedback which are the usefulness of feedback, the accuracy of the feedback, the credibility of the feedback, access to the resources, and teachers' responsiveness to the feedback.

The Three Skills Theory indicated that effective leaders possess three primary skills (technical, human, and conceptual) and the data reflected from the study supported this theory. Teachers expressed the importance of their evaluators knowing and understanding how to use the instructional walkthrough rubric that aligns with the

technical skills. Human skills related to the administrators being accessible to the teachers and engaging with them in oral conversations on how they can best implement instructional practices will support students' learning. In both the Examining Evaluator Survey and the focus group, the participants indicated the importance of the evaluators understanding the curriculum and instructional practices which aligns with the conceptual skills referenced by the Three Skills Theory.

As a result of this research, we see that, while the numbers of times teachers received feedback was influential, the quality of the feedback is important and should include the five elements of effective feedback to be impactful. While both the oral feedback and the written feedback were influential, the data reflected that in every area of effective feedback, oral feedback was the most influential to the teachers. The researcher attributes the significance of the oral feedback to teachers' need for feedback that is in real-time and the opportunity to experience a collaborative conference where the teacher is able to ask and address any questions or concerns.

This data will be shared with the participating district to further their efforts in better supporting their teachers' instructional practices. In addition, the researcher will share this study's findings within the district where the researcher is presently employed as an assistant principal of a Title I school. This study will assist the researcher in providing teachers with effective feedback which will impact the teachers' instructional practices based on the needs identified by the participants. This study will also be shared with the school district to support both veteran and new assistant principals per their request.

Conclusion

The quantitative data indicated that the teachers perceived the instructional walkthrough as useful to their instructional practices across all five of the constructs. Unlike in the quantitative phase, the respondents were not so positive regarding their experiences of the instructional walkthrough. They believed that all of the constructs of effective feedback were vital; however, they believed that there was still much work to be done in order for the process to make an impact on their instructional practices and the success of the students.

According to the literature, veteran teachers had less of a positive perception of the instructional walkthrough and new teachers are more than likely to agree that the instructional walkthrough impacted their instructional practices. The data from the study clearly aligned with the research as the new teachers who participated in the survey had favorable perceptions of the instructional walkthrough while the veteran teachers who participated in the focus group did not perceive that the instructional walkthrough impacted their practices.

Assistant principals will need to improve on providing effective feedback as determined by the research. Most school districts are now supporting assistant principals via programs that are centered around the duties and responsibilities of the assistant principal. During the first years of an assistant principalship, principals should partner with the assistant principal when conducting walkthroughs and model how to effectively provide effective feedback to ensure the assistant principal is providing feedback with fidelity. Ongoing professional learning should be mandatory the first three years of an assistant principalship.

During the focus group session, many of the veteran teachers expressed that instructional walkthroughs were not very useful as they did not provide more in-depth feedback. In the future, the researcher would suggest that feedback only prioritize one or two areas for improvement and suggest actionable next steps for the immediate future. Including specific examples from the observation cited throughout the feedback and ensuring that the tone of the feedback is supportive will be advantageous for the teachers the evaluators are supporting. Principals and assistant principals should also include opportunities for teachers to observe expert teachers to provide them with access to resources. More planning time should be provided for teachers to implement any new strategies shared from the feedback. Per the feedback from the Examining Evaluator Survey, classroom management strategies should also be included in the feedback.

As a result of this study, the researcher is better equipped in providing effective feedback as a newly appointed assistant principal. The researcher is now cognizant of the characteristics of effective feedback and is equipped to support teachers' instructional practices. The researcher has learned that, while the TKES instructional walkthrough is comprised of written documentations, teachers desire and welcome oral feedback that is more interpersonal and provides for a collaborative experience. By ensuring that the feedback is useful, accurate, credible, provides access to resources, and responsive, evaluators have a greater chance of changing the mindset of veteran teachers and impacting their instructional practices. In addition, this type of feedback will have a greater chance of moving veteran teachers from beyond the proficient level, which many of the participants expressed as a concern during the focus group, while also providing continued support to the teachers new to the profession.

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APPENDICES

Appendix A

The Examining Evaluator Feedback Survey

The purpose of this survey is to understand your thoughts on the usefulness and accuracy of your evaluator feedback. The survey asks questions about your experiences with the feedback you received as part of your district's teacher evaluation system. As you answer the questions, please consider only feedback that you received from your designated evaluator in your district during the current school year. Your designated evaluator is the person who is responsible for providing your performance rating at the end of the school year.

1. I have read and understand these instructions.

   ☐ Yes

2. As part of the district's teacher evaluation system, who was your designated evaluator in the current school year? (Select only one. If you have more than one evaluator please pick one and refer to that evaluator as you respond to the remaining questions.)

   ☐ My principal
   ☐ My assistant principal
   ☐ A peer
   ☐ My department chair
   ☐ My coach
   ☐ Other (please describe): _____

3. How often did you have a feedback conversation with your designated evaluator throughout the current school year? Feedback conversations are defined as any conversation with your evaluator in which he or she provided feedback specific to observations, walkthroughs, or artifacts collected as part of your evaluation.

   ☐ Never
   ☐ Once
   ☐ Twice
   ☐ Three times
   ☐ Four times
   ☐ Five times
   ☐ More than five times

4. How often did you receive written feedback from your designated evaluator throughout the current school year? Written feedback includes feedback specific to observations, walkthroughs, or artifacts collected as part of your evaluation that was given to you in written form (either on paper or electronically).

   ☐ Never
   ☐ Once
   ☐ Twice
   ☐ Three times
   ☐ Four times
   ☐ Five times
   ☐ More than five times

For the following questions please keep in mind the feedback that you received throughout the current school year from your designated evaluator.

5. Indicate your level of agreement with the following statements. My evaluator's feedback…

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
… included specific improvement suggestions.	☐	☐	☐	☐	☐
… included specific suggestions to improve my content/ subject knowledge.	☐	☐	☐	☐	☐
… included specific instructional strategies that I could use to improve my teaching.	☐	☐	☐	☐	☐
… included specific classroom management strategies that I could use to improve my teaching.	☐	☐	☐	☐	☐
… included recommendations for finding resources or professional development to improve my teaching.	☐	☐	☐	☐	☐
… was provided as frequently as I needed it.	☐	☐	☐	☐	☐
… was provided in time for me to use it to inform my practice.	☐	☐	☐	☐	☐

6. Indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The feedback I received was an accurate portrayal of my teaching.	☐	☐	☐	☐	☐
The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.	☐	☐	☐	☐	☐
The evaluation system is accurate enough that different evaluators reviewing the same evidence would likely give the same ratings.	☐	☐	☐	☐	☐
I would receive the same feedback if my evaluator examined different evidence (e.g., if they observed additional lessons or reviewed additional evidence).	☐	☐	☐	☐	☐

7. Indicate your level of agreement with the following statements. In my opinion, my evaluator had sufficient …

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
… knowledge of my content/subject to effectively evaluate me.	☐	☐	☐	☐	☐
… knowledge of how my students learn to effectively evaluate me.	☐	☐	☐	☐	☐
… knowledge of effective teaching practices to effectively evaluate me.	☐	☐	☐	☐	☐
… understanding of the curriculum being observed to effectively evaluate me.	☐	☐	☐	☐	☐
… understanding of the established teacher evaluation system to effectively evaluate me.	☐	☐	☐	☐	☐

8. Indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	☐	☐	☐	☐	☐
I had access to an instructional leader (e.g., peer, coach/ mentor, administrator) who supported me in implementing suggestions provided in my feedback.	☐	☐	☐	☐	☐
I was able to observe expert teachers modeling skills that related to my feedback.	☐	☐	☐	☐	☐
I had time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).	☐	☐	☐	☐	☐

9. Indicate your level of agreement with the following statements. Because of the feedback I received from my evaluator …

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
… I tried new instructional strategies in my classroom.	☐	☐	☐	☐	☐
… I tried new classroom management strategies in my classroom.	☐	☐	☐	☐	☐
… I sought professional development opportunities (formal or informal).	☐	☐	☐	☐	☐
… I sought advice from an instructional leader (for example, peer, coach or mentor, administrator).	☐	☐	☐	☐	☐
… I changed the way I plan instruction.	☐	☐	☐	☐	☐

10. When deciding how to respond to your feedback, how important was each the following? Receiving …

	Unimportant	Slightly important	Important	Very important	Critical
… specific improvement suggestions.	☐	☐	☐	☐	☐
… recommended next steps for finding professional development to improve your teaching.	☐	☐	☐	☐	☐
… feedback within an appropriate timeframe.	☐	☐	☐	☐	☐
… feedback as frequently as you needed it.	☐	☐	☐	☐	☐
… feedback with specific suggestions to improve your content or subject knowledge.	☐	☐	☐	☐	☐
… specific instructional strategies that you could use to improve your teaching.	☐	☐	☐	☐	☐
… specific classroom management strategies that you could use to improve your teaching.	☐	☐	☐	☐	☐
… feedback that was an accurate portrayal of my teaching.	☐	☐	☐	☐	☐
… feedback from classroom observations or walkthroughs that represented a typical day in my classroom.	☐	☐	☐	☐	☐

11. When deciding how to respond to your feedback, how important was each the following? Having confidence that I would receive the same feedback …

	Unimportant	Slightly Important	Important	Very Important	Critical
… from a different evaluator if they reviewed the same evidence.	☐	☐	☐	☐	☐
… if my evaluator had examined different evidence (e.g., if they observed additional lessons or reviewed additional evidence).	☐	☐	☐	☐	☐

12. When deciding how to respond to your feedback, how important was each the following? Having confidence that my evaluator had sufficient …

	Unimportant	Slightly Important	Important	Very Important	Critical
… knowledge of my content/subject to effectively evaluate me.	☐	☐	☐	☐	☐
… knowledge of how my students learn to effectively evaluate me.	☐	☐	☐	☐	☐
… knowledge of effective teaching practices to effectively evaluate me.	☐	☐	☐	☐	☐
… understanding of the curriculum being observed to effectively evaluate me.	☐	☐	☐	☐	☐
… understanding of the established teacher evaluation system to effectively evaluate me.	☐	☐	☐	☐	☐

13. When deciding how to respond to your feedback, how important was each the following?

	Unimportant	Slightly Important	Important	Very Important	Critical
Having access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	☐	☐	☐	☐	☐
Having access to an instructional leader (e.g., peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.	☐	☐	☐	☐	☐
Being able to observe expert teachers modeling skills that related to my feedback.	☐	☐	☐	☐	☐
Having time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).	☐	☐	☐	☐	☐

For the following question please keep in mind the feedback that you received throughout the current school year from your designated evaluator.

14. To what extent did the feedback you received from your designated evaluator improve your instruction?

- ☐ Not at all
- ☐ A little
- ☐ A lot

15. Including this year, please indicate how many years of teaching experience you have.

☐ 1	☐ 8	☐ 15
☐ 2	☐ 9	☐ 16
☐ 3	☐ 10	☐ 17
☐ 4	☐ 11	☐ 18
☐ 5	☐ 12	☐ 19
☐ 6	☐ 13	☐ 20
☐ 7	☐ 14	☐ More than 20

16. Please indicate the grade level that you teach currently (select one or more).

☐ Early childhood	☐ Grade 6
☐ Kindergarten	☐ Grade 7
☐ Grade 1	☐ Grade 8
☐ Grade 2	☐ Grade 9
☐ Grade 3	☐ Grade 10
☐ Grade 4	☐ Grade 11
☐ Grade 5	☐ Grade 12

17. Please indicate the subject and students that you teach currently (select one or more).

- ☐ Language arts
- ☐ Math
- ☐ Science
- ☐ Social studies
- ☐ Noncore subjects (physical education, art, technology)
- ☐ English learner students
- ☐ Students in special education
- ☐ Intervention
- ☐ Other: _____

Appendix B

Email to Principals

Dear Principals,

I am a doctoral student under the direction of my Dissertation Committee Chair, Dr. Christopher Garretson, at Columbus State University in Columbus, Georgia. The purpose of my research is to explore whether general classroom teachers (K-5) perceive instructional walkthroughs, a component of the Teacher Keys Effectiveness System, led by both the Principal and the Assistant Principal as beneficial in enhancing their teaching practices.

Within the next week, your teachers will receive an email inviting them to participate in a 19-question survey. The survey should take no more than fifteen minutes to complete and will in no way identify the school district, evaluator(s), school, or any teachers participating in the research. Responses will be kept strictly confidential and participants will be coded with a number to ensure confidentiality. Participation is voluntary and causes no possible or foreseeable psychological, emotional, physical, or other social risks to you, your teachers, or the school district. Teachers may opt out at any time without any consequences.

Upon completion of the study, I will share the findings with you at your request. If you have any questions, please feel free to contact me by phone or email. Thank you in advance for your support.

Yours in Education,

Germaine Brooks
Columbus State University
Doctoral Student
(404) 863.6343

Appendix C

Initial Letter to Teachers

Dear Educator,

This email serves as a formal invitation to participate in my doctoral dissertation study at Columbus State University in Columbus, Georgia. This study will consist of two phases and will be conducted under the supervision of Dr. Christopher Garretson. The purpose of my study is to explore whether general classroom teachers (k-5) perceive instructional walkthroughs, the component of the Teacher Keys Effectiveness System led by both the Principal and the Assistant Principal, as beneficial in enhancing their pedagogical practices. This survey is geared towards the general education classroom teacher and is voluntary. If you are NOT a general education classroom teacher with at least one year of teaching experience, please disregard this email.

You are cordially being invited to participate in PHASE I which will include your participation in a 19-question survey using Qualtrics. Qualtrics is an internet-based software that is password-protected, so no one besides my chair, methodologist, and I will have access to the data. If you elect to participate, the survey should take no more than 15 minutes to complete. No names of teachers, administrators, schools, or the school district will be mentioned in the survey or the final report. To indicate your willingness to participate, the informed consent is attached to this email to enlighten you about your rights and the purpose of this study. The link below will take you directly to the survey. Prior to the start of the survey, an overview of the Informed Consent will also be provided. You will then check if you AGREE or NOT AGREE to the survey. If you do not agree to participate in the survey, the survey will end without any consequences. This study will also consist of a PHASE II which is a Focus Group. To recruit participants in the Focus Group, there will be an additional question included in the web-based survey which will ask if you would like to participate in the Focus Group. If you agree to participate in the focus group, you will check YES to the question which will then redirect the survey to a new URL where you, the participant, will provide your first and last name and your email address while keeping your responses to the survey de-identifiable of your personal identification ticket Afterwards, six to 12 participants' names will be selected and these individuals will be contacted via email by the researcher to participate in the Focus Group.

Upon completion of the study, I will share the findings with you at your request. If you have any questions or concerns, please feel free to contact me by phone or email.

Thank you in advance for your participation as your voice is greatly appreciated!

Yours in Education,

Germaine Brooks
Columbus State University
Doctoral Student
404.919.3992

Appendix D

Informed Consent Form: QUALITATIVE

COLUMBUS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD

You are being asked to participate in a research project conducted by Germaine Brooks, a student in the Department of College of Education and Health Professions at Columbus State University. Dr. Christopher Garretson will be supervising the study.

I. Purpose:

The purpose of this project is to understand the impact of the overall score elementary general education teachers receive during Principal or Assistant Principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices.

II. Procedures:

Phase I: Quantitative

Participants was informed that this study consisted of 2 phases. Participants participated in Phase I - The Examining Evaluator Survey. Participants was provided the option to participate in Phase 2 (Focus Group) via the final question included in the web-based survey which asked if the respondent would like to participate in the Focus Group. If the respondent of the survey agreed to participate in the focus group, the respondent checked YES to the question and then was directed to a new URL where the participant provided his/her first and last name and their email address while keeping their responses to the survey de-identifiable of their personal identification ticket. However, if the participant opted NOT to participate in the Focus Group Session, the survey concluded without any penalties.

Phase II: QUALITATIVE:

AFTER completing the 19 question survey in the Qualtrics platform, the participant will answer the final question included in the web-based survey which will ask if the participant would like to participate in the Focus Group. If the respondent of the survey agrees to participate in the focus group, the respondent will check YES to the question and then be directed to a new URL where the participant will provide his/her first and last name and email address while keeping their responses to the survey de-identifiable of their personal identification ticket.The survey will then conclude. However, if the participant opts NOT to participate in the Focus Group session, the participant will click NO and the survey will conclude. The researcher will aggregate the data to retrieve names of respondents who are interested in participating in the Focus Group session in the Qualtrics platform. All the names will be compiled and 6-12 individuals will be selected randomly to participate in the Focus Group. The researcher will contact each potential participant by email with details about the Focus Group which will include the specifics (i.e date, time, and location). A conducive location for all participants will be determined and the session's duration will range from 30 minutes to an hour. Prior to conducting the Focus Group session, the researcher will have the participants to sign and submit the paper based informed consent. The purpose of this Focus Group, the logistics

of the process, and the importance of confidentiality will be explained during this time. The researcher will serve as the moderator and provide the Focus Group guidelines. The researcher will reiterate that no names of teachers, administrators, schools, or the system will be mentioned during the Focus Group or in the final report. Confidentiality will be valued, so feedback will not be associated to a particular individual. Number placards will be assigned to each participant and placed in front of each participant to maintain anonymity when responding to the questions.The teachers will be asked to focus on the five domains of feedback present in the evaluator survey. The results of the Focus Group will be summarized and the researcher will inform the respondents that they will receive a summary by a predetermined date. All data will be kept for 1 year from the time the data is collected in a secured storage in the researcher's home that only the researcher will have access. After the 1 year time frame, all evidence of the data (paper and audio) will be deleted and shredded. It is possible that some of this data could be used for future research projects.

III. Possible Risks or Discomforts:

There will be no risks and minimum discomfort, if any, involved in the study.The researcher is not an employee of the district. Responses will be kept strictly confidential and participants will be coded with a number to ensure confidentiality.

IV. Potential Benefits:

The potential benefits of participating in this study will aid school administrators in their practices and feedback of instructional walkthroughs to support teachers pedagogical practices.

V. Costs and Compensation:

There will be no costs accrued or compensation provided during this research.

VI. Confidentiality:

To protect the confidentiality of the data, the researcher will keep all data locked and stored in a safe which the researcher will only have the password. Only the researcher will have access to the data. The data will be disposed after 1 year by deleting all electronic files and shredding any paper copies of data to avoid any further access to its content. No names of the schools, participating teachers, evaluators, or the district will be revealed. Participating teachers in the second phase, will only be identified by numbered placards when responding to Focus Group questions. It is possible that some of this data could be used for future research probjects.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Germaine Brooks at 404.919.3992 or brooks_germaine@columbusstate.edu. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By signing this form, I agree to participate in this research project. [If participation is dependent upon the participant being 18 years of age or older, you must include a statement here confirming the age.]

_____ _____

Signature of Participant Date

Appendix E

Focus Group Protocol and Questions

1. Introduction of the moderator and focus group guidelines

    - This evening we're going to be discussing your perception and your experiences of the TKES Instructional Walkthrough based on the five categories of effective instructional walkthroughs which are USEFULNESS OF FEEDBACK, ACCURACY OF FEEDBACK, CREDIBILITY OF FEEDBACK, ACCESS TO RESOURCES, AND TIMELINESS OF FEEDBACK. The information shared will improve school administrative practices involving the instructional walkthrough and better support teachers' pedagogy. It is the intent that this process will help district leaders make decisions about this process in order to better support instructional walkthroughs in order to provide relevant and effective feedback which is necessary for essential instructional, diagnostic and accountability purposes.
    - Guidelines-
        - One person should speak at a time.
        - There are no "wrong" answers to any of the questions. I am only interested in hearing your perspective as a classroom teacher.
        - I value your confidentiality. I will not associate any feedback that comes out of this Focus Group with an individual or group.
        - Everyone will have a chance to speak. If you have not had an opportunity to provide your perspective, I may call on you by your number.
        - Please turn off or silence your cell phones.
        - Are there any additional norms the group would like to add?

2. Communicating results of Focus Group:

    - The results of the Focus Group will be summarized, and you will receive a summary. If I missed any key points you raised during this conversation, please let me know.

3. We will now conduct an Introductory Exercise to practice the protocol of answering the questions. To make the transcription easier, we will go one person at a time by your assigned number.

    - Please tell us a little about yourself. Before you provide any responses, please state the number you've been assigned first followed by your response. Your name is not needed, but share the following:
        - What grade do you teach?
        - How long have you been a teacher?
        - Does everyone understand the protocol? If yes, we will begin.

4. Focus Group Questions

    A. Think about your overall score from last year on the Teacher Assessment on Performance Standards. Do you think it was fair? Yes or no.
    B. Please explain your response to question A.
    C. What is your understanding of the purpose of the TKES instructional walkthroughs?
    D. Was the feedback you received from last year useful or did the feedback impact your pedagogical practices?
    E. Please elaborate and share your perception of question D?
    F. Do you feel your evaluator is credible in providing effective feedback? Yes or No. Please explain.
    G. How did your evaluator provide you with access to resources?
    H. Do you think the feedback you receive was accurate? Please explain.

5. Adjourn - Thank you all for participating in my Focus Group session. Your transparency is appreciated. A summary of the report will be provided per your request. Have a wonderful evening!

APPENDIX F

Local Site Research Support Form

Clayton County Public Schools
Department of Research, Evaluation, Assessment, and Accountability
Research Guidelines and Application Procedures

Appendix D
Local Site Research Support Form

A Local Site Research Support Form must be signed by the School Principal of each school involved in the proposed study. If the research is to be conducted in more than one school, a separate Local Site Research Support Form must also be signed by the appropriate Assistant Superintendent(s). Therefore, research in multiple sites requires one signed a form from the Assistant Superintendent(s) and one signed a form from each of the principals involved in the study.

NOTE: Signature request(s) are obtained only after final approval of the research application. Attach approval letter when requesting signatures.

Name of School(s) /Site(s): _____

Name of Researcher: _____

Section I. Research Project (Researcher must complete sections A, B, C, D, E, and F below)

A. Title:
B. Statement of the Problem:
C. Subjects or Population for the Proposed Study: D. Researcher's Purpose in Conducting this Study:
D. Dates Research Will be Conducted: _____to _____
E. Description of the time and involvement for all individuals involved in the study (i.e., students, teachers, administrators, etc.)

Section II. All researchers must adhere to the following guidelines:

A. Protect the rights and welfare of all human subjects.
B. Inform students, parents, and/or staff members that they have the right to decline participation in the proposed research without penalty or loss of benefits.
C. Adhere to Board policies and all applicable laws that govern conducting research and the protection of privacy and confidentiality of student and staff records.

Section III. After the Local Site Administrator signs below, forward this completed signed form with the complete application to the following:

Via CCPS Inter-Office Mail	Via U.S. Mail
Dr. Michael V. Tappler Division of Accountability and Assessment Central Office	Dr. Michael V. Tappler Division of Accountability and Assessment 1058 Fifth Avenue Jonesboro, GA 30236

My signature signifies that I am willing to work with the researcher named above upon receipt of an approval letter. I understand that I may withdraw from the study at any time.

_____ _____
Signature of Principal **Signature of Assistant Superintendent** (If applicable)

_____ _____
Printed Name of Principal **Printed Name of Assistant Superintendent** (If applicable)

Date: _____

Appendix G

Second Letter to Teachers

Dear Educator,

This email serves as a formal invitation to participate in my doctoral dissertation study at Columbus State University in Columbus, Georgia. This study will consist of two phases and will be conducted under the supervision of Dr. Christopher Garretson. The purpose of my study is to explore whether general classroom teachers (k-5) perceive instructional walkthroughs, the component of the Teacher Keys Effectiveness System led by both the Principal and the Assistant Principal, as beneficial in enhancing their pedagogical practices. This survey is geared towards the general education classroom teacher and is voluntary. If you are NOT a general education classroom teacher with at least one year of teaching experience, please disregard this email.

You are cordially being invited to participate in PHASE I which will include your participation in a 19-question survey using Qualtrics. Qualtrics is an internet-based software that is password-protected, so no one besides my chair, methodologist, and I will have access to the data. If you elect to participate, the survey should take no more than 15 minutes to complete. No names of teachers, administrators, schools, or the school district will be mentioned in the survey or the final report. To indicate your willingness to participate, the informed consent is attached to this email to enlighten you about your rights and the purpose of this study. The link below will take you directly to the survey. Prior to the start of the survey, an overview of the Informed Consent will also be provided. You will then check if you AGREE or NOT AGREE to the survey. If you do not agree to participate in the survey, the survey will end without any consequences. This study will also consist of a PHASE II which is a Focus Group. To recruit participants in the Focus Group, there will be an additional question included in the web-based survey which will ask if you would like to participate in the Focus Group. If you agree to participate in the focus group, you will check YES to the question which will then redirect the survey to a new URL where you, the participant, will provide your first and last name and your email address while keeping your responses to the survey de-identifiable of your personal identification ticket Afterwards, six to 12 participants' names will be selected and these individuals will be contacted via email by the researcher to participate in the Focus Group.

Upon completion of the study, I will share the findings with you at your request. If you have any questions or concerns, please feel free to contact me by phone or email.

Thank you in advance for your participation as your voice is greatly appreciated!

Link to Survey:
http://columbusstate.qualtrics.com/jfe/form/SV_0Ng0J2yituebiip

Yours in Education,

Germaine Brooks
Columbus State University
Doctoral Student
404.919.3992

Appendix H

Follow-Up Email to Teachers

January 21, 2020

Dear Educator,

THANK YOU to everyone who took the time to respond and participate in my research on "Teachers Perceptions of the Instructional Walkthrough via the TKES component and its impact on their pedagogical practices." I appreciate you greatly for taking the time out of your busy day to accommodate me.

If you have not had the opportunity to complete the survey yet, but you are willing to participate, the survey will be open for an additional week. This survey is not a tedious survey and will not take any more than fifteen minutes at the most to complete. Your input means a lot and it will aid both Principals and Assistant Principals in providing you with feedback that will support you in your pedagogical practices. Remember, that this research has two phases which also includes the Focus Group Session. If you opt to take the survey, the last question will invite you to be a participant in the Focus Group. You can agree to participate in the Focus Group session by clicking YES to the final question in the survey which will direct you to a new URL where you will provide your first and last name and your email address while keeping your responses to the survey de-identifiable of your personal identification ticket. If you opt not to participate in the Focus Group session, you can click NO and the survey will conclude. You will be contacted by the researcher via your school district's email account once the names have been compiled. Both phases of the research will be confidential as no names of teachers, administrators, schools, or the school district will be mentioned. Thank you in advance for your consideration.

I have included the link to this email. Thank you in advance for your participation.

LINK:
https://columbusstate.ca1.qualtrics.com/jfe/preview/SV_0Ng0J2yituebiip?Q_SurveyVersionID=current&Q_CHL=preview

Yours in Education,

Germaine Brooks
Columbus State University
Doctoral Student
(404) 919-3992

Appendix I

Human Research Application

SECTION A: PROJECT INFORMATION

1. **Title of Project:** TEACHERS' PERCEPTIONS OF THE INSTRUCTIONAL WALKTHROUGHS,VIA THE TKES COMPONENT, AND ITS IMPACT ON THEIR TEACHING PRACTICES

2. **Application Type:**

   ☒ New Project
   ☐ Resubmission of Withdrawn Project
   ☐ Continuing Project (Previous IRB number: _____)

3. **Principal Investigator:**
   (There is only one principal investigator. List the primary contact person as the PI. Include a copy of human subjects research training certificate in the addendum.)

   Name: Germaine Brooks

   Title: Doctoral Student

   Department Name: College Of Education & Health Professions

   Mailing Address: 336 Jasmine Drive Locust Grove, GA 30248

   Phone: 404.919.3992 E-Mail: brooks_germaine@columbussstate.edu

4. **Co-Principal Investigator:**
   (For student project, thesis, or dissertation, the faculty supervisor serves as the Co-PI. If you are not affiliated with CSU, then you must list a faculty member as the Co-PI. Include a copy of human subjects research training certificate in the addendum.)

   Name: Dr. Christopher Garretson

   Title: Assistant Professor, Educational Leadership

   Department Name: College of Education & Health Professions

   Mailing Address: College of Education and Health Professions

   Columbus State University

   3115 Frank D. Brown Hall

   Columus, GA 31907

   Phone: 706.507.8512 E-Mail: garretson_christopher@columbusstate.edu

5. **Indicate whether personnel from an approved lab setting will be involved in this research.**

   ☐ Yes ☒ No

B) If *Yes*, identify the name of the approved lab:

6. **Other Personnel of the Research Team:**
(If additional space is needed, insert more rows in the table. Include a copy of human subjects research training certificates for all listed personnel in the addendum.)

Name	Email
Dr. Parul Archarya	Acharya_Parul@columbusstate.edu
Dr. McCormack	McCormack_Thomas@columbusstate.edu

7. **A) Do any of the Investigators or Other Personnel listed in this application have a real, potential, or perceived conflict of interest associated with this study?** (See the FAQ webpage for more information.)

☐ Yes ☒ No

B) If *Yes*, identify the individual(s) and explain:
(The conflict must be disclosed in the informed consent process.)
NA

8. **What is the expected duration of the project?**

Winter Semester 2019 -Spring 2020 to collect data from survey and Focus Groups

SECTION B: PROJECT SUMMARY

Within 100 words, clearly describe the purpose of the study using lay terminology.
The purpose of this Mixed Methods Explanatory study is to understand the impact of the overall score elementary general education teachers receive in principal or assistant principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices. An analysis of teachers' perceptions of instructional walkthrough feedback is warranted to ensure teachers feel effectively supported in meeting the needs of their students via the TKES instructional walkthrough component since K-5 are critical years. This study will focus on the instructional walkthrough feedback in five critical areas: Accuracy, Usefulness, Credibility, Access to Resources, and Timeliness.

SECTION C: HUMAN RESEARCH PARTICIPANTS

1. **Number (or Range) of Participants Needed:** 46

2. **Age of Participants:**

   ☐ under 18 (Specify age(s): _____)
   ☒ 18 to 64
   ☐ 65 and older

3. **Identify the criteria for including, or selecting, participants.**
   The sample will consist of general education classroom teachers with a range of teaching experience. Teacher must have at least one full year of teaching at a Title I Elementary School within the school district. The participants will have also received observations and feedback from either the Principal or the Assistant Principal at their school.

4. **A) Are there any criteria for excluding potential participants?**

   ☒ Yes ☐ No

   B) If *Yes*, identify the criteria for excluding potential participants.
   The participants must be general education classroom teachers only and have been teaching for one full academic year prior to the 2019 – 2020 school year.

5. **A) Indicate whether any of these groups will be targeted participants.** (Check all that apply.)

   ☐ Pregnant women, neonates, or fetuses
   ☐ Prisoners
   ☐ Individuals who are cognitively impaired
   ☐ Individuals who are economically disadvantaged
   ☐ Individual who are mentally ill
   ☐ Individuals who are terminally ill
   ☐ Individuals who have HIV or AIDS
   ☐ Individuals who have limited English proficiencies

   B) Explain the justification for targeting the group(s) checked above in this research project.
   NA

C) What additional safeguards will be added to protect the rights and welfare of these groups?
NA

6. **A) Do you plan to target individuals who belong to a particular gender, racial, or ethnic group?**

☐ Yes ☒ No

B) If *Yes*, specify the targeted group(s) and explain the justification for targeting the particular group(s) in this research project.
NA

7. **What is your current and/or future relationship to the participants?**
The researcher does not have a current relationship with the participants and do not expect to have a relationship with the participants in the future outside of this study.

SECTION D: RECRUITMENT PROCEDURES

1. **How will the participants be recruited?** (Check all that apply.)

☐ In person	☐ Printed Materials	☐ Television/Radio
☐ Phone call	☐ Letters	☒ Listserv/Email
☒ Social Media/Web-based	☐ SONA	☐ Other (Specify:_____)

2. **Describe when, where, and how participants will be initially contacted for each method selected in #1 above.** (Attach a copy of any printed and/or electronic materials that will be used for recruiting in the addendum.)

After obtaining the district's approval, The researcher will begin the process sending an email (provided by the district) to each principal informing them of the study and seeking permission to conduct the study within his/her school. Next, the researcher will send an invitation to participate in the research via their Clayton County email accounts provided by the district office to Kindergarten-5th grade teachers beginning December 2019 – Spring 2020 (to meet the minimum number of participants based on G-Power). This initial recruitment email will introduce the researcher and provide an overview of the study and its intent, and provide the Informed Consents as an attachment. Information about opting to participate in the Focus Group will also be included in the initial email. One week later, the researcher will send out a second email to the K-5 teachers via Clayton County Schools email accounts. Within the second email, there will be a link in the email that the participant can click on which will take them directly to the summary

of the informed consent and survey should they opt to participate. In the second email, the researcher will reiterate to the participants that this study will have two phases with Phase II being a Focus Group session. The researcher will inform interested participants of the Focus Group that there will be a question included in the web-based survey which will ask if the participant would like to participate in the Focus Group. If the respondent of the survey agrees to participate in the focus group, the respondent will check YES to the question and then be directed to a new URL where the participant will provide his/her first and last name and email address while keeping their responses to the survey de-identifiable of their personal identification ticket. In the email, the researcher will further explain to the participants that they will be contacted via their Clayton County School's email or the email provided for participation the Focus Group. A paper Informed Consent will be provided on location of the Focus Group session. The recruitment email is included in the addendum.

3. **Describe any follow-up recruitment procedures for each method selected in #1 above.** (Attach a copy of any printed and/or electronic materials that will be used for recruiting in the addendum.)

   A third email will be sent out 1 week after email #2 as a reminder via Clayton County school's email accounts which will be provided by the district. The recruitment email will re-introduce the researcher, provide an overview of the study, include the informed consents as an attachment, thank them for participating if they have already completed the survey, and request their participation in Phase II- the Focus Group. In addition, there will be a link that the participant can copy and paste into the browser to access the summary of the informed consent and the survey. Participants will be reminded that the survey will also have a question embedded at the end of the survey where the participant will be redirected to a new URL whereby they can provide their first and last name in addition to their email address while keeping their responses to the survey de-identifiable of their personal identification ticket. The follow-up email is included in the addendum.

4. **A) Will participants receive any incentives and/or compensation for their participation?**

   ☐ Yes ☒ No

   B) If *Yes*, describe amount and quantity:
   NA

SECTION E: INFORMED CONSENT PROCESS

1. **Describe the specific procedures (i.e., how, where, and when) for obtaining informed consent.** (Use provided templates available on the CSU IRB website to create an informed consent form(s) and attach a copy in the addendum. Studies involving minor participants must include parental consent and minor assent.)

The informed consent form that will be utilized will be the template provided by Columbus State University. A copy of the informed consent will be sent out in the initial email to the teachers as an attachment during Winter Semester 2019-Spring 2020 via the Clayton County Schools teacher emails. In addition, the first page of the web-based survey (Qualtrics) will include the following information: 1. A summary of the informed consent and its purpose; and 2. A statement stating that the participant can choose to agree to the survey or opt out of participating in the survey. The participant will select the appropriate radial within the web-based survey as to whether they agree or disagree to participate in the study. If the participant chooses not to participate, the survey will conclude, and the responses will not be recorded. If they choose to participate, the participants will respond to each of the survey items. A final question will be included in the survey to give the respondent the opportunity to AGREE or NOT AGREE to be part of PhaseII-Focus Group. If the respondent is interested in participating, the respondent will click YES to the question which will direct the participant to a new URL where they will find an identification ticket to include the participant's first and last name and email address while keeping their responses to the survey de-identifiable. If the participant opts to not participate, the participant will click NO and the survey will conclude without any penalties. All data will be kept 1 year from the time the data is collected. After the one-year time frame, the data will be deleted. The data from the survey may be utilized for future projects.

Phase II
Researcher will collect names of participants who opted to participate in Focus Group through the Qualtric platform. Prior to conducting the Focus Group, the researcher will discuss the purpose of the Focus Group, the logistics of the process, and the importance of confidentiality will also be explained during this time in a predetermined location subsequently following the quantitative phase during Winter Semester 2019- Spring 2020. Next, each participant will be provided with a paper copy of the informed consent to read over. At that time, the participant will have the opportunity to agree or not agree to participate in the survey. Any participant that opts out of participating in the Focus Group will have the opportunity to do so without any penalties. The researcher will begin the Focus Group session by serving as the moderator and providing the Focus Group guidelines. The teachers will be asked to focus on the five domains of feedback present in the evaluator survey. Confidentiality will be valued, so feedback will not be associated to a particular individual. Number placards will be assigned to each participant and placed in front of each participant to maintain anonymity. The results of the Focus Group will be summarized and the researcher will inform the respondents that they will receive a summary by a predetermined date. All data will be kept 1 year from the time the data is collected. After the one-year time frame, the data (both audio and paper documentation) will be deleted and shredded to avoid further access. The data from the Focus Group may be utilized for future projects.

2. **If applicable, provide justification for requesting a waiver to document informed consent.** (*See the FAQ webpage for more information.*)
   NA

SECTION F: OUTSIDE PERFORMANCE SITE

1. **A) Does this project involve any collaborating institution and/or performance site outside of the CSU campus (e.g., local public school, participants' workplace, military base, or hospital)?**

   ☒ Yes ☐ No

   B) If *Yes*, list all institutions and sites involved with this research project.
   (If additional space is needed, attach a separate sheet as an addendum. For each listed site, attach a Letter of Cooperation **written on the institution's letterhead** and signed by the appropriate authorized official(s) in the addendum. See the FAQ webpage for more information.)

Name of Institution	Location (City, State)	written permission and/or current IRB approval
Name Removed		☒Attached ☐Pending
		☐Attached ☐Pending
		☐Attached ☐Pending
		☐Attached ☐Pending
		☐Attached ☐Pending

SECTION G: METHODS

1. **Basic Design and Procedures**
   Outline the research project procedures in concise and sequential lay terminology. The outline should include the basic design and the sequence of procedures the participants will follow from their entry through their completion of the project. The first phase of this study will be the Quantitative Phase. The process for this phase will be as follows:
   I. A web- based combined version of the Examining Evaluator Survey (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015) will be constructed using Qualtrics, a web-based survey software application available through Columbus State University's Technology Department.
   II. The participants will receive an invitation to participate in a web-based survey via their school district's email account during Winter Semester 2019-Spring 2020. (pending CSU IRB approval and school district approval)
   III. The first page of the web-based survey(Qualtrics) will include a summary of the informed consent and the option to agree or not agree to participate. The

participants will select the appropriate radial within the web-based survey as to whether they agree or disagree to participate in the study. If they choose not to participate, the survey will conclude and the response will be recorded. If they opt to participate, they will respond to each of the survey questions.

IV. Within the survey, the researcher will include a question asking the respondent if he/she would be interested in volunteering to be part of Phase II of the study which is the Focus Group by clicking YES or NO. If the participant is interested in participating, the participant will click YES which will redirect the main survey to a separate URL whereby the participant will include his/her name and email address for the researcher to contact. By incorporating a separate URL, the participant's personal information will be de-identified from the responses provided in the main survey.

V. The researcher will de-identify survey by keeping the Personal identification ticket separate from the participant's responses.

VI. Qualtrics is a password protected software which will protect unauthorized users access to the data. The researcher will be the only person in possession of the password.

VII. The researcher will review and analyze the data.

The second phase of this study will be the Qualitative Phase. The process for this phase will be as follows:

I Researcher will initially send out an email that contains the background information about the purpose of the study and explain that this study will consist of 2 phases.

II. During Phase I, the survey, the researcher will include a question asking the respondent if he/she would agree to participate in Phase II, a Focus Group session, by selecting YES or NO. If the respondent agrees to participate, the respondent , will click YES which will redirect the main survey to a separate URL whereby the participant will include his/her name and email address for the researcher to contact. If the participant decides to opt out of participating in the Focus Group, the participant will click No and the survey will conclude.

III. Researcher will retrieve the names of interested participants of the Focus Group.

IV. The researcher will contact all participants via teacher's Clayton County Schools email or by the email provided by the participant to thank them and to provide them with the logistics of the Focus Group session.

V. The participants and the researcher will meet at a predetermined location for the Focus Group session which will last from 30 minutes to an hour. At this time the paper copy of the Informed consent will be signed by each participant and collected by the researcher.

VI. Researcher will conclude meeting and thank participants for participating.

VII. All data gathered will again be kept strictly confidential and housed in the researcher's home in a locked storage which will only be accessed by the researcher.

2. **Description of Data Collection / Instrumentation**
For each item selected, you must address all of the required components. (Check all that apply.)

☐ Physiological, Anthropometric, Specimen, or related Measurements (e.g., EEG, body composition, blood, and urine)

Describe the procedure used to conduct each measurement. For specimen samples (e.g. blood) make sure to include the frequency of collection, amount for each collection, and total volume to be collected.
NA

☐ Document and Artifact Collection

Describe any documents or artifacts (e.g., historical papers, educational records, or student writing samples) that will be collected and used.
NA

☐ Behavioral Observations (e.g., classroom observations)

Describe the
- *focus,*
- *duration,*
- *number of observations,*
- *and how the observations will be recorded.*

☒ Survey, Interviews, and Questionnaires (Attach a participant copy of each measure in the addendum. If your survey, interviews, and questionnaires will be administered online, you must answer the Internet Surveys and Research section below.)

For each measure, describe
- *setting,*
- *mode of administration,*
- *and anticipated duration.*

The participants will complete a web-based survey to gather information on teachers' perceptions of the instructional walkthrough feedback received from their evaluator. The survey will collect information on teachers' perceptions on five key characteristics of evaluator feedback: Usefulness, Accuracy, Credibility, Access to resources, and Responsiveness. The time needed to complete the survey should not exceed 15 minutes. In order to meet the minimum number of participants based on G- Power Analysis, the survey will remain open until Spring 2020.

During the Focus Group interview, the session will be audio recorded using a digital recorder in a predetermined location that is convenient to all voluntary participants (6-12) and is free from all distractions. From the survey, the participants will engage in discourse which will be guided by the quantitative data

using the 10 Focus Group questions. (included in the artifacts). The audio recordings will be used to create a written transcript of the interviews by the researcher. Confidentiality will be valued, so feedback will not be associated to a particular individual. Number placards will be assigned to each participant and placed in front of each participant to maintain anonymity as participants respond to the questions. The session will last from 30 minutes to an hour. The Focus Group will take place after the pending approval of the district and once the survey requirement has been met and has concluded.

☒ Internet Surveys and Research

Describe the measures

- *that will be taken to ensure security of data transmitted over the internet (e.g., internet surveys)*
- *to remove IP addresses*
- *and to protect from unauthorized access.*

The survey will be created using a web-based and password-protected survey application, Qualtric, which is available through CSU's technology department. The Qualtric software creates a response ID, which will be randomly generated for each participant. The IP address which derives from the user's computer or network will be recorded, but the email address will not be recorded as the invitations to participate will not be distributed through the Qualtrics software. Once the raw data are retrieved from Qualtrics, the IP addresses will be deleted from the dataset. The data will be disposed after 1 year or after the research has been finalized and completed by deleting and shredding all electronic and paper files.

☒ Audio or Video Recording

Describe the setting and anticipated duration.

During the Focus Group interview, the session will be audio recorded using a digital recorder in a predetermined location that is convenient to all participates and is free from all distractions. The audio recordings will be used to create a written transcript of the interviews. Confidentiality will be valued, so feedback will not be associated to a particular individual. Number placards will be assigned to each participant and placed in front of each participant to maintain anonymity. The session will last from 30 minutes to an hour. The data will be disposed after 1 year or after the research has been finalized and completed by deleting and shredding all electronic and paper files.

3. Is it possible for any of the collected data to be used for future research projects?

☒ Yes ☐ No

SECTION H: RISKS AND BENEFITS

1. A) Estimate the level of risk for participants.

Potential Risk	Not applicable	No More than Minimal Risk	Greater than Minimal Risk
A. Physical	☒	☐	☐
B. Psychological	☒	☐	☐
C. Social or Economic	☒	☐	☐
D. Use of deceptive technique	☒	☐	☐
E. Other (Specify: _____)	☐	☐	☐

B) If any of the above risks are greater than minimal risk, describe the severity and likelihood of the indicated risk(s).
NA

2. Explain what steps will be taken to reduce the impact of the indicated no more than minimal and/or greater than minimal risks and protect the participant's welfare.

NA

3. Describe the potential benefits to the participants as a direct result of this research project. (*Note:* Compensation is not considered a benefit).
This data from this research will improve school administrator's practices of instructional walkthroughs to benefit teachers' pedagogy.

4. Describe the potential benefits to research or practitioner community a direct result of this research project.
The data from this research can be used at school district meetings and during Professional Learning Sessions for evaluators to support them in providing feedback deemed necessary for teacher success.

SECTION I: CONFIDENTIALITY OF DATA

1. A) Will demographic information be collected?

☒ Yes ☐ No

B) If *Yes*, list all demographic information that will be collected. (Check all that apply.)

☒ gender ☐ racial classification ☒ age
☐ education level ☐ employment status ☒ Other (Specify:Yrs of teaching experience)

C) If *Yes*, describe how the information will be used.
Gender – Basic demographic information
Age- Basic demographic information
Years of teaching experience- to determine if teachers' years of teaching impacts their perception of the instructional walkthrough

2. **A) Indicate the degree of confidentiality.** (See the FAQ webpage for more information.)

☒ De-identified
☐ Anonymous
☒ Coded – Indirect
☐ Coded – Direct
☐ Data will not be confidential.

B) If the *data will not be confidential*, explain the rationale.

NA

C) If the *data will be de-identified*, explain the procedures for completing that process.

For Phase I, a final question will be embedded within the survey which will ask the participant if he/she would AGREE to participate in the Focus Group session. The participant will choose either YES or NO. However, if the participant agrees, the participant will be asked to provide his/her first and last name in addition to the participant's email address. To de-identify their survey responses from their personal information, the researcher will:

1. *De-identify the survey by ensuring the personal identification ticket and the survey responses are independent of each other.*
2. The researcher will add the condition of a YES response and create a survey flow which will redirect main survey to a URL that is separate from the main study and the personal identification ticket.

D) If *indirect or direct coding*, indicate

- **in what format (e.g., paper or electronic files) will the data be kept,**
- **where will the data will be stored,**
- **how long will the data will be stored,**
- **and how the data will be destroyed.**

Phase II will be Coded- Indirect. For the interview transcript (Focus Group), the volunteering participants' names will be replaced with Teacher 1, Teacher 2, and so forth.

The researcher will not associate "Teacher 1 etc" with the participant's name. The audio recordings and transcripts will be housed in a lockable storage cabinet in the researcher's home for up to 1year after the data is collected. After the research is finalized, the data will be destroyed by shredding both the audio and paper documentation from any further access.

E) If *indirect or direct coding*, explain why it is necessary to keep indirect or direct identifiers.

Serdiouk, Bopp, & Cherasaro (2017) examined why certain groups of teachers had differing perceptions of their evaluator feedback. According to the researchers, there were statistically significant differences in responsiveness to feedback between teachers with 1-5 years of teaching experience and those with over 10 years of teaching experience. Specifically, teachers with over 10 years of experience reported to be less responsive to feedback than did the teachers with 1-5 years of experience. Teachers found feedback to be less useful than did teachers with less than 10 years of experience. With that, (teacher's years of experience) within this study will be used to compare it's finding with the findings of Serdiouk et. al (2017) to determine whether their findings hold true within the district that the study will be conducted.

F) If *indirect or direct coding*, identify who will have access to the coding and/or individually identifiable information.

While the researcher will be conducting indirect coding, only the researcher and the researcher's committee will have access to the individually identifiable information.

SECTION J: ELECTRONIC SIGNATURES

The Research Team, including the Principal Investigator, Co-Principal Investigator, and other personnel, must read and comply with all Columbus State University Institutional Review Board (IRB) Policies and Procedures. In addition, they must abide by all federal, state, and local laws regarding protection of human subjects in research. As the Principal and Co-Principal Investigators, if applicable, you agree to follow these governing guidelines that include, but not limited to, the following policies and procedures. Failure to follow these guidelines may result in delays with the processing of this application and/or future applications.

1. Complete the Human Subjects Research training and submit a training certificate as an addendum.
2. Merge all addendums into one file.
3. Begin recruitment and data collection after receiving notification of final IRB approval.
4. Obtain approval from the IRB prior to instituting any change in project protocol.
5. Obtain informed consent from all participants, and legal parent or guardian, prior to commencing this research study when applicable.

6. Maintain copies of all records and signed consent forms, if required, from each participant for the duration of the project.
7. Notify the IRB regarding any adverse events, unexpected problems, or incidents that involve risks to participants and/or others.
8. Submit the Final Report Form within 12 months from the date of IRB approval using the template available on the CSU IRB website (if applicable).

If this research study is a student-led project, the Co-Principal Investigator, the student's faculty supervisor, must agree to complete the following tasks prior to the submission of the Human Research Application:

- Collaborate with the student to develop the research study.
- Read and review this application with its addendums for content and clarity.
- Guide and oversee the procedures outlined in this application.
- Ensure that all of the Research Team responsibilities are fulfilled.

Principal Investigator's Email Address as an electronic signature. (For authentication purposes, the email address must match the email address on file with Columbus State University.)

Email Address: brooks_germaine@columbusstate.edu Date: 09/13/19

Co-Principal Investigator's Email Address as an electronic signature. (For authentication purposes, the email address must match the email address on file with Columbus State University.)

Email Address: garretson_christopher@columbusstate.edu Date: 09/13/19

Appendix J

Informed Consent Form: QUANTITATIVE

COLUMBUS STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD

You are being asked to participate in a research project conducted by Germaine Brooks, a student in the Department of College of Education and Health Professions at Columbus State University. Dr. Christopher Garretson will be supervising the study.

I. Purpose:

The purpose of this project is to understand the impact of the overall score elementary general education teachers receive during Principal or Assistant Principal led instructional walkthroughs on their perception of the effectiveness of the walkthrough in improving their pedagogical practices.

II. Procedures:

Phase I: QUANTITATIVE

The study is approved by CSU IRB and participating school district. Researcher will send an email to principals informing them of the study, it's purpose, and to seek permission to send email to their teachers. An initial email (within a week) will be sent out to the K-5 general education teachers explaining the study's purpose, the time-frame, and the confidentiality guidelines to their district issued email which will be provided by the participating school district. Future participants will also be informed that the research will have a Phase II which will consist of a Focus Group. Email #2 will be sent out within a week of the initial email to the teachers which will include the link to the online survey in the Qualtric platform. The researcher will include an overview of the informed consent as the first page prior to the survey. Participants will choose to AGREE or NOT AGREE to complete the 19 question survey. The Qualtrics Account from CSU will provide 100% confidentiality. After a one week work period (5 days), the researcher will send a follow-up email to all K-5 teachers in an effort to urge individuals to complete the survey who have not yet completed the survey. The survey will be locked after a two week period or until the sample size criterion is met (Spring 2020). All data will be kept for 1 year from the time the data is collected. After the 1 year time frame, the data will be deleted. It is possible that some of this data could be used for future research probjects. All interestered persons interested in participating in the Focus Group will be asked to click YES to the final question embedded in the survey asking respondents if they would like to participate in the Focus Group. If the respondent of the survey agrees to participate in the focus group, the respondent will check YES to the question and then be directed to a new URL where the participant will provide his/her first and last name and their email address while keeping their responses to the survey de-identifiable of their personal identification ticket. The survey will then conclude. If the respondent opts not to participate in the Focus Group, the respondent will click NO and the survey will conclude.

Phase II: Qualitative:
Participants who complete the survey can opt to participate in the Focus Group which will last from 30 minutes to 1 hour in a predetermined location. Confidentiality will be valued, so feedback will not be associated to a particular individual. Number placards will be assigned to each participant and placed in front of each participant to maintain anonymity when responding to the questions.

III. Possible Risks or Discomforts:

There will no risks and minimum discomfort, if any, involved in the study. The researcher is not an employee of the district. Responses will be kept strictly confidential and participants will be coded with a number to ensure confidentiality.

IV. Potential Benefits:

The potential benefits of participating in this study will aid school administrators in their practices and feedback of instructional walkthroughs to support teachers pedagogical practices.

V. Costs and Compensation:

There will be no costs accrued and no compensation provided during this study.

VI. Confidentiality:

To protect the the confidentiality of the data, the researcher will utilize the Qualtrics platform which is a pasword protected software. With that, only the researcher will have the password and access to the account and the data. The data obtained will only be shared with the researcher's committee members. The data will be disposed after 1 year by deleting all electronic files and shredding any paper copies of data to avoid any further access to its content. No names of the schools, participating teachers, evaluators, or the district will be revealed. It is possible that some of this data could be used for future research probjects.

VII. Withdrawal:

Your participation in this research study is voluntary. You may withdraw from the study at any time, and your withdrawal will not involve penalty or loss of benefits.

For additional information about this research project, you may contact the Principal Investigator, Germaine Brooks at 404.919.3992 or brooks_germaine@columbusstate.edu. If you have questions about your rights as a research participant, you may contact Columbus State University Institutional Review Board at irb@columbusstate.edu.

I have read this informed consent form. If I had any questions, they have been answered. By selecting the *I agree* radial and *Submit*, I agree to participate in this research project.

○ I agree. ○ I do not agree.

Submit

Revised 10/01/2017