7-2020

Teachers' Perceptions Of The Observation, Coaching, And Feedback Cycle

Susan B. Ficke
University of New England

TEACHERS' PERCEPTIONS OF THE OBSERVATION, COACHING, AND FEEDBACK CYCLE

By

Susan B. Ficke

BA (Rowan University) 1997
MS (Rowan University) 2005

A DISSERTATION

Presented to the Affiliated Faculty of
the College of Graduate and Professional Studies
at the University of New England

In Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

July 29, 2020

Susan B. Ficke
July, 2020
Educational Leadership

TEACHERS' PERCEPTIONS OF THE OBSERVATION, COACHING, AND FEEDBACK CYCLE

ABSTRACT

The purpose of this qualitative case study is to investigate teachers' perceptions, attitudes, and viewpoints of how their daily teaching may be refined after implementing feedback from the Observation Coaching Feedback Cycle (OCFC) into their daily instruction. In direct connection, this study's purpose was to fill a gap in literature regarding teachers' perceptions of the OCFC experience. Reflective Practice Theory was selected as the Conceptual Framework that guided this study. Reflective practice is essential to understand one's actions so as to engage in a process of continuous learning. Without reflective processes, people would not amend their work (Helyer, 2015). The whole premise of the evaluation process and is to encourage change and is based upon the idea that teachers would like to learn more and change their practice to best serve their students. Data were composed of survey evaluations and in-depth teacher interviews, which were analyzed for content relevant to the research questions. Through this case study, five primary themes of evaluators demonstrated the following: knowledge of content they are observing, relationships impacting the OCFC, professional growth, frequency of observation, perceptions of OCFC emerged with 5 emergent subthemes. Findings may be useful for district administrators, K-12 school systems, classroom teachers, and special area teachers such as teachers of Art, Music, Health and Physical Education and Career Technical Subjects.

Keywords*:* teacher observations, feedback cycle, reflective practice, teachers' perceptions, evaluators, administrators, relationships, professional growth.

University of New England

Doctor of Education

Educational Leadership

This dissertation was presented on

July 29th, 2020

By
Susan B. Ficke

and approved by:

Jacqueline Lookabaugh, Ed.D.
Lead Advisor
University of New England

Andrea Disque Ed. D.
Secondary Advisor
University of New England

Donna Agnew, Ph. D.
Affiliate Committee Member
University of Delaware

ACKNOWLEDGEMENTS

I wish to express my deepest gratitude to the following people, without whom I would not have been able to complete this research, and without whom I would not have made it through my doctoral dissertation. Thank you to the participants, who took the time to return surveys and allowed me to interview you, and without whom I would have no content for my dissertation.

A special thank you to my lead advisor (Dr. Lookabaugh), secondary advisor (Dr. Disque), and my affiliate (Dr. Agnew) for their wisdom, guidance, and unending support.

I also acknowledge my family, who have supported me and had to put up with my stress and shorter family vacations for the past three years of study. Your interest, support, understanding, and unconditional love provided me with the strength to keep moving forward and never to lose sight of my goals.

And my biggest thank you is reserved for my spouse, thank you for all your support, without which I would have stopped this dissertation during the literature review, a long time ago. You have been amazing, and I look forward to our next adventures together.

DEDICATION

I dedicate this dissertation to my beloved father who continues to mean so much to me and who was always in my corner. Although he is no longer of this world, his memory continues to steer my life, Fred Conrad Ficke this is for you! Your love for me knew no bounds, and you taught me the value of hard work, family as most important, and reminded me to always have my wits about me.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

Teacher quality is consistently identified as the most important school-based factor in student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2005; Rowan, Correnti, & Miller, 2002), and teacher effects on student learning are cumulative and long-lasting (Kain, 1998; McCaffrey et al., 2003; Mendro, Jordan, Gomez, Anderson, & Bembry, 1998; Sanders & Rivers, 1996). No firm consensus exists within the educational field as to exactly what constitutes effective teaching or a quality teacher. In the book, *The Art and Science of Teaching*, Marzano, Frontier, & Livingston (2007) assert that effective teaching involves a combination of science (knowledge of effective classroom strategies and behaviors) and art (knowledge of when to apply the classroom strategies in individual contexts). While no mathematical or scientific formula exists to guarantee teacher effectiveness, Marzano (2003) developed a framework to identify effective school and teacher characteristics. According to Marzano (2003), effective teachers (a) use effective instructional strategies, (b) effective classroom management strategies, and (c) follow an effective classroom curriculum design.

The Marzano Model integrates each of these characteristics into a comprehensive and specific evaluation system for teachers. Marzano defined a comprehensive evaluation model as one that "includes all those elements that research has identified as associated with student achievement," and a specific evaluation model as one that "identifies classroom strategies and behaviors at a granular level" (Marzano, 2012, p. 16).

Current literature suggests curriculum, class size, district funding, family, and community involvement also contribute to school improvement and student achievement (Cawelti, 1999).

However, the teacher is the most influential school-based factor (Stronge & Tucker, 2000). Studies and conversations among legislators have pivoted to the added value and connection between teaching and learning, and the impact this relationship has on student achievement. A teacher's power is the central force in long-lasting learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

The No Child Left Behind (NCLB) Act and Race to the Top (RTTT) grant concentrated on provisions for highly qualified teachers and increased accountability for student achievement (U.S. Department of Education, 2009). In 2009, the National Education Association (NEA) published a study that identified 25 new or proposed laws and regulations in various states regarding teacher evaluation (National Education Association [NEA], 2011). States now play a more substantial role in evaluating policies and procedures that apply to teachers with the reauthorization of NCLB, known as the Every Student Succeeds Act (ESSA; Anderson & Turnbull, 2016; Hazi, & Rucinski, 2009). On March 6, 2013, AchieveNJ, the improved education evaluation and support system, was proposed to the New Jersey State Board of Education (NJDOE; New Jersey Department of Education, 2013). The Board adopted the system on September 11, 2013. The legislation required school districts to adopt a state-approved evaluation system for teachers by the 2013–2014 school year. This legislation aimed to raise student achievement by improving instruction through adopting evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and improve teacher effectiveness.

Providing a working definition of teacher quality is beneficial for the purpose of this study. The clearest example identified in the literature review comes from the Center for High Impact Philanthropy: "A quality teacher is one who has a positive effect on student learning and

development through a combination of content mastery, command of a broad set of pedagogic skills, and communication/interpersonal skills" (Hightower, 2011, p. 5). Quality teachers are lifelong learners in their subject areas; they teach with commitment and reflect on their teaching practice (Hightower, et al., 2011).

Historically, U.S. education systems pay little attention to teacher evaluations (National Research Council, 2015). A growing body of data ultimately connected teacher quality and student achievement (George W. Bush Institute Education Reform Initiative, 2012; Rockoff, 2004; Rivkin et al., 2005). The body of data further demonstrated that teacher quality significantly impacts student achievement (Rice, 2003). Determining those who are likely to improve students' educational outcomes garnered increased attention. Establishing the need for valuable instruments and processes to do so has been a large undertaking (U.S. Department of Education, 2009).

A robust teacher evaluation system is pivotal to improving teacher quality. The system provides a measure to recognize high-quality instruction to replicate success for educators. Once ignored and used in a perfunctory capacity, the observation, coaching, and feedback cycle (OCFC) is now one of the most prominent and debated topics in preschool through 12th-grade education (Darling-Hammond, Hyler, & Gardner, 2017). Numerous observation and evaluation models exist to enhance student development: (a) Charlotte Danielson's framework for teachers; (b) the Stronge Teacher and Leader Effectiveness Performance Evaluation System; (c) the Mid-continent Research for Education and Learning (McREL) teacher evaluation standard; and (d) Marzano's causal teacher evaluation model (Mooney, 2013). The Danielson model, named after its author, Charlotte Danielson, is a tool to determine excellent teaching (Danielson, 2007). At the very basic level the framework provides a rubric or four levels of teaching (ranging from

"Ineffective" to "Highly Effective") across four domains. Danielson (2007) claimed the framework for teaching is grounded in research and provides a foundation for a common language for all educators regarding a similar vision to improve teaching. The Danielson model also provides a common language for the qualities of distinguished teaching, greater validity and reliability potential for teacher evaluation, and further opportunities for collaboration (Danielson, 2007). Danielson's model intended to provide scaffolding and development for teachers; however, it morphed into a teacher evaluation system (Danielson, 2016).

As education reform evolves, researchers try to determine a way to identify teacher quality and effective teaching. With districts poised to ensure there is an effective teacher in every classroom, Marzano used a breadth of data to create a framework that bridges the gap between teacher evaluation, leadership evaluation, and student achievement (Marzano, Frontier, & Livingston, 2011). Marzano developed 23 core teacher competencies which simplified teacher evaluation, focusing on assisting teachers in refining their craft (Marzano et al., 2011). The McREL's teacher evaluation system, which includes content, understanding, environment, and support frameworks, developed its own standard to address educational improvement priorities at national, state, and local levels, and to support teacher performance through a research-based approach to instruction, evaluation, and professional growth (Mid-continent Research for Education and Learning [McREL], 2012). The varied evaluation tools provide states and districts choices in measuring teacher effectiveness.

In 2009, Weisberg, Sexton, Mulhern, and Keeling published a report titled *The Widget Effect: Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness* in *The New Teacher Project*, which heavily criticized teacher evaluation practices in the United States. One aspect that resonated with teachers was that evaluations were short and infrequent

(most relied on two or fewer classroom observations totaling 60 minutes or less) (Weisberg et al., 2009). While the framework has a myriad of purposes, its ultimate goal is to help teachers enhance their skill with the complex task of teaching. Of necessary concern is whether teacher evaluations influence instruction, given the ongoing accountability demands on states, districts, and schools to demonstrate measurable student achievement gains. Overwhelming evidence suggests data secured through observations goes far beyond teacher quality and promotes teacher growth through a thoughtful approach (Danielson, 2011). The role of teacher evaluations surfaced as an underutilized resource that might hold promise as a tool to promote professional teacher growth and measure teacher effectiveness in classrooms (Mathers & Olivia, 2008). Teacher evaluations identify and measure the instructional strategies, professional behavior, and content knowledge delivery that affect student learning (Danielson & McGreal, 2000; Shinkfield & Stufflebeam, 1995). Teachers can influence student achievement if given the tools to grow and enhance their instruction. A more legitimate evaluation system increases evaluators' and teachers' ability to improve specific areas of instruction. The more rigorous evaluation systems laud success and call attention to areas of growth (New Jersey Department of Education, 2013).

Statement of the Problem

Few studies examine how teachers perceive the observation coaching feedback cycle, as evidenced by the lack of literature. Educators and legislators scrutinize the evaluation and feedback systems, which continue to evolve (Putman, Ross, & Walsh, 2018). NCLB was thought to be too far-reaching; RTTT, while optional, offered additional funds; and ESSA offered more control at local levels; however, none of these iterations consider the teacher's thoughts and perceptions.

NCLB and RTTT required states and districts to investigate and explore the most appropriate manner to measure and inform teachers about their classroom performance, to ultimately strengthen instruction (U.S. Department of Education, 2009). NCLB was signed into law on January 8, 2002 by George W. Bush to update the Elementary and Secondary Education Act (ESEA) and to increase the federal government's role in public education through a series of requirements that districts must meet to continue to receive Title I funding (Klein, 2015). In an attempt to enhance all students' academic performance, NCLB mandated that states develop a test-based student assessment program and publish the assessment data. In terms of teacher quality, NCLB required all teachers to earn "highly qualified" status by the 2005–2006 school year. Teachers must secure the following to earn "highly qualified" status: (a) a bachelor's degree, (b) full state certification or licensure, and (c) prove they know each subject they teach (No Child Left Behind [NCLB], 2002). NCLB emphasized school-wide student achievement accountability, as schools were required to make Adequate Yearly Progress (AYP); failure to achieve AYP for two consecutive years led to increased scrutiny under the state education agency and required underperforming districts to offer waivers for students to enroll in higher performing schools (Klein, 2015). NCLB propelled the current educational era of high stakes testing as a measure of school accountability to include teacher performance (U.S. Department of Education, 2009).

In 2009, Congress authorized $4.35 billion in funding under the American Reinvestment and Recovery Act (ARRA) for RTTT, the largest competitive grant program ever instituted by the federal government (U.S. Department of Education, 2009). RTTT cited four core educational reform areas:

- Adopting standards and assessments that provide students the foundation to be successful in postsecondary institutions as well as the workforce.
- Building data systems that measure student growth and inform teachers and administrators about how they can improve instruction.
- Recruiting, developing, rewarding, and retaining highly effective educators, especially in high-needs districts.
- Turning around the lowest-achieving schools (U.S. Department of Education, 2009).

RTTT also emphasized the importance of improving America's public schools, yet this time partial emphasis was placed on teacher quality, a component not previously highlighted in federal education policy. The ESEA Flexibility Program of 2011 awarded waivers to students after it became clear that few, if any, states were on target to meet NCLBs rigorous requirements. Forty-three of the 45 states that applied for the waivers were approved ("Index Page for the ESEA Flexibility Page", 2020). School districts had to prove they were successfully employing strategies to implement the four core educational reform areas cited in RTTT to receive waivers. Implementing these waivers further solidified districts' efforts to establish a comprehensive teacher evaluation system to include student growth measurements.

RTTT and NCLB handle many similar issues and have many similar goals, but their approaches are different. RTTT provides incentives for schools to change, while NCLB mandates change. ESSA is a current United States law that was passed in December 2015 and governs the United States' K–12 public education policies that repealed some of NCLBs far-reaching mandates. The law replaced its predecessor, NCLB, and modified, but did not eliminate, provisions relating to the periodic standardized tests given to students.

When passed, NCLB set national standards for school and student achievement, as well as for accountability testing. The law attempted to ensure school funding was justified, earned, and resulted in increased student performance (Cadei, 2015; Shoffner, 2016). Congress reauthorized NCLB in December 2015 with a full implementation scheduled for the 2017–2018 school year (Shoffner, 2016; "Understanding the new federal education law," 2020. ESSA reduced the federal footprint by shifting power back to the states and local districts and giving them autonomy when making educational decisions (Ferguson, 2016; Shoffner, 2016; U.S. Department of Education [USDE], 2015). The law prohibited the federal government from prescribing terms of teacher evaluation, and federal funds can no longer be conditioned on using test scores in teacher evaluation systems ("Understanding the new federal education law," 2016). These states were able to rethink their evaluation policy laws and remove testing requirements. Many states and districts examined their teacher evaluation practices following the deregulation changes of ESSAs educator evaluation policies.

The changes in federal education policy and initiatives from NCLB and RTTT to ESSA have far-reaching effects (Every Student Succeeds Act [ESSA], 2015). ESSA was a corrective response to what is perceived as an excessive imposition of the federal government into state education policymaking as exemplified by NCLB.

According to Tuma, Hamilton, and Tsai (2018), teacher evaluation systems may consist of frequent or infrequent formal and/or informal observations and feedback, as well as measures of student achievement growth and student and parent input. Most systems are developed from related data, best practices, and needs specific to individual states, districts, and schools. Scholars have not examined how teachers perceive the OCFC in great detail, as noted by the lack of existing literature. The teacher's point of view and voice are critically important (Danielson,

2010). Teachers are more likely to value and respond constructively to feedback from an evaluation system they believe is fair, insightful, and holds expectations that school resources can support (Tuma et al., 2018), therefore making observations valid and constructive.

According to Darling-Hammond (2009), schools risk losing effective teachers to frustration when evaluations are poorly perceived. This study provides necessary insight into teacher perceptions of the educator evaluation system. It is challenging to ask teachers to reflect on their practice if they are not active participants. A lack of teacher voice does not allow a symbiotic experience. Increasing teacher voice allows a participative experience and increases teacher cooperation.

Purpose of the Study

The purpose of this qualitative study is to understand teachers' perceptions about their responses to the OCFC, specifically as it pertains to their feedback implementation. Teachers can enhance their daily instruction when given actionable feedback by addressing some of the following examples: teaching strategies, time management, student engagement, assessment, and classroom management. Phillips and Weingarten (2013) believed one of the most effective ways to strengthen teaching and learning is to implement evaluation systems that are not just a stamp of approval or disapproval but a means of teacher improvement in all aspects of teaching and learning. The OCFC intends to improve, enhance, and strengthen teaching and learning by helping teachers improve their instructional practices (New Jersey Department of Education, 2013). Too many school districts use teacher evaluation procedures that are broken, unconstructive, superficial, or otherwise inadequate (Phillips & Weingarten, 2013). While many external factors affect student achievement, studies show teaching matters beyond anything else schools can control (Schneider, 2014). Teacher effectiveness matters; current literature

demonstrates teacher effectiveness contributes more to improving student academic outcomes than any other school characteristics leading school improvement (Hightower et al., 2011).

Research Questions

The following research questions were developed after reviewing literature relative to teacher evaluation, observation, coaching and feedback (OCFC), as well as examining conceptual and theoretical frameworks. The researcher asked the following questions to illuminate teachers' perceptions of the OCFC at a school district in southern New Jersey:

RQ 1. How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?

RQ 2. How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and how does it influence their classroom practice?

RQ 3. What are teachers' perceptions of the changes made, if any, to the district's evaluation system in the past 5 years?

Conceptual Framework

Reflective practice theory (RPT) was the conceptual framework that guided this study. Reflection relates to an individual's cognitive processes as one becomes conscious of, understands, analyzes, and critiques assumptions, beliefs, or emotions (Hilden & Tikkamäki, 2013). Several theorists have contributed to RPT; John Dewey, known as the father of instruction, was a leader in reflective practice (Smith, M.K., 1999). Dewey believed individuals construct knowledge from experience (Shulman, 1998). Dewey's perspective asserts that, through immersing oneself into professional experiences, the practitioner is able to "chunk" the learning experience in preparation for reflective practice (Shulman, 1998). Borton (1970) posed a series of three questions to ask any practitioner: What? So What? Now What? Essentially, these

questions inspired reflective thought by considering how the experience could improve when encountered again. Consequently, reflective practice is essential toward understanding when to reflect on one's actions to engage in a continuous learning process. People would not amend their work without reflective process (Helyer, 2015). The whole premise of the evaluation process and the changes it informs relies on the idea that teachers want to learn more and change their practice to best serve their students.

Assumptions, Limitations, and Scope

The focus of this study is on teachers' perceptions of how teachers realize the OCFC evaluative process feedback and their likelihood to use this feedback to steer and shape future instruction. The researcher assumes various teachers in similar districts with similar environmental factors will react similarly. The limiting factor is the reviewed teachers also have a similar geographical background and state-specific rules, which do not necessarily mirror those of alternate states. The socioeconomic background of students and specificity of public schools' mission and mandates, versus private education for example, also limit this study as those factors reduce the number of teachers' perspectives.

The researcher assumes the Thompson School District staff experience similar responses to the OCFC as do staff in various districts throughout the state and those across the United States. Nonetheless, assumptions and limitations are at play in this study.

Assumptions

An assumption is an unexamined belief, or what we think without realizing we think it (Hathaway, 1995). Our conclusions rely on assumptions we haven't critically thought about. A researcher must attend to these assumptions because they can be incorrect or misguided. Leedy and Ormrod (2010) posited, "Assumptions are so basic that, without them, the research problem

itself could not exist" (p. 62). The researcher, relying on the literature review, assumes this case study school district experiences similar challenges in reference to teacher observations. The researcher assumes the observation cycle is a one-way, top-down experience, which aligns with observations. The researcher formerly worked at the study site, therefore responses may be guarded or orchestrated as participants may presuppose the researcher wants to hear certain responses.

Limitations

Several limitations restrict this study, including sample size, confidentiality, implementation variance, researcher bias, and the number of participants. The first limitation, sample size, regards the narrow focus of a single district utilizing the same evaluation system and limiting those interviewed to only six people of those participants taking the survey in only 10 schools within the district. The second limitation of the study is confidentiality. Every effort was made to build trust and provide confidentiality to limit this concern. Participant identities were concealed, and their confidentiality preserved to elicit more honest responses. Likewise, the researcher's choice not to study the perceptions and/or training of a school leader is another limitation. An additional limitation is that each of the 10 schools in this study are led by a different school leader who oversees the entire OCFC process. These instructional leaders' expertise and skill vary in instructional coaching; this variation in expertise may affect perceptions.

Researcher bias is another limitation in this study. The researcher's prejudices and attitudes can bias the data if safeguards are not taken. Bias can occur when the researcher interprets participant responses from the interviews and surveys. The researcher strived to remain neutral; however, there remains the possibility that personal bias influenced the study.

Recognizing this potential limitation helped the researcher focus on being as unbiased as possible during the study. The researcher also had participants review their responses to ensure they remained confident about the content of their reflections. Lastly, using two data sources, the interview data and survey data, provided triangulation.

The number of completed surveys was limited. Those who completed the survey may not read it carefully and/or understand all the questions. Therefore, "participants' level of articulation, perception, and cooperation may have varied and, thus, skewed some of the data" (Bloomberg & Volpe, 2016, p. 155). The relationship between the interviewer, the interview participants, and the researcher's novice interview skills may be interpreted as limitations. The researcher previously worked in the Thompson district for over 10 years. The researcher was part of the OCFC, which provides inherent advantages and disadvantages in conducting this study. The researcher was responsible for introducing and implementing the OCFC in the district. Participants may feel obligated to support the system, due to the researcher's previous role. Current literature suggests the researcher may potentially impact the data because the researcher previously shared certain experiences in the research study with participants (Crotty, 1998). Applying the epoché principle, or bracketing, can successfully mitigate this situation, as described above. The researcher engaged in bracketing, the process of separating any past knowledge or experience the researcher might have had in leading the OCFC implementation by writing down any biases or preconceived notions. The bracketing journal allows the researcher to write down any preconceived notions when they arise during the research process. Merriam (2009) asserts participation observation is a schizophrenic activity where the researcher usually participates, but not to the extent of becoming totally absorbed in the activity (p. 126). The

researcher made every effort to remain removed and emancipated while observing and taking field notes (Baxter & Babbie, 2004).

Scope

The scope of this research project is limited to urban teachers in the Thompson School District with 5 or more years of teaching experience in a K–12 public school classroom setting. The participants did not include all teachers in the school district; therefore, the scope of the study is limited. The scope of this study was bound by the participants who took the survey and agreed to be interviewed. Miles and Huberman (1994) purports a case is defined as, "a phenomenon of some sort occurring in a bounded context" (p. 25). Yin (2018) suggested that placing boundaries on a case prevents too broad a topic with too many objectives. Binding a case will ensure the study remains reasonable in scope.

Creswell (2007) asserts the importance of a case study's boundaries. In the study where the researcher conducted research, the geography (New Jersey), institution type (public schools), and participant demographics (K–12 teachers with 5 years of teaching experience or more) bounded the study. For these reasons, Creswell (2013) purported the case study design best aligns to the study.

Delimitations

Delimitations are within the researcher's control. A delimiting factor in this study includes the choice of research questions. The number of survey and interview questions included is limited to those easily covered within a 20-minute survey session and 1-hour interview session. The study was also delimited by the requirement that all study participants have at least 5 years' experience with the district's observation model. The setting was limited to one district so the researcher could meet with all participants and study the problem in the

context of that district. While the researcher's previous position within the Thompson District affords access to the participants, that proximity may have potentially promoted or hindered honest conversation and possibly insert personal bias into data interpretation.

The researcher acknowledges these limitations and strived to mitigate them by clearly identifying the specific scope and intent of data collection, as well as maintaining objectivity in the study's findings and conclusions.

Rationale and Significance

This study is important because hearing from teachers and shifting the focus from perfunctory observations to what is actually occurring and providing feedback, can improve teaching and learning. Examining teachers' perceptions of the OCFC might contribute to further studies on teacher evaluation and may inform future instructional best practices. A plethora of literature exists on the best ways to assess teacher effectiveness, which the country continues to debate (The New Teacher Project [TNTP], 2010).

Recent data indicate instructional coaching is the most effective strategy for improving instructional practice (Bambrick-Santoyo, 2010). The evaluation cycle is a formal coaching cycle (Kraft, Blazer, & Hogan, 2018). State laws generally legislate teacher evaluation systems; however, the systems are designed and implemented at the district level and vary widely in their details and requirements (ESSA, 2015). Moving from a compliance-driven process with a single score at the end of the year to a growth-oriented process requires more formative, ongoing feedback from those tasked with evaluating teachers (Moody, 2020). Meaningful feedback helps teachers continually improve their practice, a goal to which all evaluation systems must aspire (Curtis & Wiener, 2012). Evaluation systems have undergone significant changes in recent years; however, teachers' voices remain absent, as evidenced by the lack of literature including them.

Definition of Key Terms

Accountability: Accountability is defined as the delivering of results (Marzano et al, 2005).

AchieveNJ: AchieveNJ is a comprehensive educator evaluation and support system. (New Jersey Department of Education, 2013).

Every Student Succeeds Act (ESSA): ESSA is a United States law passed in December 2015 that governs the States K–12 public education policy. The law replaced its predecessor, NCLB, and modified but did not eliminate provisions relating to the periodic standardized tests given to students. (ESSA, 2015; Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 [2015–2016]).

No Child Left Behind Act of 2002 (NCLB): NCLB is an act of Congress concerning the education of children in public schools. The premise of NCLB is that increased accountability increases student achievement (NCLB, 2002).

Perception: Perception is a person's "awareness, consciousness, or view" of a subject or topic (Collins English Dictionary, 2009).

Race to the Top (RTTT): A competitive grant created to spur and reward innovation and reforms in state and local district K–12 education. States competing for the grants were awarded points for enacting specific educational policies, instituting performance-based evaluations for teachers and principals based on multiple measures of educator effectiveness (tied to targeted professional development and feedback); (U.S. Department of Education, 2009)

Summative evaluation: Summative evaluation is a type of outcome evaluation that assesses the results or outcomes of a program. This type of assessment focuses on whether a teacher meets minimum expectations (Glickman, Gordon, & Ross-Gordon, 2010).

Teacher evaluation: Teacher evaluation is the process of collecting data and making professional judgments about performance for the purpose of decision-making to include formal and informal observations (Danielson & McGreal, 2000).

Conclusion

Teachers' quality of instruction directly impacts student achievement (Sanders, Saxton, & Horn, 1997; Sanders & Horn, 1998; Darling-Hammond, 2009). Leveraging the OCFC where teachers currently receive ongoing formative feedback to enhance instructional practice holds promise in demonstrating teacher contributions to student academic growth (Quintero, 2020). Listening to teacher perceptions is essential to strengthen and utilize the OCFC to improve student outcomes. Knowing how teachers may respond to the OCFC or utilize the feedback is pertinent to developing the best OCFC (Callahan & Sadeghi, 2015).

In Chapter 2, the researcher reviews and provides an overlay of the literature reviewed from the history of evaluations, what constitutes observations, coaching, feedback, what teacher quality looks like, and teachers' perceptions of the OCFC. In addition, Chapter 2 includes an explanation of the conceptual framework of RPT as a guiding philosophy to collect the study's data.

CHAPTER TWO

LITERATURE REVIEW

Teacher evaluation and supervision have experienced numerous iterations since the 1700s (Marzano et al., 2011). In the 2010s, the educational landscape tied student achievement to teacher evaluation, causing a great debate about whether student performance should impacts teacher evaluation (Thomsen, 2014). This study examined teachers' perceptions regarding the power of their observation, coaching, and feedback cycle (OCFC) and whether it improves teaching and learning. In 2010, teacher evaluation relied on students' standardized test scores and the school district and/or building administration where the teacher worked. Providing the context about how observation/evaluation started and how it evolved is necessary to fully understand the situation. This literature review provides the history of teacher evaluation and supervision as well as the current research on OCFC. The literature review dives into how to deliver feedback for the best teacher development results. Teacher quality and development are critical elements to help improve education.

Study Topic

The focus of this study is how teachers perceive the feedback resulting from the OCFC evaluative process, and their propensity to use this information to steer and shape future instruction. This study also explores how teacher evaluation has changed over time and how perceptions of the evaluation process have developed.

Conceptual Framework

Reflective Practice Theory (RPT) and reflection relate to an individual's cognitive processes as they become conscious of, and understand, analyze, and critique assumptions, beliefs, or emotions (Hilden & Tikkamäki, 2013). RPTs conceptual framework guided the

researcher while exploring the research problem. RPT builds on the theoretical framework—systems thinking—which is broader. Systems thinking is a theory that embodies interrelated parts and ideas as they fit into larger systems and reinforces and balances the changes with keeping what has worked in the past.

Reflective Practice Theory

Reflective practice is the ability to reflect on one's actions to engage in continuous learning (Matthew et al, 2017). The complexity of teaching requires teachers to question and reflect on their practices to improve and increase learner performance; this practice is widespread in teacher education (Danielson, 2007). Intentional reflection on their experience is paramount for teachers to engage in strengthening their teaching (Reflective Practices: A Means to Teacher Development, 2017). Reflective practice is a meaningful instrument in practiced-based professional learning settings where people learn from their own professional experiences, rather than from formal learning or knowledge transfer (Day, 1993).

Reflective practice bridges theory and practice; through reflection, a person can see and label forms of thought and theory in the context of their work (Smith, 2003). A teacher who employs reflective practice throughout their teaching examines strategies, techniques, experiences, and responses, and uses that information to augment their current knowledge and achieve a deeper level of understanding. RPT also examines perceptions. Reflective practice entails assessing one's perceptions and actions to cultivate and grow their craftsmanship (Osterman, 1990). RPT informs the researcher's approach to ascertain if and how the OCFC enhances teachers' reflective practice and capacity to implement feedback.

John Dewey was one of the first 20th century western scholars to contribute to and study reflective practice (Rodgers, 2002). Dewey believed individuals construct knowledge from

experience. Dewey claimed that, through immersing oneself in professional experiences, the practitioner can piece the learning experience together to prepare for reflective practice (Shulman, 1998). Reflective practice is essential to comprehend when examining the potential for or existence of professional growth. According to Dewey (1933), reflective action relies on "the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it" (p. 9) and is motivated by the need to solve a particular problem. Since Dewey's initial work, various scholars have proposed a variety of models to capture the components of reflection in learning.

One such model is that of Mezirow (1981) who explored the work of Jurgen Habermas, from which he coined the term *transformative learning*. Habermas (1987) identified three generic domains of human interest: work knowledge (the ways one controls and manipulates their own environment), practical knowledge (social interaction), and emancipatory knowledge (self-knowledge). Work knowledge is the lowest form of learning.

Work knowledge includes knowledge of rules and expectations and rote memorization (Gollub, 2002). Teachers may understand their district's evaluation policies and practices, but focus remains on timelines and perfunctory forms to be populated, and not the reasons behind the policies and practices. Practical knowledge entails understanding social norms (Schwandt, 2005). Teachers may understand appropriate teacher-student interactional behaviors when teaching students. This type of knowledge forms and cultivates through knowledge of the organization's cultural and social norms. Emancipatory knowledge encourages a deep understanding of the presented information (Oloughlin, 1992). Teachers understand why the evaluation policies are implemented and how these policies impact them on individual and collective levels through emancipatory knowledge (Kitchenman, 2008). Mezirow (1981) revised Haberman's three types

of learning: *work* became *instrumental*; *practical* became *dialogic*; and *emancipatory* became *self-reflective* (Kitchenman, 2008). Mezirow (1981) built on Habermas's work, coining the term *perspective transformation*. Mezirow (1981) argued that perspective transformation is central to Habermas's third learning domain. Mezirow (1981) identified the following 10 elements of perspective transformation:

1. A disorienting dilemma
2. Self-examination
3. A critical assessment of personally internalized role assumptions and a sense of alienation from traditional social expectations
4. Recognizing that one's problem or dilemma is shared and not exclusive or private to the individual
5. Exploring options for new ways of acting
6. Building competence and self-confidence in new roles
7. Planning a course of action
8. Acquiring knowledge and skills to implement a plan
9. Provisional efforts to try new roles and assess feedback
10. Reintegration into society on the basis of conditions established by the new perspective

Strengths and weaknesses of RPT. Reflection allows practitioners to look at one's practice to improve the quality and performance of their work. It also allows practice to be critiqued, enabling enhanced development of areas requiring improvement, identifying learning needs (Finlay, 2008), and taking responsibility for continuing professional development. Reflective practice is "learning through and from experience towards gaining new insights of self

and practice" (Finlay, 2008). Reflection is a basic part of teaching and learning. It aims to make educators more aware of their own professional knowledge and action by "challenging assumptions of everyday practice and critically evaluating practitioners' own responses to practice situations" (Finlay, 2008). The reflective process encourages teachers to work with others to share best practices and draw on others for support. Ultimately, reflection ensures all students learn more effectively, as learning can be tailored to them ("Getting Started with Reflective Practice", 2020). A disadvantage of RPT is not all practitioners may understand the reflective process and may feel uncomfortable employing this practice (Day, 1991). Furthermore, Day (1991) posits educators do not have enough time to engage in reflection with peers as they are mired in perfunctory accountability mandates (Day, 1991).

Theoretical Framework

While the conceptual framework that guided the researcher is found in RPT, the researcher incorporated the supporting theoretical framework—systems thinking theory—into this study due to its connection to RPT. Systems thinking entails moving from observing events or data, to identifying patterns of behavior over time, to surfacing the underlying structures that drive those events and patterns. By understanding and changing structures that do not serve us well (including our mental models and perceptions), we expand the choices available to us and create more satisfying, long-term solutions to chronic problems (Goodman, 2018). Systems thinking provides a general representation of relationships between things in a given phenomenon; however, RPT embodies the specific direction the research takes and guides the study (Flood, 2010).

Systems Thinking Theory

According to Betts (1992), current approaches to solving educational problems are the same approaches generations of educators use and are staunchly defended as being previously successful. The educational climate has changed since 1900.

It wasn't until 1950 that the degree of change became evident and stimulated a series of reforms, which have had little apparent impact (Banathy, 1991). The current call for systemic educational change is increasing. The word *system* has been promoted without a fundamental understanding of its implications, so that everything is a system, but nothing is treated as one (Betts, 1992).

Prominent perceptions of systems tend to use incorrect analogies. Educators in a position to make decisions must fully grasp why our current approaches are not acceptable and what is different about the systems approach (Betts, 1992). Banathy (1991) suggests five reasons why our transitional efforts have been unsuccessful:

- the piecemeal, or incremental, approach;
- failure to integrate solution ideas;
- a discipline-by-discipline study of education;
- a reductionist orientation;
- staying within the existing system's boundaries (not thinking out of the box).

All the above are examples of *paradigm paralysis*, the attempt to interpret current experience using old models and metaphors that are no longer appropriate or useful. If the old paradigms won't work, something fundamentally better suited to the task is necessary; a paradigm that illuminates the whole, not just the parts; one that is synthetic, rather than analytic;

one that integrates, rather than differentiates. Systems thinking is this new paradigm (Betts, 1992).

A system is a way of working, organizing, or doing something which follows a fixed plan or set of rules (Collins English Dictionary, 2009). A subsystem is part of a larger system; for example, the reproductive system is a subsystem of a human system. An element is a necessary, but not self-supporting component of a system (Betts, 1992). The system cannot achieve its goal without the element, and the element alone cannot duplicate the system's functions. Systems are characterized by harmony—the whole (system) is greater than the sum of its parts (elements)—because the rapport among the elements augments the system. Public school systems comprise of a particular set of elements arranged in unique sorts of relationships. Moreover, the relationships among elements and subsystems are frequently adjusting in search of stability (Betts, 1992). Public school systems cannot remain closed systems when acted on by outside legislators.

History of Teacher Evaluation

There became a need to evaluate established systems at the onset of collaborative education (Marzano et al., 2011). Examining U.S. teacher evaluation history is prudent when taking a comprehensive approach. Shinkfield and Stufflebeam (2007) identified major periods in teacher evaluation efforts: (1) the Pre-Tylerian Period (before 1930), (2) the Tylerian Age (1930–1945), (3) the Age of Innocence (1946–1957), (4) the Age of Realism (1958–1972), and (5) the Age of Professionalism (1973–present day; Marzano et al., 2011).

In the 1700s, clergy were solely responsible for evaluating, hiring, and firing teachers who were considered servants to the community (Marzano et al., 2011). Originally, local government and clergy hired teachers and made decisions about their teaching. Clergy members were viewed as appropriate people because of their religious involvement in school instruction

(Tracy, 1995, as cited in Marzano et al., 2011). Supervisors held unlimited power to produce criteria for quality instruction and to hire and fire teachers (Burke & Krey, 2005, as cited in Marzano et al., 2011). Feedback quality was not normed, and the quality of feedback was questionable due to a lack of pedagogy understanding. Marzano et al. (2011) claimed that, in the 1700s, education was not viewed or recognized as a noble or professional practice. Further, Marzano et al. (2011) stated a teacher in that era "was considered a servant of the community" (p. 12). School structure lacked formalization. Considering this, teacher feedback was as diverse and varied as the clergy and local government officials who oversaw those educators (Marzano et al., 2011).

The 1800s ushered in a common schooling movement that called for urban areas to develop a more structured education system (Marzano et al., 2011). The industrial base introduced more extensive, complicated, urban school systems. These larger districts exposed the demand for educators with expertise and administrators who could supervise complicated roles (Marzano et al., 2011). Urban districts pioneered specialized roles of principals, which spread to rural and smaller cities (Tracy, 1995 as cited in Marzano et al., 2011). During this time, clergy did not possess the knowledge and skills necessary to make decisions or judgments about teacher quality.

By the mid-1800s, supervision focused on strengthening instruction (Blumberg, 1985). The time from the inception of formal school through the mid-1800s witnessed the consciousness and appreciation that pedagogical skills were nonnegotiable when it came to high-quality teaching. The evolution of a more structured and defined education system exposed the need for specialized teachers. Marzano (2005) explained that, during this time, "one teacher within a building was often selected to assume administrative duties" (p. 13). This context

provides the window into the evolution of the building principal's role. Blumberg (1985) found that, as teaching became more differentiated and individualized in the 1800s, feedback needed to be cultivated, intentional, and direct, with a focus on instruction as the most crucial aspect of teacher review. Blumberg (1985) prioritized teachers' pedagogical practices and placed less weight on teachers merely being present in schools and classrooms. Marzano et al. (2011) proclaimed focusing on a teacher's instructional practices must be lauded and reviewed to reach effective teaching. Placing the specifics of what constituted effective teaching aside, this was the first intimation of the priority of growing and cultivating teachers and their skill sets.

John Dewey and Edward L. Thorndike's opposing views influenced and controlled the second part of the 19th century and early part of the 20th century (Marzano et al., 2011). The two incompatible theories of Thorndike and Dewey are most representative of the Pre-Tylerian Period. While Dewey emphasized fostering citizenship and democratic ideals in the classroom, Thorndike respected measurement as the more scientific, and therefore, more reliable approach to schooling (Marzano et al., 2011). Thorndike's theories, energized by Frederick Taylor (1911), underscore the consequence of efficiency and precision in a school's structure. The primary difference between the supervisor and the teacher is the prime role each fulfills (Marzano et al., 2011).

Thorndike's doctrine, however, is a dramatic contrast to Dewey's collaborative model. Ellwood Cubberley (1916) applied Frederick Taylor's principles of scientific management and Thorndike's theories of effective educational programs in his book, Public School Administration. The literature identified schools as factories and children as products, where children are malleable and fashioned into products to meet life's various demands. The manufacturing specifications come from the twentieth-century civilization's demands, and the

school must build its pupils according to those specifications (Cubberley, 1916, as cited by Marzano et al., 2011). This statement embodies a scientific approach to education: each professional (teachers, principals, supervisors, and superintendents) has an assigned role through which they must produce an expected or desired outcome. Under Taylor (1911), these principles transcend the factory and apply toward teacher selection, training program development, and labor divisions. The work of Thorndike and Cubberley (as cited by Marzano et al., 2011) continued to impact public education throughout the Great Depression.

William Wetzel (1929) suggested using student achievement measures to determine a school's effectiveness, a common practice in today's educational landscape (Marzano et al., 2011). The competent instructional supervisor touted reliable student data to make equitable, impartial, and accurate recommendations and commendations of teacher practice (Wetzel, 1929). Wetzel (1929) placed focus squarely on the student during this period and emphasized that the literature lacked focus on teacher evaluation (Shinkfield & Stufflebeam, 1995). Cubberley and Wetzel's scientific approach to educational evaluation remained favorable until the post-World War II era.

A victory in World War II created relief in the educational realm, specifically educational evaluation. As such, the educational landscape experienced a distinct shift in evaluation practices. According to Shinkfield and Stufflebeam (2007), the Age of Innocence saw increased federal funding, which supported public education systems (Madaus, Scriven, & Stufflebeam, 1984). The scientific approach to education was no longer popular as the economy was improving. Comparatively, literature began focusing on the teacher as an individual, and the instructional leader as one who addresses a teacher's emotional and professional needs (Marzano et al., 2011). As cited by Marzano (2011), both Coleman in 1946 and Thompson in 1952

developed an approach to supervision that was collaborative and humanistic, with a focus on the social-emotional part of evaluation. This era in evaluation pivoted to an increase in supervisory responsibilities (Marzano et al., 2011).

Teachers and researchers concurred the instructional leader must view classroom visitations, teacher evaluation, and teacher interactions with the mindset that supervisors and teachers work in unison to address student success and raise achievement. However, the specifics about what student success and achievement look like were not explicit.

Teacher evaluation evolved once more in 1957. The Russians launched Sputnik I, catapulting a nationwide educational crisis (Hogan, 2007). In 1958, Congress enacted the National Defense Education Act (NDEA), diverting millions of dollars to overhaul American public education. Fear increased as it appeared the Americans were lagging educationally, with other developed countries surpassing the United States. Developing new curricula and creating evaluations to determine the new curricula's success was a response these concerns (Hogan, 2007). This era marked the Age of Realism.

Clinical supervision developed during this period and quickly became a popular educational model (Marzano et al., 2011). Morris Cogan, a professor at Harvard's Master of Arts in Teaching program, developed clinical supervision in the 1950s. The model was made popular by Robert Goldhammer, who authored a book titled, *Clinical Supervision: Special Methods for the Supervision of Teachers*. Goldhammer (1969) developed a 5-phase process of supervision. Clinical supervision provided instructional leaders a clearly defined process for supervisors to improve instructional practices; however, the process lacked professional conversations (Marzano et al., 2011). Supervisor responsibilities were untenable; however, this era welcomed conversations around the importance of teacher observation (Marzano et al., 2011).

Whitehead (1952) surveyed teacher perceptions in six areas of supervision. The biggest takeaways were that post conferences were critical, and teachers deserved to hear feedback focused on effective teaching. Of the 115 teacher interviews, most stated that the value of the conference between teacher and administrator could not be overstated (Whitehead, 1952). This information provided the foundation for the clinical supervision era. The model eventually became a perfunctory checklist without clearly defining what effective instruction looked like. Clinical supervision introduced a more prescriptive approach.

The last identified era in evaluation was the Age of Professionalism (Shinkfield & Stufflebeam, 2007). Evaluators successfully professionalized the educational evaluation field by introducing other sets of standards relevant for educational evaluation (Siphamandla, Mathaba & Dorasamy, 2016). Madeline Hunter, an influential education practitioner according to Grossman (1990), shepherded teacher and supervisor practices through her behaviorist approach to effective classroom instruction. Hunter is known for her 7-step lesson design model that includes anticipatory set, objective and purpose, input, modeling, checking for understanding, guided practice, and independent practice (Hunter, 1980). Hunter also contributed to current practices in instructional supervision. Hunter viewed principals as instructional "coaches," who have the knowledge and expertise to strategically and deliberately improve teacher instruction. In her article, "Six Types of Supervisory Conferences," Hunter (1980) identified two functions of supervisory conferences: (1) the conference must "promote growth in effective instruction," and (2) the conference serves as a teacher evaluation (p. 408). Hunter (1980) purported that evaluative conferences must be the culmination of several supervisory visits through which teachers and supervisors engage in a preconference before the observation and a post conference following the observation. Hunter (1980) felt strongly that teacher evaluation characterized a

process through which teachers were placed on a continuum from “unsatisfactory” to “outstanding” and provided teachers an opportunity to reflect on the summative evaluation rating by examining multiple data points. Hunter’s philosophy monopolized supervision during the 1980s. Charlotte Danielson’s Framework for Teaching highlights Hunter’s influence. The Danielson model was introduced in 1996 as a robust and comprehensive framework for growing preservice and seasoned teachers (Danielson, 2007). The Danielson approach aims to grow professionals and not to primarily focus on evaluating them, although that is precisely what happened.

In January 2009, the widget effect explained a one-size-fits-all approach and assumed teacher effectiveness transcended classrooms and content. The widget effect (Weisberg et al., 2009) originated from a study that examined 15,000 teachers, 1,300 administrators, and more than 80 state and local officials across 12 U.S. school districts. The widget effect study demonstrated a need for an overhaul and differentiated approach to the evaluation process. The report claimed evaluations were short, infrequent, conducted by untrained administrators, and failed to identify areas of growth. This created a pivot from supervision to observation, coaching, and evaluation.

Observation, Coaching, and Feedback Cycle

Evaluation systems were extended to allow increased frequency of observation, feedback, and coaching, now known as the OCFC (Bambrick-Santoyo & Peiser, 2012). Frequent observations and coaching sessions allow more effective and consistent information for teachers to utilize when highly trained evaluators act as instructional leaders:

Deliberate practice presents performers with tasks that are initially outside their current realm of reliable performance yet can be mastered within hours of practice by concentrating on

critical aspects and by gradually refining performance through repetitions after feedback (Ericsson, 2006; Ericsson, Krampe, & Tesch-Römer, 1993, p. 694).

Administrators are expected to go into teachers' classrooms, monitor teacher engagement throughout the school, and record data on teachers with respect to each area of their jobs (Cotton, 1990). Administrators can provide feedback to teachers by monitoring student engagement and recording evidence. Building-level administrators must effectively coach teachers so the teacher can increase their capacity and better perform their job. Ideally, this means using constructive criticism and/or positive statements for a job well done ("Giving Teachers the Feedback," 2015). The goal for classroom observations is to provide actionable feedback for the teacher as it helps identify ways the teacher can increase their capacity and make changes to better perform their job (Danielson, 2007). Danielson (2007) claimed the framework for teaching grounds itself in research and provides a common language for all educators. Danielson's framework attempts to provide a similar vision for teaching that improves teaching, utilizes a common language, ensures greater validity and reliability potential for teacher evaluation, and further opportunities for collaboration (Danielson, 2007).

Since 1965, varying legal directives intended to improve student achievement to provide equal access to education for all people in the United States (U.S. Department of Education, 2009). With so many different changes in the educational landscape, it is difficult to determine if specific directives have been useful, harmful, or unintentionally maintained the status quo. New policies have been invented and distributed to schools across the nation due to these changes (U.S. Department of Education, 2009). Many policies were implemented with fidelity only to be changed by the next elected governor or president. Educational reform advocates have reviewed

numerous ways to ensure student achievement (New Jersey Department of Education, 2013), reinforcing the need for consistency and recognizing how mandates impact the education system.

Observations

Administrators are charged with observing various classrooms as often as they can. Darling-Hammond (2012) affirmed that school leaders in effective school systems must learn from experts, mentors, and peers about how to become instructional leaders. Much like teachers, positional leaders are continually reminded about continuous growth. Darling-Hammond (2012) further identified the power in collaborative approach between school leaders and teachers is a driving force for positive change. The goal is to have as many data points as possible to help evaluate teachers more effectively. Doug Lemov wrote the foreword to Bambrick's *Leverage Leadership* (2014) and noted the cornerstone of a school leader/principal's job is to make teachers more effective. Lemov's foreword started with a startling statistic:

> In a study of how 65 school leaders used their time, they spent 47% of their day on managing administrative and organizational tasks (compliance, schedules, budgeting, disciplinaries, responding to concerns, etc.) and just 6% on leading instruction (observing, coaching, training, co-planning, etc.) (Bambrick-Santoyo, 2010, p. v).

Bambrick-Santoyo (2010) noted the total time administrators spend in classrooms is the bedrock of teacher development. It is challenging to schedule teacher observation and feedback with only 6% of one's time available to focus on observing coaching, training, and co-planning.

An observation is a formal or informal observation of active teaching in a classroom or other learning environment, usually performed by administrators or instructional specialists (Great Schools Partnership, 2013). Observations provide teachers with constructive critical feedback aimed at improving teaching and learning. Classroom observations, also known as

"walkthroughs" or "learning walks," can last 5–10 minutes or a full class period. Educators may also use a wide variety of classroom-observation methods; some methods may be nationally utilized models developed by educational experts, while others may be homegrown processes created by the educators using them. Observation notes are recorded using common templates or guidelines that describe what observers should be looking for or what the observed teacher would like feedback on (Bambrick-Santoyo, & Peiser 2012).

Coaching

According to Showers (1985), coaching develops the shared language and set of common understandings necessary for collegial study of new knowledge and skills. Especially important is the agreement that curriculum and instruction need constant improvement and expanding our teaching skill repertoires requires hard work and the help of our educators (Joyce & Showers, 2002). Coaching affords a structure for training follow up, which is critical for acquiring new pedagogical strategies (Darling-Hammond et al., 2017).

Administrators or other teachers can complete OCFC coaching (New Jersey Department of Education, 2013). Coaching intends to increase the teachers' understanding of best practices in the classroom (Fullan & Hargreaves, 1996). Whoever is involved in coaching must be well-versed in various ways to increase student learning and be approachable so that teachers may ask questions and learn (Bambrick-Santoyo & Peiser, 2012). Even professional athletes at the top of their game require coaching. The value of coaching cannot be minimized as it is a way for all people to improve; and everyone is able to improve (Ibarra & Scoular, 2020).

Coaching requires using one's knowledge to encourage one's team to increase their skills and enjoy greater success (Stowell, n.d). The Annenberg Institute for School Reform conducted a thorough and comprehensive study titled, "Instructional Coaching: Professional Development

Strategies that Improve Instruction." The report identified multiple findings that offer coaching validation. The evidence shows coaching encourages reflection and collaboration. Coaching offers the opportunity to provide support to teachers as they seek to apply their learning in deeper, more frequent, and consistent ways. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other. Educational leaders must provide continuous support to teachers as they face changing standards and accountability measures (Bambrick-Santoyo & Peiser, 2012). One method of support is peer coaching. Peer coaching involves collaborating with at least two colleagues to reflect on current teaching practices (Joyce & Showers, 2002). Fullan and Hargreaves (1996) stressed the importance of teachers collaborating with their colleagues to learn from them.

Pollara (2012) described peer coaching as a confidential, nonevaluative professional development approach where teachers regularly and mutually work together to develop teaching practices through collaboration, observing one another and providing feedback, and supporting each other (p. 46).

Feedback

Feedback involves a reaction to information from a source, processing that information, and offering ways the source can improve (Bambrick-Santoyo & Peiser, 2012). The OCFC expects administrations and coaches to suggest and provide ways the teacher can improve their practice (New Jersey Department of Education, 2013). Coaches improve instruction if they encourage teachers to take the feedback and utilize it in their future planning and preparation (Bambrick-Santoyo & Peiser, 2012). A teacher is better able to implement feedback and see more immediate improvement if the feedback is actionable and bite-sized. The goal is for

feedback to change instruction and improve student outcomes (Bambrick-Santoyo & Peiser, 2012).

Scholars continue to unearth and seek clarification around the complex relationship between teacher quality and coaching/feedback and the degree to which it propels student learning (Hightower et al., 2011). Federal policy is a prominent voice driving the conversation around accountability, as evidenced by the requirements a highly qualified teacher must possess (NCLB, 2001). NCLB defined a highly qualified teacher as having, at minimum, a bachelor's degree, full state teacher certification, and demonstrated knowledge in their subject area (NCLB, 2001). NCLB was reauthorized and is now known as ESSA, which was signed into law in 2015. ESSA narrows the U.S. government's role in elementary and secondary education and leaves significantly more control to the states. As such, administrations and teachers lean on TeachNJ even more. The law aims to "raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and inform personnel decisions" (New Jersey Department of Education, 2013).

Feedback is the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source (Merriam-Webster's Dictionary, n.d.). In this study of teacher perceptions, principals and other administrators are the people who evaluate, and teachers are the controlling source. Both are critical to develop an excellent education for children. However, they may view feedback in a completely different manner. While a teacher is a controlling source, they are not in control of the evaluation; rather, the administrators are in control. The source can promptly correct an issue if the feedback is timely.

However, the controlling source may not be able to correct the issue in a timely manner if the feedback is overwhelming.

The differences in how to apply the OCFC rest in the observation, coaching, and feedback process implementation. Each school district operates under the direction of its superintendent (New Jersey Department of Education, 2013). Individual districts have broad discretion about how to handle walkthrough information. State governments set evaluation parameters but do not require specifics. Numerous articles suggest varying iterations of how to best leverage observation and walkthrough feedback in teaching and learning. Lemov (2010) initiated the idea of bite-sized feedback, which improved the observation, coaching, and feedback loop. Lemov's (2010) search to find the miraculous elements of quality instruction led to the concept of frequent teacher development, which aligns to pedagogical underpinnings of formative instruction. Dovetailing Lemov's work is Bambrick-Santoyo & Peiser, (2012), who amplified the idea of bite-sized feedback and underscored that evaluators must deliver feedback in a timely, consistent fashion.

Khachatryan (2015) contended teachers crave qualitative feedback on their practice, yet, scarcely receive it. Loeb, Darling-Hammond, and Luczak (2015) contended teachers experience a growing restlessness related to a lack of respect, which contributes to decreased morale and turnover. Khachatryan (2015) analyzed a small sample of teachers and their responses to feedback. Teachers revealed they felt validated and the feedback was affirming; however, the question remains as to whether changes in their teaching would ensue.

Feedback needs to happen frequently. The OCFC must be frequent to work effectively. The feedback part of the cycle must happen promptly so the changes can happen immediately

(Bambrick-Santoyo & Peiser, 2012). Actionable, bite-sized steps impact teaching the most, as the change for the teacher is manageable (Bambrick-Santoyo & Peiser, 2012).

Principals are historically trained as evaluators, passing judgment rather than engaging in a two-way conversation where they share nonjudgmental feedback to increase the teacher's capacity (Georgia Department of Education, 2013). At the same time, principals must be direct when teachers are not meeting a quality level of instruction. Teaching is complex; therefore, even a powerful lesson can improve (Danielson, 1996). Teachers must internalize and comprehend feedback on their practice.

Blase (2004) wrote that teachers who experience weekly observations and receive continuous feedback develop as much in 1 year as most teachers do in 20. Coaches do not devise a plan after watching two tennis matches; therefore, administrators must not do the same for the classroom teacher (Blase, 2004). Coaches must review numerous data points to help teachers advance in their field. Leaders must be routinely present in classrooms and provide teachers regular feedback like coaches do if they want the teacher to grow. Evaluators must treat feedback as coaching rather than evaluation so teachers better perceive it as a means of coaching rather than criticism. Observations must be scheduled on a calendar and shared with fellow administrative colleagues as a form of accountability (Bambrick-Santoyo & Peiser, 2012). Observations or walkthroughs must be frequent, although short in nature, but the time must be allotted to complete them (Hopkins, 2008). Bambrick-Santoyo discussed frequent observations and mentioned the following:

> Measuring outcomes is only useful if you know what the target should be. We have no way to know how students are doing across the cohort relative to each other if the target

> is different in each classroom. The students are stuck with varying degrees of rigor depending on which teacher they have. (Bambrick-Santoyo & Peiser, 2012, p. 35)

The administrator is the constant, seeing what is going on throughout the entire school, and aiming to increase teaching capacity. The single most important thing a school leader can do is coach and find the most impactful ways to improve student outcomes, turning the typical observational paradigm of one or two times per year on its head (Leithwood et al., 2004). Leithwood et al. (2004) suggest providing smaller amounts of feedback more often, implementing short, weekly 15-minute observations, and weekly scheduled 15-minute feedback meetings to increase feedback frequency.

Feedback must be timely. Khachatryan (2015) provided an overview of data relative to feedback and its impact on instruction after reviewing literature on school administrators' feedback and how teachers perceive it. The author used a theoretical framework to guide the study built mainly around Kluger and DeNisi's (1996) feedback intervention theory. Kluger and DeNisi (1996) reviewed the effects of feedback interventions on performance using meta-analysis and found that feedback interventions (FI) positively impact performance; however, FI are not always efficient. FI's central assumption is that FIs change the locus of attention among three general and hierarchically organized levels of control: task learning, task motivation, and meta task (including self-related) processes. The results suggest FI effectiveness decreases as attention ascends the hierarchy closer to the self and away from the task. Second to teachers, principals have a profound impact on improving teaching and learning. In *Leadership Matters*, Hallinger and Heck (1996), Leithwood et al. (2004), and Leithwood and Louis (2012) wrote it is second only to teaching regarding people and factors and their impact on student learning. Leithwood et al. (2004) studied school- and district-level investment in instructional leadership

development and found a consistent theme in schools moving from low- to high-performing is an intensive long-term investment in developing a school's instructional leadership capacity. Danielson (2007) found that part of the assessment in instruction includes "feedback that needs to be constructive, substantive, specific, and timely" (p. 87).

Actionable and bite sized. Feedback must have several key components. One major aspect of feedback is the action step (or steps) a teacher must immediately take to ensure they grow. The observer must identify the one or two most important areas for growth. Teachers can focus on one or two pieces of feedback at a time by prioritizing the most important item and knowing the process will return for other areas. In *Seven Keys to Effective Feedback*, Wiggins (2012) wrote that feedback should be "about how we are doing in our efforts to reach a goal" (p. 10). Feedback is not about advice, but rather about direction. Wiggins then corroborated what other scholars have found: Helpful feedback must be actionable, user-friendly (specific and personalized), timely, ongoing, and consistent (Wiggins, 2012).

In "Teach Like a Champion 2.0," Lemov (2014) provided 62 practical, bite-sized strategies for administrators to share with teachers that offer concrete, actionable strategies that provide a framework for educators. Lemov found describing successful teachers' actions allows a common language that transcends content. "Teach Like a Champion" described "the taxonomy of effective teaching practices to break down teaching into concrete, replicable actions" (p. xii). The premise being teachers can learn small simple concrete steps that lead to vast improvements. Lemov (2010) claimed a teacher can rapidly improve their practice when implemented consistently over time, compared to conducting one or two perfunctory observations per year. Bambrick-Santoyo (2014) walked readers through a 10-minute post conference focusing on how a teacher can improve their practice. According to Bambrick-Santoyo (2014), "This feedback

experience demonstrates feedback is not about the volume of observations or length of written feedback; it's about the bite-sized action steps that allow a teacher to grow systematically from improve, to proficient to master teacher" (p. 61).

Feedback and teachers' morale. Ellenberg (1972) found, "where morale was high, schools showed an increase in student achievement" (p. 1). Teachers' morale, or lack thereof, benefits or hinders students. Students benefit when teachers feel supported, cultivated, and nurtured. Enthusiasm is contagious, and plenty of studies find the building principal significantly impacts teachers. Teachers benefit from continual feedback, support, and guidance for improvement. Being invested in one's work and empowered by the administration impacts a teacher's goal, which is ultimately student achievement. Teachers are more apt to engage in the feedback process when they feel they have a place at the table, a voice, and can partake in two-way communication. The process cannot happen without teacher contributions, and their positive morale makes them more receptive to feedback and professional development (Hardavella, Aamli-Gaagnat, Saad, Rousalova, & Sreter, 2017). Continual contact and communication with the administration opens the door for two-way communication.

Pros and Cons of the OCFC

The OCFC has the potential to improve student outcomes and school environment, but only if used effectively (Fullan & Knight, 2011). The coach must quickly and effectively impart the feedback. Furthermore, the teacher must be willing to accept the feedback and make changes. An advantage to the OCFC includes not allowing observation to revert to a perfunctory checklist document and instead become a fluid document where the coach and teacher continue to develop additional strategies and plans to increase capacity (New Jersey Department of Education, 2013).

The idea of observation being ongoing and housed in many facets of a teacher's job increases a coach's ability to give positive feedback. Additionally, the number of observations an administrator must perform can interrupt other duties they have. Timing formal observations takes substantial scheduling.

Role of School Leaders

School leaders are keen to know that teacher growth through evaluations and professional development is not successful without teacher support and enthusiasm. Successful implementation hinges on teacher perceptions and support (Marzano, Toth, & Schooling, 2012). Ascertaining successes and challenges encourages teacher ownership and leads to teachers cooperating in the feedback process. It also leads to teachers willingly going beyond their immediate job descriptions to ensure better student development procedures (Toth et al., 2012).

Downey & Steffy (2004) claim teacher learning and growth rely on the communication between teacher and principal. Downey & Steffy (2004) further assert teacher growth does not happen automatically. Teachers rely on administration/school leaders to learn and grow. Lemov (2014) describes 49 techniques in "Teach Like a Champion," and suggests explicit school leadership techniques be infused into feedback discussions. These techniques provide options for leaders to hone-in on and identify the single most important action step to help teachers immediately help their students. Principals must make frequent and informal appearances in new teachers' classrooms and provide feedback on their techniques to develop an effective feedback system focused on improvement. The Carnegie Foundation for the Advancement of Teaching (2014) noted the increase in frequency and decrease in time spent, approximately 10–15 minutes compared to 45 minutes, allows the school leader to observe different parts of lessons at different parts of the year, providing a window into consistent instructional strategies and pedagogy.

Making administrator visits commonplace lowers anxiety and increases trust. TNTP (2013) was charged with helping school systems achieve their student goals and noted the following:

> A strong principal is the key to building a strong team of teachers and a supportive learning environment for students. Yet, traditional principal training—a mile long and an inch deep—leaves few principals prepared to transform student learning in challenging school environments. (p. 4)

Peterson (2000) reviewed extensive literature and ascertained principals have work to do when evaluating teachers. There has been mistrust over the years pointing to the need for trained principals. Studies indicate educational reform efforts focus on teaching practices because administrations consider them "the heart of education" (Larsen, 2005, p. 292).

The mounting pressure to increase student achievement leads to closer teacher supervision, as evidenced by the introduction of numerous evaluation models: Danielson, Marzano, McRel, and Stronge (Hite, 2014). These models strive to grow teachers professionally.

Current literature lacks teachers' perspectives on the OCFC. There is a dearth of surveys from those who teach daily. Teachers may have a different view; they are also the ones who have the greatest amount of information about what helps them improve. Successfully implementing an evaluation is impossible without determining teacher buy-in.

Teacher Perceptions of Evaluation

Teacher evaluation and feedback systems evolved quickly in the past decade as states and school districts ascertain the best ways to measure and inform teachers about their classroom performance, with the goal of enhancing instruction (Tuma et al., 2018). Teacher evaluation systems may consist of frequent or infrequent formal and/or informal observations and feedback, as well as measures of student achievement growth and input from students and parents (RAND,

2018). However, how teachers perceive the systems that evaluate their work is not always examined in a systematic way. The teacher's point of view is important. According to Rand (2018), teachers are more incentivized to appreciate and respond positively to feedback from an evaluation system they feel is fair and insightful and holds expectations that school resources can support. Teacher evaluation is often characterized as a hierarchical, one-way process where the administrator offers suggestions to improve a teacher's practice stemming from a limited number of classroom observations (Danielson & McGreal, 2000). The administrator is often viewed as a building manager as opposed to an instructional leader, an assumption that leads to mistrust and a lack of administrator credibility in the teacher's eyes (Danielson & McGreal, 2000). Low levels of trust between the administrator and the teacher result in a passive evaluation process that minimally impacts teachers (Danielson & McGreal, 2000). Teacher perceptions of observation, coaching, and feedback rely on the perceived credibility of the evaluator as well. Employees are more likely to accept the evaluator's feedback as accurate and make the suggested changes if the employee believes the evaluator is credible (Marzano, 2005).

Additionally, a teacher will more likely utilize evaluator feedback to inform professional judgment and solicit opportunities for professional growth if they perceive the feedback as useful (Tuytens &Devos 2016). Teachers look to principals as building leaders, specifically in the area of instructional evaluation. A teacher is far less likely to trust the principal and the integrity of the evaluation process if they believe a school leader is not adept in teacher evaluation (Zimmerman & Deckert-Pelton, 2003).

Conclusion

The idea of teacher evaluation began in the 1700s, with clergy overseeing instruction until Dewey in the 1800s provided a a different perspective on how students learn. The early part

of the 1900s led to teacher evaluation that drew on a combination of Dewey and Taylor's influence. Increased attention on teacher evaluation began in the 1980s when NCLB called for teacher accountability and standards-driven, prescriptive evaluation, which began in the 1990s. During the 2000s, educators focused on the OCFC, examining student performance to determine teacher effectiveness.

The body of literature on teacher observation, evaluation, coaching, and feedback has increased since the 1970s. Only recently has it shifted to developing teachers. Danielson (2007) presented a framework for teachers and administrators to ascertain what a highly effective teacher looks like and documented the steps to become one. The framework identifies aspects of teacher responsibilities proven to promote student learning. This framework, combined with a body of data from McRel, Marzano, and Stronge, led to standards-based observations.

Increased frequency and feedback from observations now intend to improve teacher practice. The administrator can obtain a more comprehensive view of teaching using frequent, shorter visits. The feedback sessions contain target-specific, bite-sized, actionable steps the teacher can immediately implement. Teachers may be more receptive to evaluation if there were a way to increase access to evaluation and improvement.

CHAPTER THREE

METHODOLOGY

The OCFC has the potential to improve student achievement (Marzano et al., 2011). The researcher analyzed teachers' perceptions, attitudes, and viewpoints of how their instructional expertise may change or refine after implementing the observation, coaching, and feedback cycle (OCFC) processes into their daily instruction. The spotlight on teacher evaluations, as evidenced by RTTT and ESSA mandates, continues to hover over schools to improve and sharply focuses on measuring teacher effectiveness and improving teaching practices (Learning Point Associates, 2010). This qualitative study aimed to investigate teachers' perceptions of the OCFC, their likelihood to implement feedback, and how their daily teaching may refine after implementing the feedback.

In recent years, state and local education leaders across the United States have revised their teacher evaluation policies and practices to enhance the quality of evaluation measures and improve instructional practices (Doherty & Jacobs, 2015). NCLB introduced legislative efforts, which RTTT revisited, to overhaul teacher evaluation and ensure evaluations better indicate teacher effectiveness or the extent to which teachers contribute to students' learning (Jerald, 2012, p. 1). Education First (2015) purports the major takeaway is "about providing teachers with better feedback, as well as the tools and support systems to help them improve." The OCFC has the potential to strengthen teaching and learning if implemented with fidelity (Marzano, 2012).

Purpose of the Study

This study analyzed teachers' perceptions about their responses to the feedback cycle of the OCFC. This study investigated how teachers perceive feedback from the OCFC evaluative

process and their propensity to use this feedback to steer and shape future instruction. Phillips and Weingarten (2013) believed one of the most effective ways to strengthen teaching and learning is to implement evaluation systems that measure teacher effectiveness and are not just a stamp of approval or disapproval but a means of improvement. The OCFC intends to improve, enhance, and strengthen teaching and learning by helping teachers improve their instructional practices (Marzano et al., 2011).

Research Questions and Design

The research questions attempted to explore how teachers perceive the OCFC's influence on their professional practices. The questions assisted with defining the data and dictated the methods the researcher used to analyze the results. The following research questions shepherded this exploration/research.

Research Questions

RQ 1. How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?

RQ 2. How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and how does it influence their classroom practice?

RQ 3. What are teachers' perceptions of the changes made, if any, to the district's evaluation system in the past 5 years?

Research Design

Maxwell (2005) identified four main components to qualitative research: (a) the formation of a relationship with participants in the study, (b) the site and participant selection process, (c) data collection, and (d) data analysis. Qualitative research is preferable when the researcher must hear the stories and experiences of others to understand an issue's complexity at

a very detailed level (Creswell, 2007). Furthermore, "qualitative research is suited to promoting a deeper understanding of a social setting or activity as viewed from the perspective of the research participant" (Bloomberg & Volpe, 2012, p. 27). The researcher used a qualitative research methodology—a single instrumental case study—as the researcher analyzed one bounded case.

The case is defined as "a phenomenon of some sort occurring in a bounded context. The case is, in effect, the researcher's unit of analysis" (Miles & Huberman, 1994, p. 25). Yin (2018) suggested that placing boundaries on a case prevents the researcher from pursuing too broad a topic with too many objectives. Binding the case ensures the study remains reasonable in scope. Creswell (2007) described a case as a bounded system for one case or multiple bounded systems for more than one case. Bounded means the researcher makes very clear statements in the study's objectives about the focus and extent of the study. Case studies vary across scales, but each case must be bound. The researcher set the case's boundaries and justified how the case is a coherent and integrated system in its own right.

Creswell (2007) asserted the importance of a case study's boundaries. The study's geography (New Jersey), institution type (public schools), and participant demographics (K–12 teachers with 5 or more years of teaching experience) bind the study. For these reasons, Creswell (2013) purported the case study design is best aligned to this study. A bounded case study is appropriate for this study because the researcher analyzed how teachers with 5 or more years of experience perceive OCFC feedback based on their implementation of the feedback and its impact on classroom practice.

"A case study is defined by individual cases, not by the methods of inquiry used" (Stake, 1994, p. 236). A case can be "whatever bounded system (to use Louis Smith's term) is of

interest" (Stake, 1994, p. 283). Participation was limited to teachers with 5 years or more teaching experience in the Thompson School District. The goal of the bounded case study was to understand the complexity of teachers' perceptions of feedback in the most complete and comprehensive way. The instrumentation aimed to allow the richest possible understanding of this study (Stake, 1994). The case study's research design yielded feedback that allowed participants' perceptions to be guiding factors for anyone supplying feedback.

Site Information and Population

The site for the qualitative study is an urban school district in New Jersey that implemented TeachNJ (New Jersey Department of Education, 2013). The site was also selected due to the researcher's prior working relationship with the district and convenience of access to its campus and study participants. The TeachNJ Act, adopted on August 6, 2012, was gradually implemented through two rounds of regulations. The first round of regulations intended to help districts prepare to implement improved evaluation systems in the 2013–2014 school year; the second round of regulations intended to help districts implement the approved evaluation system in the 2013–2014 school year, with an adoption date of November 2013 (NJDOE, 2013). An estimated 750 teachers work in the district and approximately 400 have 5 or more years of teaching experience (Performance Reports - Search for a School, NJDOE 2020). The district has employed the OCFC since 2013.

Participants

The school district is referred to as the Thompson School District for the purposes of this study and to provide anonymity. The school district serves approximately 6,500 students from preschool through twelfth grade. Licensed K–12 teachers with 5 or more years of experience with the OCFC fit this study's purpose, which was to obtain teachers' perceptions of OCFC

feedback. Tenets of TeachNJ are found in the OCFC; however, the OCFC is a more robust cycle of teacher evaluation that implements more frequent walkthroughs and feedback sessions.

Licensed K–12 teachers with at least 5 years of retention in the school district were invited to participate in the study. The researcher anticipated a minimum of 75 survey participants. The participants originated from all grades and areas who teach in grades K–12. The researcher sought to understand how the participants perceive feedback provided by the OCFC. According to the New Jersey School Performance Report, the district employed a total of 706 teachers during the 2017–2018 school year.

Sampling Method

Merriam (2009) claimed, "purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (p. 77). Purposeful sampling obtained 75 participants that represent the 400 teachers who teach at the school district under the OCFC umbrella. Teachers in the Thompson School District with 5 years or more of teaching experience were the first generation of teachers to experience the rigorous implementation of the OCFC, which coincided with the TeachNJ Act (New Jersey Department of Education, 2013). Participant sampling is one of convenience due to the ease of participant access.

This study intended to examine teacher perceptions of the OCFC. The invitation to participate in this study included a survey with a possibility of a follow-up interview. All teachers have a district-issued email, which provided the researcher a distribution list of potential participants. The manager of the Talent and Labor Relations department in the Thompson School District provided the researcher a distribution list of teachers who have 5 years or more experience teaching in the Thompson School District. Teachers with 5 years or more teaching

experience taught in the district while the researcher was employed and, as such, may potentially recognize the researcher's name via email. The researcher obtained permission from the Office of Talent and Labor Relations to be furnished with an email distribution list of licensed K–12 teachers who have taught in the district for 5 or more years. The manager furnishing the distribution list to the researcher had knowledge of the potential participation pool but did not actually know who participated and does not have any access to the data. The manager furnished the distribution list and then had no further involvement. First, an invitation to participate was sent out via an email blast to the potential participant pool of teachers who have taught in the Thompson School District for 5 or more years. This pool presented approximately 400 teachers. The invitation to participate communicated that the study involves an online survey. The participants had the option of clicking a button to be considered to participate in an interview. Participants clicked the button if they were interested in participating in the interview; however, not all volunteers were selected for an interview. The survey was available for 10 calendar days. The first 75 responses that meet the criteria for eligibility were used for the study. Any data received after the 10-day window was set aside, not read, and stored in a secure location and destroyed upon competition of this project in accordance with IRB guidelines. Lastly, the first 10 people from the 75 survey respondents that volunteered and met the eligibility requirements were interviewed and provided data for this study.

The front page of the survey presented consent information for the survey portion only, with a box to click if the subject wished to proceed. This action evidenced consent and led the participant to the survey, which the survey explicitly communicated by having the subject click the "proceed" button, thereby documenting consent.

All survey data is anonymous unless the participant wished to be available for an interview. Participants' data remain confidential, and their identity was not disclosed if they volunteered and were selected for the interview under the eligibility requirements and if they were among the first 10 volunteers; however, they were no longer anonymous to the researcher. The end of the survey presented a box to click if participants wanted to participate in an interview. Clicking this box took the participant to a page to enter their contact information so the researcher could reach out and schedule the interviews. This contact information page reiterated that, by providing contact information, the participants understood their answers were no longer anonymous, as the researcher would know their identity, but their answers remained confidential. The researcher assigned pseudonyms to all one-on-one interviewees to ensure absolute confidentiality. The researcher was cognizant of school hours and structured interviews after the workday, away from the public view.

Instrumentation and Data Collection

A hallmark in case study research is the use of multiple data sources, a strategy that also enhances data credibility (Patton, 1990; Yin, 2018). In a case study, data from multiple sources were married in the analysis process rather than analyzed in isolation. Pooling data from surveys and interviews allows parts of evidence to combine to comprehend the entire experience (Creswell, 2007). Combining data secured through two methods strengthens and enhances the findings to ascertain a stronger understanding of the case. This study used surveys and semi-structured interviews to gather data. The researcher used MAXQDA, a software program designed to organizationally analyze qualitative data. MAXQDA assists with coding, refining coding, and discovering data patterns. Qualitative data analysis (QDA) answers questions about the "how" and "why" of a situation, rather than "how many/much." MAXQDA offers a wide

range of visual tools that create rich visualizations to assist with analyzing data from different perspectives. MAXQDA allowed the researcher to generate charts and concept maps with ease (Schönfelder, 2011).

Instrumentation

Survey questions originated from a survey made by the RAND Corporation (Tuma, Hamilton, & Berglund, 2018) to develop resources for public policy. Survey questions are found in Appendix D. The researcher abridged the RAND survey instrument with permission to truncate the survey. The researcher ensured the survey questions aligned to the study's purpose. The questions addressed observation, coaching, feedback, and teachers' perceptions of this process. The survey questions intended to solicit targeted questions to ask more discerning questions to 50 educators familiar with the OCFC. The survey used a Likert scale, as it allowed respondents to choose the option that best supports their opinion. Likert scales measure a person's attitude by measuring the extent to which they agree or disagree with a particular question or statement (Likert, 1932). REDCap (Research Electronic Data Capture) tools hosted at the University of Denver accrued and managed the study's data. REDCap is a secure, web-based application designed to support data capture for research studies, providing 1) an intuitive interface for validated data entry; 2) audit trails for tracking data manipulation and export procedures; 3) automated export procedures for seamless data downloads to common statistical packages; and 4) procedures for importing data from external sources. REDCap is geared toward online studies and helped analyze the data and assist the researcher in making charts and graphs.

Interviews

The researcher utilized additional questions from the RAND survey for the study's interview portion. The semi-structured interview questions allowed open-ended data and elicited

narrative responses from teachers' perceptions of the feedback they receive from the OCFC and its impact on classroom practice based on their experience with the cycle. The 10 participant interviews provided qualitative data for analysis. Meetings for the interviews occurred in a location the interview participant selected that protected the participants' confidentiality. Interviews were structured to occur in person, over the telephone, or through an electronic space that was mutually agreed upon and out of public view to ensure confidentiality. Interviews lasted approximately 50 minutes.

Data Collection

Data collection commenced after committee and IRB approval and once participants issued consent. The survey began with informed consent information that explained the study's purpose, how the data would be kept confidential, and other pertinent information. Survey distribution occurred via email using REDCap and directed participants to take approximately 30 minutes to complete the survey. The researcher shared the survey's invitation with all teachers who have 5 or more years of experience in the district. The Office of Talent and Labor Relations furnished a distribution list of teachers with 5 years or more teaching experience after the researcher received approval. No one from the Office of Talent and Labor Relations knows who volunteered to participate in the study. Informed consent was explained at the survey's onset, which explicitly communicated said consent by asking survey participants to proceed by clicking a box. The survey was accessible for 10 days after the researcher sent the email with the survey link. The researcher sought to survey a minimum of 75 participants. Data from participants who responded after the 10-day cutoff were viewed and were stored on the researcher's secure laptop and away from the public. The beginning and end of the survey expressly communicated the participants' and school district's identity would be kept confidential. Participants were free to

opt-out at any time or skip questions if they wished to do so. The last question of the survey invited respondents to volunteer for the follow-up semi-structured interview.

Interviews of participants occurred after the survey period concluded. Interviews were voluntary for those wishing to expand on their experience receiving feedback via the OCFC. The researcher selected 10 participants to interview, as the information from these interviews sufficiently added to the data obtained from the surveys and addressed the research questions (Creswell, 2013). The researcher used a cellular phone to record participant answers to the semi-structured interview prompts. The semi-structured interviews lasted approximately 50 minutes and the researcher recorded the interviews using their iPhone X, specifically the voice memo app. Interviews occurred in person or over the phone, depending on the participant's preference. All interviews were semi-structured to provide structure but also allowed opportunities for the researcher to delve more deeply into participant responses, leaving opportunity for follow-up questions where necessary (Corbin & Morse, 2003). Semi-structured interviews provided the researcher a focus for the duration of the interview but also allowed the researcher to ask clarifying follow-up questions when necessary. Semi-structured interviews varied significantly from participant to participant; however, they still provided data that directly related to the research questions (Miles & Huberman, 1994). Semi-structured interviews are ideal for exploring participant perceptions because semi-structured interviews simultaneously provide a general framework and versatility. The researcher uncovered equally valuable conclusions when analyzing the contradictions in participant responses in addition to the similarities uncovered (Miles & Huberman, 2004).

The researcher took field notes during each interview. Taking field notes is a well-documented practice in conducting qualitative research and is a method to secure contextual

information (Phillippi & Lauderdale, 2018). Field notes allowed the researcher to document observations during an interview. These notes provided the researcher an opportunity to record observations that do not directly relate to what was stated during the interview and later transcribed. The researcher noted participant mannerisms, tone of voice, body language, particular gestures, and notable eye movements during in-person interviews. The researcher recorded participants' tones when responding to each of the questions, significant pauses during the conversation, and any verbal gestures that were audible when the interviews were conducted over the phone. These descriptions helped the researcher accurately record, analyze, and better interpret participant responses. The researcher engaged in member checking after transcribing the interview, a process where the researcher allowed the participants to review the recorded information and make any adjustments or additions to the data. The researcher also allowed each participant to review the transcript prior to data analysis. Member checking is an added component that increases the study's validity (Creswell & Miller, 2010). The researcher used Rev.com (a professional transcribing service) to transcribe the interview recordings. The researcher shared these transcripts with the participants via email for accuracy. The researcher coded the data using the online program, MAXQDA, after the participants vetted their transcripts.

Data Analysis

The researcher analyzed REDCap data from the study's surveys to ascertain if teachers feel OCFC feedback impacts their teaching practices and more specifically, examined if a correlation exists between that and the frequency of feedback. The researcher also examined if a correlation exists between people who generally think the system is valuable and if it has purpose. The researcher explored this data to identify any patterns in teachers' perceptions of

their feedback. Calculating statistics does not apply to this study because qualitative data represents individual categories. Charts and graphs graphically represent the produced qualitative data.

The researcher uploaded transcripts to MAXQDA, which houses built-in tools to professionally transcribe audio recordings. Transcription occurred before uploading data into MAXQDA to see preliminary patterns or themes. The interview transcript analysis commenced by coding and recognizing comments used in MAXQDA. MAXQDA provided codes for the data, and the researcher reviewed the codes assigned for accuracy purposes. The researcher reviewed the interview responses and survey data to align responses to themes. The researcher used a coding model as suggested by Creswell (2007). “Data will be inductively analyzed starting with reading the textual data, labeling the information with codes, reducing overlap and redundancy of codes, and collapsing the codes into themes” (Creswell, 2007, p. 251). Yin (2018) recognized the importance of effectively organizing data. Computer-aided qualitative data analysis software provides unlimited bins where data can collect and organize. In addition to creating bins, these programs facilitate the recording of source detail, the time and date of the data collection, storage, and search capabilities. These are all important when developing a case study database (Wickham & Woods, 2005).

First, the researcher recorded the in-person or over-the-phone interviews. Second, the researcher transcribed the interview notes using REV.com. The researcher then looked for data themes, and the coding process occurred after identifying those themes. Themes collapsed and grouped together during coding. Coding is a method of grouping and categorizing data to establish patterns and themes (Miles, Huberman, & Saldaña, 2020).

Limitations of the Research Design

A limitation of the case study was its narrow view, which covers one school district. Another limitation was the broad interpretation of a few teachers, which may not apply to all teachers. In addition to these potential limitations, the researcher was employed as the Director of Evaluations in the school district after being a district supervisor and teacher. As Director of Evaluations, the researcher's work responsibilities included implementing the observation coaching cycle for the district with fidelity. Despite these limitations, the case study aimed to contribute to the minimal but emerging examinations of teachers' perceptions of the OCFC and benefits those exploring the topic in the future by adding to the existing literature. Guba and Lincoln (1981) cited four major procedures to establish trustworthiness in qualitative research: credibility, transferability, dependability, and member checking and confirmability. The authors compare these concepts to those found in conventional research: internal validity, external validity, reliability, and objectivity, respectively.

Credibility

Credibility (internal validity) was established by utilizing techniques that increase the likelihood of dependable results. The data collection's duration, interviewing a sufficient number of teachers, sampling enough teachers through surveys, and triangulating data contribute to this qualitative study's credibility (Merriam, 2009).

Guba and Lincoln (1981) posited enhancing structural safeguards and credibility yield no unexplained inconsistencies between the data and their interpretations. The researcher employed triangulation to enhance credibility. Methodological triangulation was employed by gathering data through in-depth interviews and survey results. Data triangulation occurred using the various data sets that emerged throughout the analysis process, such as codes, concepts, and

themes. Analyzing the data, codes, and themes, and reading, rereading, and persistently theorizing them eased potential credibility concerns. Triangulating interview data garnered from participants, survey data, and member checks further enhanced credibility. Surveys and interviews aligned to similar themes, which further enhanced the study's credibility.

Member Checking Procedures

Result trustworthiness is the bedrock of high-quality qualitative research (Birt, Scott, Cavers, Campbell, & Walter, 2016). Member checking is an approach used to examine result credibility. Data or results are returned to participants to check for accuracy and resonance with their experiences (Birt et al., 2016).

Respondent validation through member checking was the chosen technique to ensure the interview results' credibility. Since participants needed to reply to a link sent via email to participate in the study, the researcher returned the interview transcriptions with their notes, indicating the researcher's interpretation of each participant's response. A message stated, "After review, if you find any errors within your responses or the researcher's interpretation of your responses that you would like corrected please contact Susan Ficke at sficke@une.edu within two weeks, and adjustments can be made as needed." Member checking allows participants the opportunity to review their responses without changes or misinterpretation by the researcher. The final data analysis synthesis was available to teachers who participated in the interview, upon request, for further review as a secondary form of member checking. Member checking reduces the possibility of imprecise or faulty information.

Transferability

Transferability refers to the degree to which the results of a qualitative study can apply to other settings (Trochim, 2020). The study may also contain transferability in demographically

similar districts and assist educators in determining teachers' perceptions of feedback and if that feedback shapes future instruction. Greater numbers of teacher responses in this study or future studies would have increased transferability. This study's replication could occur if conducted in a demographically similar district. The data instruments listed in the appendices will be available for anyone who wishes to duplicate this research design within another district. Further investigations may provide additional information to help better inform researchers on this topic.

The researcher provides readers with evidence that the study's findings can apply to other school districts, not just urban districts, by having collected detailed descriptive data and providing a comprehensive description of the study's context. The researcher did not aim to affirm or corroborate generalizations regarding teachers' perceptions of the OCFC or alter their likelihood of employing feedback. The purpose of this study was to analyze data regarding teachers' perceptions of the feedback they received from the OCFC and whether employing that feedback enhanced their future instruction. Lincoln and Guba (1985) purport, "It is, in summary, not the naturalist's task to provide an index of transferability, it is his or her responsibility to provide the database that makes transferability judgments possible on the part of potential appliers" (p. 316).

Lincoln and Guba (1985) used *thick descriptions* as a technique where a qualitative researcher provides a robust and detailed account of their experiences during data collection. Sharing this information allows the reader to create an environment that envelops the study from the participants' daily lives to show how implicit biases may affect their responses. Interested readers are obligated to ascertain whether the results of this study are of interest to their own situation. They may want to conduct further research to determine whether the findings from this investigation transfer to other districts.

Dependability

Lincoln and Guba (1985) posited that dependability might be authenticated through a single audit, encouraging the researcher to prepare a detailed audit trail. The researcher in this study kept an audit trail throughout the project to ensure dependability. Using the researcher's identified themes and MAXQDA to code the themes and identify trends in teacher-provided information established dependability for the qualitative data (Hughes & Radiker, 2019). The researcher used the research questions to identify common themes while the MAXQDA program identified additional common themes.

Confirmability

The researcher employed qualitative research. Qualitative research typically assumes that each researcher brings a unique perspective to the study (Creswell, 2007). Confirmability refers to the degree to which others can confirm or corroborate the results (Creswell 2007). Therefore, confirmability intends to minimize the impact of researcher bias. Using multiple data sources (interviews and surveys), targeting a large swath of participants ranging from those in kindergarten through those in twelfth grade, maintaining a database of evidence, and developing themes helped mitigate bias. The researcher actively searched for and described outlying data. Upon this study's completion, the researcher conducted a data audit to examine the data collection and analysis procedures to examine the potential for bias.

Ethical Issues

According to Bloomberg and Volpe (2012), researchers must produce an ethical and intellectual study. The researcher received permission to conduct the study in the district. Participants secured their informed consent to ensure confidentiality. The researcher made all efforts to safeguard the participants' and district's confidentiality. REDCap collected

participants' email addresses and interview participants' names were altered with pseudonyms. The researcher is the only person who knows the interviewed participants, and the surveys were anonymous. For example, a participant may have disclosed negative information. Readers may have presupposed they know the district under study. To mitigate these potential situations, the anonymous survey and de-identified interview data portrayed information about past and current practices. The researcher aggregated data from grades K–12 to reduce the possibility of identifying specific classrooms.

Conflict of Interest

The researcher was previously employed in the school district where the study occurred, which posed a potential conflict of interest. The researcher engaged in reflexivity, the process of reflecting critically on oneself as the researcher (Lincoln & Guba, 2000, p. 183). Explaining the researcher's previous role in the district provides readers with knowledge, dispositions, and assumptions that may have influenced the study (Merriam, 2009). The trustworthiness of any qualitative study rests on the researcher's credibility. The researcher is aware of ethical issues that pervade any research process and continued to examine their own philosophical orientation toward these issues (Merriam, 2009).

Conclusion and Summary

The topic of observation, coaching, and feedback is ever evolving to ensure observations better indicate teaching effectiveness, or the extent to which teachers contribute to student learning and act on that information to enhance teaching and learning (Jerald, 2012). This study of teachers' perspectives of the OCFC provides insight into whether the cycle makes inroads into instructional development. Findings might transfer to other school districts and systems with the chance to implement such practices. As the iterative process of how to leverage the OCFC

continues, the qualitative data garnered from this study provides authentic teacher perspectives regarding what works in the OCFC. Reflective practice is an objective of all teachers. This study's findings are relevant to teachers everywhere and impact teachers and instructional improvement. Bambrick-Santoyo (2012) stated the observation and feedback model theory suggests consistent dialogue and feedback directly inform teaching practices. However, this study's research questions sought to elucidate teachers' perceptions of the OCFC process and their likelihood of implementing feedback received during the observation process to shape their future instruction. According to Bambrick-Santoyo (2012), feedback providing corrections and improvement that build true talent cannot happen once every six months; feedback must loop continually. Heneman and Milanowski (2003) noted promising findings from teachers who reported examples of changes in their instructional practices in response to classroom observations and the feedback they received. Recent findings from the "Measures for Effective Teaching" project (Kane & Cantrell, 2012) suggested evaluation practices must be fine-tuned to deliver the most useful feedback to teachers.

CHAPTER FOUR

RESULTS

The purpose of this qualitative study was to investigate teachers' perceptions, attitudes, and viewpoints of how their daily teaching may refine after implementing feedback from the observation, coaching, and feedback cycle (OCFC) into their daily instruction. An email was sent to 400 teachers who met the criteria for the study. Enclosed in the email was a link to the participant survey. The end of the survey offered an option for participants to choose to be interviewed. Participants input their email if they were willing to partake in the interview process. Semi-structured interviews were then used to gather additional data for this study. Reflective practice theory (RPT) was the conceptual framework that supported this study. The supporting theoretical framework, systems thinking theory, was incorporated due to its connection to RPT. RPT involves one's ability to reflect on their actions to engage in a process of continuous learning (Garmston & Wellman, 1997). Systems thinking entails moving from observing events or data, to identifying patterns of behavior over time, to revealing the underlying structures that drive those events and patterns (Goodman, 2018). Individuals who understand and change structures that are not serving them well (including their mental models and perceptions) expand the choices available to them and create more satisfying, long-term solutions to chronic problems (Goodman, 2018). The theoretical framework of systems thinking provides a general representation of relationships between things in a given phenomenon; however, RPT embodies the current study's specific direction (Flood, 2010).

The study participants were teachers with 5 years or more of teaching experience at a school district in New Jersey that employs the OCFC. This sample group consisted of 400 teachers recruited from the district who met all eligibility criteria to participate. Purposive

sampling was used to obtain 75 participants for the survey. This number yielded a quality number of respondents to represent the 400 teachers who teach at the school district under the OCFC umbrella, as well as 10 participants to interview. This number of participants was selected after noting Creswell's (2015) recommendation that participant sample sizes of 6–8 persons present a sufficient pool for this type of study. Participant surveys and semi-structured interviews were used to gather data for study. The researcher analyzed the survey responses and transcripts from the semi-structured interviews and further reviewed them to look for data patterns.

The researcher sought to understand how teachers perceive the OCFC and its impact on instruction that enhances their teaching process; therefore, the researcher presents the following research questions that guided the study:

RQ 1. How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?

RQ 2. How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and how does it influence their classroom practice?

RQ 3. What are teachers' perceptions of the changes made, if any, to the district's evaluation system in the past 5 years?

The remainder of Chapter 4 details the methods the researcher used to organize and analyze the data collected from 75 surveys and 10 interviews of teachers' perceptions of the OCFC. This chapter also presents a data analysis process, and the emergent and shared themes from the survey and interviews. Chapter 4 concludes with a summary of results analyzed from the research data.

Analysis Methods

Qualitative data collection was conducted in two segments. The study site's Director of Office of Talent and Labor Relations provided the pool of potential participants' emails. The director received a request from the researcher to compile a distribution list of teachers who meet the study's eligibility criteria; the researcher was provided this list after it was compiled. After providing the distribution list, the director had no further involvement in the study and was not aware of who participated in the study as an additional measure of confidentiality. An email that enclosed a survey and request for participation was sent to each district email of all 400 teachers with 5 years or more teaching experience and who also taught at the study site for 5 or more years in grades K–12. This email contained the invitation link to participate in the study's survey and this link brought participants directly to the survey in REDCap (see Appendix D). REDCap is a secure web application for building and managing online surveys and databases (Harris et al, 2009).

The link to the survey remained active for 10 consecutive days. The first 75 participant responses were used for the study's survey data component. Any responses received after the first 75 submitted surveys and/or after the 10th day the survey was open, were not reviewed; those surveys were set aside, away from public view, and stored in REDCap, a password-protected program.

The researcher analyzed data from the participant survey by arranging the information by questions and tallies for answers. The data were analyzed using the frequency of responses and whether the data could ascertain a greater "positive" frequency (i.e., often or daily, occasionally, extremely helpful, somewhat helpful, completely sufficient, mostly sufficient, strongly agree, or somewhat agree) or a greater negative frequency (rarely, never, mostly not helpful, not helpful at

all, mostly insufficient, completely insufficient, somewhat disagree, or strongly disagree). The study's second segment, the interviews, were analyzed to determine if any emergent themes emerged in participant interviews.

Surveys

The final survey question was a branching question that asked participants if they were willing to be interviewed. If they indicated yes, they were directed to input an email for the researcher to contact them. If they answered no, they were given a "thank you" message. The researcher sent an email to the first 10 survey participants who stated they were willing to be interviewed to schedule a date and time for each interview. Each potential participant was individually contacted using the email address they provided. A virtual interview was scheduled at a mutually convenient time once the researcher received a response from a potential participant. If participants submitted their email but did not respond to the researcher's email about date and time availability, the researcher sent an additional email and gave them 5 days to respond. If participants did not respond to the second email, the researcher went to the 11th, 12th, and 13th person who submitted their email and said yes to being interviewed.

The researcher assigned each of the 10 interviewed participants a pseudonym to keep their identity and information confidential (see Table 1).

Table 4.1
Demographics of Participants

Name	Grades Taught	Content Area
Tanisha	9–12	Health
Jared	K–8	Physical Education
Linda	9–12	Health and Physical Education
Theodore	9–12	Health and Physical Education
George	10–12	English
Brooks	K–8	Health and Physical Education
Juanita	9–12	ELL
Gary	7–12	Health and Physical Education
Julie	K–5	Physical Education
Michael	9–12	English

Interviews

The interviews were virtually held through the Zoom platform, which requires meeting links and passwords to access the meeting, which further ensured confidentiality. Zoom provides video telephone and online chat services through a cloud-based software platform. Zoom offers teleconferencing, telecommuting, distance education, and social relations (Zoom Video Communications Inc., 2016). Each interview's audio recording was housed on the researcher's password-protected and private iPhone X using the phone's memo voice app. The duration of each interview ranged from 30–50 minutes.

The researcher maintained a memo log for field notes throughout the entire interview process. The researcher noted participant's mannerisms, tone of voice, body language, particular gestures, and notable eye movements during the video conferences. These descriptions helped the researcher accurately record and analyze the participant's responses. The interview's audio recordings were transcribed by Rev.com and the researcher read the transcripts to ensure they were correct. The researcher returned the transcribed interviews to the participants for them to

review. This allowed the participants to partake in member-checking. The researcher read the transcribed interviews and field notes to further interpret each participant's body language, emotion, and tone during the interview. Qualitative data analysis was conducted on interview transcripts, which were analyzed by applying Creswell's (2015) 5-step process for disaggregating participants' transcribed interview responses. The steps are as follows:

1. Initially read through the text
2. Divide the text into segments of information
3. Label the segments of information with codes
4. Reduce the overlap and redundancy of codes
5. Separate codes into themes

The researcher analyzed and reviewed the 75 accepted surveys and proceeded to interview 10 respondents who submitted their email addresses for interview. First, the researcher reviewed the surveys, and then conducted the interviews. Using Creswell's (2015) five steps, the researcher read through the transcripts to become familiar with the data. The researcher highlighted the transcribed text to capture repetitive phrases or certain wording among the responses. The researcher also highlighted participant phrases and patterns or repetitive word segments in the text using different colors and grouped these into categories to designate codes. The researcher combined the codes to reduce repetitiveness, which resulted in themes and subthemes.

The researcher then uploaded all of the transcripts to the software MAXQDA to efficiently store the transcribed interviews. The researcher applied Saldaña's (2012) method and created a code—a word or short phrase—to describe messages that emerged from the interviews. The researcher used MAXQDA's Lexical search as a search engine to determine the frequency

of words, or a string of words, like “content knowledge,” “punitive,” “frequency,” and “relationships” because they appeared in many interviews and were also part of the survey questions. The researcher then used MAXQDA to group the highlighted themes to create a spreadsheet of the color-coded data to help determine the overall themes. The number of interview participants who alluded to certain words or phrases in some way within their interview ultimately determined the themes. Subthemes were chosen by reviewing how a participant perceived the overarching theme.

Presentation of the Results

The survey’s data results (see Figures 1–5) and interview data are displayed in narrative form in the order of frequency of emerging themes (see Table 2). Associated subthemes are also presented. Charts visually display participants’ responses for the survey data.

This section displays the results in chronological order with the survey results appearing first. The researcher sent the survey to all 400 participants who (a) have taught in grades K–12 for at least 5 years at the target site, and (b) who have experience with the OCFC. Of the 400 participants eligible for the case study, the first 75 participants who completed the survey were included in the data. The researcher set 75 participants as the target number to reach for a reasonable supply of inclusion. Sandelowski (1995) recommends qualitative sample sizes be large enough to allow new and richly textured understanding of the phenomenon under study to unfold, but small enough to not preclude the deep, case-oriented analysis of qualitative data (p. 183). Ten was the target number of interview participants, according to Creswell’s (2013) recommendation of 6–8 participants, which is considered adequate to sufficiently describe the phenomenon of interest. Each participant completed the survey questions (see Appendix D). Table 2 thematically exhibits the interview analysis.

Survey Results

The survey questions (Appendix D) and responses are presented in sequential order from one through five.

Survey Question 1. Survey Question 1 (Figure 1) includes four separate parts participants responded to:

- "In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?" Feedback from any source.
- "In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?" Feedback from formal observation as part of an evaluation system.
- "In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?" Feedback from informal observation by school leaders (walkthroughs).
- "In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?" Feedback from coach.

All participant responses fell under one of four preset categories: (a) never; (b) rarely (approximately once per month or less); (c) occasionally (approximately 2–3 times per month); and (d) often or daily (approximately 1–5 times per week).

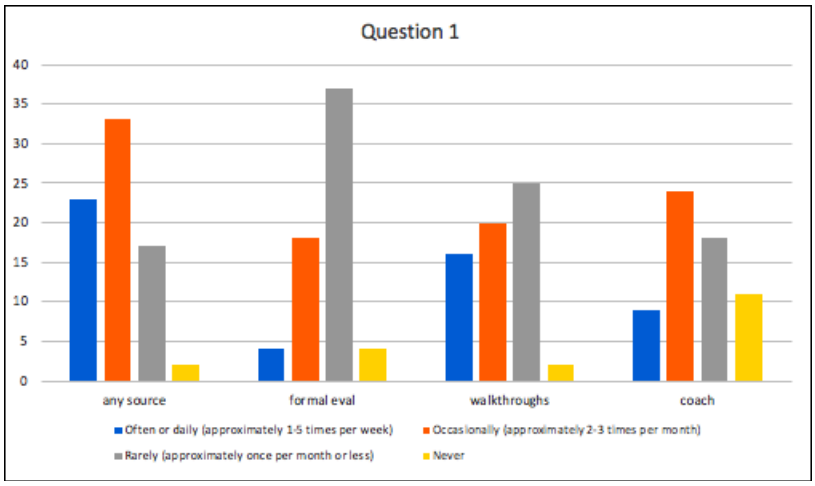

Figure 1. Frequency of feedback on instructional practices

Of the 75 participants, 17 indicated they rarely receive this feedback; 33 responded they occasionally receive feedback; and 23 indicated they receive feedback often or daily. The data showed that 56 out of 75 teachers perceive they receive feedback from any source. Twelve participants chose not to answer the follow-up questions: "*In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?" Feedback from informal observation by school leaders (walkthroughs; a model of professional development for teachers where they receive feedback in a nonevaluative fashion)* and, *"In a typical month, how often do you receive feedback on your instructional practices from each of the following sources*?" Coaches feedback is therefore represented with 63 participants instead of 75 for formal and informal walkthroughs. When asked how often they receive feedback through formal evaluation, four participants indicated "never," 37 indicated "rarely," 18 indicated "occasionally," and four indicated "often or daily." The participants' responses were more diverse when asked about receiving feedback from walkthroughs, with "often or daily" receiving 16 responses, "occasionally" receiving 20 responses, and 25 responses for "rarely." Only two participants responded "never" for walkthroughs. Feedback from coaching fell more towards the

middle; 11 indicated “never,” 18 indicated “rarely,” 24 indicated “occasionally,” and 9 indicated “often and daily.”

Survey Question 2. Survey Question 2 (see Figure 2) includes four separate parts participants responded to:

- “Think about the last time you received feedback on your instructional practice from each of these sources. How helpful was it for improving your instructional practice?” Feedback from any source.
- “Think about the last time you received feedback on your instructional practice from each of these sources. How helpful was it for improving your instructional practice?” Feedback from formal observation as part of an evaluation system.
- “Think about the last time you received feedback on your instructional practice from each of these sources. How helpful was it for improving your instructional practice?” Feedback from informal observation by school leaders (walkthroughs).
- “Think about the last time you received feedback on your instructional practice from each of these sources. How helpful was it for improving your instructional practice?” Feedback from coach or mentor.

All participant responses fell under one of four preset categories: (a) not helpful at all, (b) mostly not helpful, (c) somewhat helpful, and (d) extremely helpful.

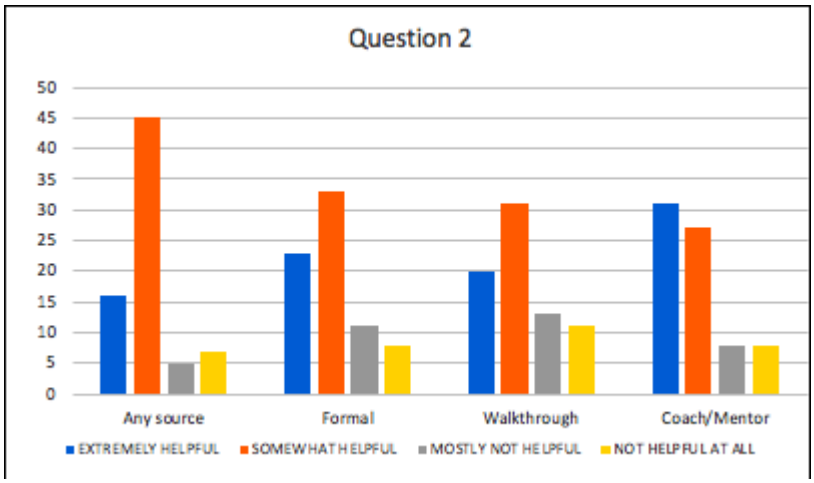

Figure 2. Feedback on instructional practice from varying sources

Forty-five participants indicated the feedback they receive from any source was somewhat helpful and an additional 16 participants indicated that feedback from any source was extremely helpful. Only five participants indicated that feedback was mostly not helpful, and seven participants indicated that feedback was not helpful at all. Respondents who indicated the feedback is somewhat or extremely helpful, when separated into the feedback sources, declined by six, from any source, to 56 when referring specifically to formal evaluation. Additionally, eight more participants indicated they find the feedback either mostly not helpful, or not helpful at all. Fifty-eight of the 74 respondents indicated a level of usefulness for feedback received from a peer or a coach, which is the highest number for a positive view on feedback based on its source. One respondent did not answer this question. More than one third of respondents indicated that peer and coach feedback was extremely helpful (31 out of 74).

Survey Question 3. Survey Question 3 (Figure 3) includes two separate parts participants responded to:

- "Think about the resources you received from your school during the past school year (2018–2019) related to formal instructional feedback and/or evaluation. How succinct

were each of the following resources?" Leadership support (e.g., key information and guidance from school administrators) for feedback and/or evaluation processes.

- "Think about the resources you received from your school during the past school year (2018–2019) related to formal instructional feedback and/or evaluation. How succinct were each of the following resources?" Instructional support for areas of improvement and/or growth identified by my evaluator.

All participant responses fell under one of four preset categories: (a) completely insufficient, (b) mostly insufficient, (c) mostly sufficient, and (d) completely sufficient. Thirty-four of the 75 participants indicated that leadership support from feedback and processes was mostly sufficient, and 18 respondents indicated that leadership support was completely sufficient. Thirty-five respondents indicated instructional support was mostly sufficient and 13 respondents indicated instructional support was completely sufficient. Most respondents indicated the support was sufficient to some degree.

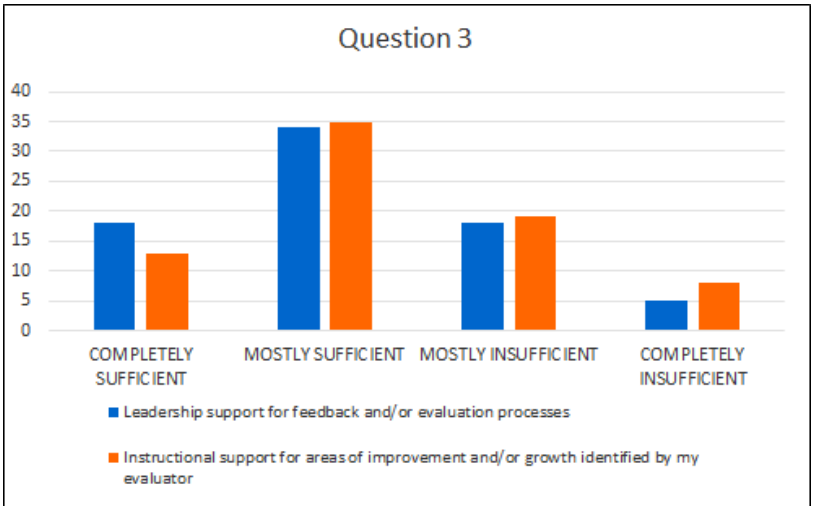

Figure 3. Resources related to evaluation

Teachers responded there was completely sufficient (13), mostly sufficient (35), mostly insufficient (19), and completely insufficient (8) "instructional support for areas of improvement and/or growth identified by my evaluator," when responding to the second part of Question 3.

Survey Question 4. Survey Question 4 (Figure 4) includes three separate parts participants responded to:

- "Indicate your agreement with the following statements about your perception of the teacher evaluation system." The teacher evaluation system intends to promote teacher growth and development.
- "Indicate your agreement with the following statements about your perception of the teacher evaluation system." The teacher evaluation system intends to help me improve my instructional practice.
- "Indicate your agreement with the following statements about your perception of the teacher evaluation system." The teacher evaluation system intends to improve student learning.

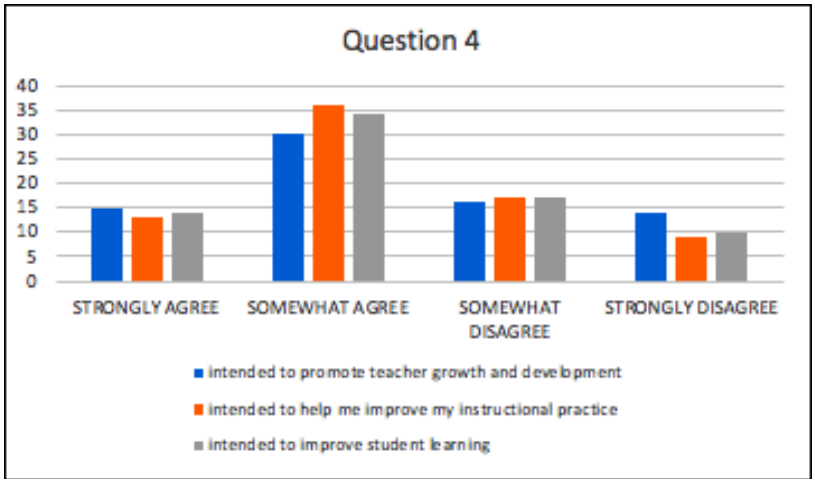

Figure 4. Perceptions of teacher evaluation system

All participant responses fell under one of four preset categories: (a) strongly disagree, (b) somewhat disagree, (c) somewhat agree, and (d) strongly agree. Respondents were asked the following: “Indicate your agreement with the following statements about your perception of the teacher evaluation system.” In the first part of Question 4, participants responded “strongly agree” (15), “somewhat agree” (30), “somewhat disagree” (16), and “strongly disagree” (14) that the teacher evaluation system “intends to promote teacher growth and development.” In the second part of Question 4, participants responded “strongly agree” (13), “somewhat agree” (36), “somewhat disagree” (17), and “strongly disagree” (9) that the system “intends to help improve my instructional practice.” In the third part of Question 4, participants responded “strongly agree” (14), “somewhat agree” (34), “somewhat disagree” (17), and “strongly disagree” (10) that the system “intends to improve student learning.” Six out of every 10 participants agreed the teacher evaluation system is designed for “teacher growth and development” (45 out of 75), “intended to improve my instructional practice” (49 out of 75), and “intended to improve student learning” (48 out of 75).

Survey Question 5. Survey Question 5 (Figure 5) includes two separate parts participants responded to:

- “Think about the last year-end evaluation of your teaching you received. To the best of your knowledge, which pieces of information went into that evaluation?” Trends in student achievement for the students you teach (e.g., value-added or student growth percentile).
- “Think about the last year-end evaluation of your teaching you received. To the best of your knowledge, which pieces of information went into that evaluation?” Success of your

students in meeting student learning objectives (SLOs) or student growth objectives (SGOs).

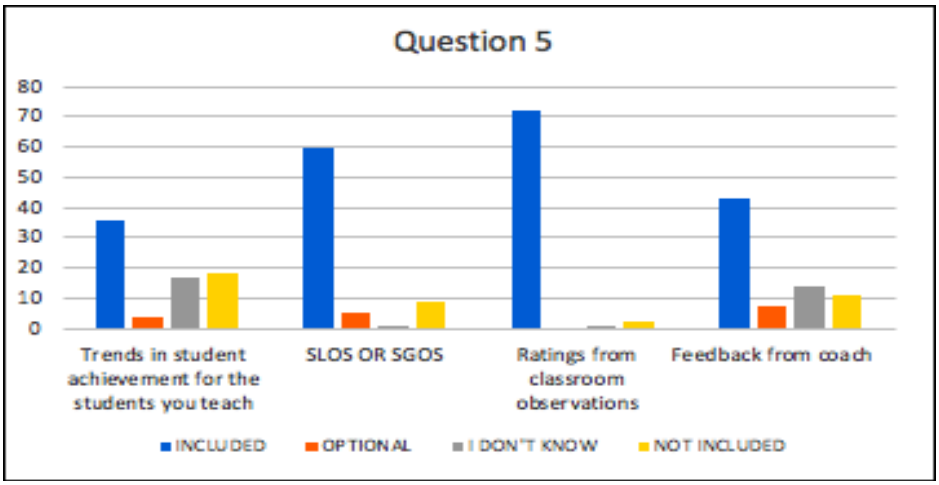

Figure 5. Parts of the evaluation system

All participant responses fell under one of four preset categories: (a) not included, (b) optional, (c) included, and (d) I don't know. The first part of Question 5 focuses on trends in student achievement for the students participating teachers teach (e.g., value-added or student growth percentile). Teachers responded that "trends in students you teach" were "included" (36), "optional" (4), "I don't know" (17) and "not included" (18) in their most recent year-end evaluation.

The second part of Question 5 focuses on the success of the students they teach in meeting SLOs or SGOs. Teachers responded that SLOs or SGOs were "included" (60), "optional" (5), "I don't know" (1), and "not included" (9) in their most recent year-end evaluation.

The third part of Question 5 focuses on ratings from classroom observations and the fourth part focuses on feedback from coaches. Teachers responded, "ratings from classroom observations" were "included" (72), "optional" (0), "I don't know" (1), and "not included" (2) in

their year-end evaluation. The researcher asked respondents to determine what they believed went into the scores of their evaluation for the school year, and a little under one-half of respondents indicated trends in student achievement were "included" (36 out of 75). There was a greater response to SLOs and/or SGOs being included in their year-end evaluations, with 60 out of 75 respondents indicating their presence in the evaluation. The formal observation rating only elicited three respondents, who indicate they "didn't know," or it was optional. Finally, 43 of the 75 participants indicated feedback from their coach was included in their observation; seven indicated it was optional; 14 indicated "I don't know," and 11 said it was not included in their observation.

The overall survey demonstrated more than half of respondents felt that feedback was mostly, if not extremely, helpful, as the responses to Question 1 and 2 demonstrate. This result, combined with the fact that more than half of respondents felt adequate resources are available as it relates to evaluation in Question 3, indicates a more favorable view of the overall evaluation system. The respondents' perceptions overall also fell on the positive side of viewing it as a tool to improve student learning, teacher growth, and improving instructional practices, as the responses to Question 4 demonstrate.

Emergent Themes from Interviews

The district under study has employed the Danielson framework as an evaluation system for teaching staff since 2013, which is why the researcher required 5 years of experience as a prerequisite for participation. This allowed the researcher to obtain information from teachers who were evaluated using the Danielson model across several years in the district. The Danielson framework provides a common language for instructional practice and promotes an understanding of great teaching and learning (Danielson Group, 2011).

After the researcher transcribed the interview responses and completed the coding process, they combined the codes into emergent themes and subthemes for clearer organization (Table 2). This increased the researcher's ability to analyze the material against the research questions. Five primary themes emerged while looking at the interviews as a whole: (a) evaluators demonstrate knowledge of the content they observe, (b) relationships impact the OCFC, (c) professional growth, (d) observation frequency, and (e) OCFC perceptions. The primary emergent themes are listed in order of highest frequency with their associated subthemes also listed in order of frequency (see Table 2).

Table 4.2
Interview Themes

Theme	Sub-Theme
Evaluators demonstrating knowledge of content they observe	Lacking content knowledge
	Possessing content knowledge
Relationships impacting the OCFC	Within school
	Outside of school
Professional Growth	Teachers wanting to grow professionally
	Danielson framework is not a growth model
	Not geared toward the content I teach
Frequency of observation	Nonexistent
	Perfunctory
	Great deal of feedback from observations
Perceptions of OCFC	Change in past 5 years
	General feelings
	Punitive feelings
	Inconsistent messages
	Narrow focus

The emergent themes were found woven throughout the participants interview responses. The first interview question was a demographic question that asked participants which grades they teach. Six of the 10 participants have taught grades 9–12, one participant has taught grades

7–12, and the remaining three participants taught grades K–8. All participants have 5 or more years of teaching experience.

Evaluators demonstrating knowledge of content they observe. "Evaluators demonstrating knowledge of content they observe" emerges as the highest repeated theme. This theme was woven throughout the participant interview responses in eight out of 10 transcripts. No specific question directly related to content knowledge; therefore, the participant responses were organic. Due to the broadness of this theme, the researcher further divided it into two subthemes: (a) lacking content knowledge, and (b) possessing content knowledge.

Content knowledge includes knowledge of the subject and its organizing structures (Grossman, Wilson, & Shulman, 1989; Wilson, Shulman, & Richert, 1987). Content knowledge also refers to the body of knowledge and information that teachers teach and what students are expected to learn in a given subject or content area, such as English language arts, mathematics, science, or social studies. All respondents discussed the evaluator's content knowledge. Eight participants indicated they are less likely to implement or feel positive about the feedback when the evaluator lacks content knowledge.

Lacking content knowledge. Some respondents shared that the observer's lack of content knowledge impacts (a) the type of feedback participants receive, and (b) participants' willingness to implement the feedback. Tanisha stated,

> If certain people would be more specific to subject areas, in ELA and math, there's a heavy emphasis on unpacking standards and then aligning what you're going to do every day to the goal you want to meet. We probably could do that in my area, which is health. We could probably use a lot of help [unpacking our standards].

This last statement indicates a willingness to further develop and do more with the standards, and a desire for that type of growth. However, Tanisha indicated there is far more focus on ELA and math. Linda was more pointed in her statement as she indicated she feels the need to counter feedback she receives and was disappointed with a lack of perspective,

> For the most part, it wasn't applicable to my situation. It wouldn't work. And after explaining why it wouldn't work and the coach agreed, there wasn't any other advice or anything. It would be nice if somebody else had a different perspective, but you're not getting that.

Other participants stated the evaluator lacked knowledge of the subject and were unable to give actionable feedback for participants to grow professionally. As a result, the participants look for outside growth experiences such as attending conferences. Furthermore, participants deemed that lack of content knowledge led the evaluator to be inadequate at modelling techniques. Linda indicated they look to conferences and outside opportunities for professional growth,

> I go outside to conferences. I go outside into the other states, and I associate with other professionals in my content areas. So, I feel like I'm that wealth, whereas, there should be somebody above me, a supervisor or a director, that can bring that back to us as a district, as individuals, or even to share out. And that's just not happening.
>
> It would help if we had a supervisor that was familiar with our content area. That's always a plus. You have people that want to move up the corporate ladder and don't care how they're getting there and don't care about the content knowledge or delivery or even the methods of the teachers. They read a book and they think they know it, rather than lived it.

> What I could really appreciate is just getting that person in my content area that can stimulate my mind, that be on that same level, that has gone out to these conferences. As a department head. I need that too, and it's a mess.

Theodore asserted, "I think it is really important is the folks that are observing you understand the content, understand what's expected for the students to learn and understand." Theodore continued to expand, "I feel as though, sometimes when people get into the leadership role, they forget about what they actually did in the classroom and are able to help implement those things for us to become better educators overall." Within Brook's responses, he said "I honestly think because of the subject areas also that I teach, if the person isn't knowledgeable in that area, they're not going to know what to look for."

Juanita shared a similar response to that of Brooks' indicating her evaluators were not helpful because they were not willing or able to demonstrate how to improve her instruction. She also indicated the type of feedback she received was not appropriate for her content,

> It's not really much help. Because the evaluators go down the list of the Danielson Framework points, and they're not really telling me, okay, so do this as a class, why don't you try to approach it from a different aspect? Why don't you even model? Come to my class and show me what you want me to do? And I'll gladly follow your lead. But it seems like lead educators don't. I don't know whether they don't have a toolbox, or they don't know how to do it themselves. I have had observations where the evaluator has said, you need to have paper and pencils ready so the students can take notes and draw diagrams. I'm thinking, you know, 45 minutes a week for physical education is already not enough.

When Michael was asked, “So what are your perceptions about the feedback you received from the observations or in the walkthroughs?” he was quick to point out he was not being defensive and stated the evaluations are better when the evaluator possesses knowledge of the school,

> A lot of times people wouldn’t really know what we do. And I really felt that some of the observers, and again, mine was strong. Mine were always strong, so it wasn’t coming out of a defensive mechanism or anything like that. But I found that the people who were in the classroom really weren’t sure what was going on and kind of needed to make certain that they said something to almost prove their power, that they were making changes.

Some respondents indicated feeling ignored, that their content wasn’t as important as other content areas, as evidenced by Brooks who claimed, “if your content area doesn’t go into the principal’s evaluation, you won’t be observed.” Jared claimed:

> Feedback, it kind of helps. It also hinders. I do not know how to incorporate a piece of paper and pencil into a Phys Ed room. And so, I take it upon myself to look at the kids’ activity, what they’re doing and I gauge it by myself.

Theodore stated the Danielson framework, which defines what teachers should know and be able to do in their profession and is used to evaluate teachers, must differ based on the specific subject when discussing feedback,

> It’s useless, A lot of the times, I feel like when you’re being observed by a principal who was an English teacher or lead educator who was an English or math teacher, then they walk into your class, it’s completely different. Whether you’re talking about health or you’re talking about PE, it’s completely different.

Brooks recalled a time when the feedback he received was specific and valuable: “I can tell you the last time I’ve got good feedback was when we actually had a supervisor.” Brooks was referring to when the evaluator was the supervisor of the participant’s particular discipline,

> My thoughts are, if the right person is doing the observation, I think it can be effective, but you can’t send somebody who is a technology coordinator to come observe me in a gym and expect to know what to say.

Possessing content knowledge. Several participants stated they appreciate or look most forward to observing supervisors’ comments when the supervisor or evaluator possesses content knowledge. Linda shared the following,

> Minus the specialist in the supervisor position that would come out, which actually, in my years’ experience that was the one I looked forward to the most. That gave me the direct feedback that I needed. That was applicable, and for the most part, even when I had a principal that was a specialist in my core area, that helped, because he was familiar with and knew what to look for.

Julie also stated that she welcomes feedback from someone who is well-versed in either the student population or the curriculum because the feedback is more personalized to her subject, and in some instances, to her as an educator,

> I had a wonderful evaluator a number of years ago. She would come in and observe me, and then we would discuss the lesson afterwards. The great thing would be ... I’m not just talking about this one particular wonderful evaluator. I’m talking about principals too. They would be able to sit, and since they knew me, and since they knew the student body, and they knew my curriculum, they would ask questions more tailored to that.

Michael was another interview participant who mentioned the concept of content knowledge and specifically addressed that evaluators do not need to have content knowledge if they have knowledge of the school,

> There isn't a need to be an expert in the content, but you may need to be an expert in the particular school. So, if it was from people who I believe, and this wasn't me just being stubborn, if it was from people who understood our school and our system, or even what was happening in the classroom, you don't need to be an expert in the subject area. Then I felt that it had value to it.

Brooks welcomed a change to the system when asked if the existing evaluation system could be refined to better meet teachers' needs: "Yes, they actually need to get somebody that not just feels like they have to observe, but they want to, and they know what they're looking for." This statement further indicated Brooks' desire for evaluators with content knowledge.

Relationships impacting the OCFC. The interviews yielded a perception that relationships are very important to a good feedback cycle. One interview participant indicated those who are in the school have a better grasp on evaluation; but seven out of the 10 interview participants indicated generally that relationships are important.

Within the school. Three of the participants asserted the relationship, or "the who," matters regarding evaluations. Two participants discussed how a positive relationship with their principal enhances the observation and feedback and some conveyed a lack of relationship and referred to it as a hindrance. George shared that he struggles with the system and indicated that relationships are of paramount importance: "I go back and forth between the two. I either feel that it's used punitively or that it's used to better the teachers. And I think that has to do with the relationships between the teacher and observer." Tanisha stated that she desires collaboration,

"So I think a collaboration between teacher and observer and how to make a better practice if necessary, being mixed with student input into the lesson."

Gary indicated that relationships are also important as he referred to his building's principal as his evaluator, "I do get some really good feedback from him and he definitely does work with me." Furthermore, Gary concluded, "I implement what I feel I need to and I think he's fair observing my weakness, which would be the rigorous questions."

Outside of school. Theodore mentioned evaluators can come from outside the school who are not as well-versed with the school's immediate institution. He stated they do not have as much knowledge as those within the school. Theodore prefers to utilize more student feedback over evaluator feedback,

> Then you have an outside person come in from outside of the school who has absolutely no clue what is going on. But I think the biggest thing for me is the student voice. I think that's really, really important because at the end of the day, I'm there for the kids. I'm not there for myself. An outsider is not going to see that in a 15 to 20 minute short observation. You have to be there constantly to see the process, to see how it works.

Theodore further stated that outside evaluators may not be able to present information well and fell back to the idea that relationships are paramount,

> Where people on the outside that observe you and give you feedback, and then try to have a respected conversation with you, I think for some folks, I don't know if it's the position gets to their heads or gets in the way they're trying to say. Because at the end of the day the relationship for me is the key.

Theodore also stated how one accepts feedback rests on the person, and how a person provides feedback is important. He appears to be convinced that maintaining a positive relationship encourages him to better respond to feedback,

> I would say [being receptive to feedback] depends on the person because I've had some really good folks who did really good observations and had really good feedback and gave explanations and examples and did some little demonstrations. I was a hundred percent willing to implement what they were asking of me. And then I had people who give you feedback, but it's kind of wishy washy, and in those cases I don't implement anything. So it really depends on the observation. It depends on the person. It depends on the feedback given how it's presented to me, I guess.

Linda directly stated, "It's like a relationship. You want somebody that's going to bring something else to the table, so that we both can grow." Linda mentioned she does not currently have a supervisor and feels she grows the most when a supervisor oversees her content,

> Having a pseudo one [supervisor] that tells you that all they know about health and phys-ed is that they are a soccer mom. That really is not a good thing when you're being introduced. So that automatically that respect thing is gone.

Linda also claimed, "I've had good relationships with people that evaluated me. It's just that it's hands-off." Linda further explained her experience with receiving feedback from a principal from another building,

> The conversation I had with him, and there was no formal observation or whatever, was good. To me, that was the last good thing I have had, and that was several years ago. And we had a really good relationship.

Juanita voiced concern over who the evaluator may be and stated that too many evaluators make the process even more difficult, “You get the mandatory two observations because you’re tenured, but you basically have to figure everything out for yourself. And you hope that the observing lead educator or principal, whoever comes is nice, but you’re never really sure.”

Michael indicated the relationship is necessary because it presents him a reason to implement feedback because the evaluator is interested in the student population,

> Again, it all depends on the leaders again, and I’m fortunate enough to have a very strong principal, a qualified principal. Honestly, they just really care about progress. They care about the student population. They care about what we’re doing.

Michael responded to the evaluation and indicated implementation should occur if it makes the evaluator happy, “If it’s something small that I can implement, being honest, just to make them happy.” Michael further asserted that delivering feedback utilizes psychology, “I think this is important in terms of psychology, is giving praise as well.”

Professional growth. Teacher evaluation systems often intend to serve the purpose of providing feedback and guidance to improve professional practice. The fundamental purpose of teacher evaluation is improving performance. The performance improvement function relates to the professional growth dimension and helps teachers learn about, reflect on, and improve their practice (Stronge & Tucker, 2003).

Teachers wanting to grow professionally. The majority of participants communicated the desire to grow professionally. Jared stated the following regarding refining the existing evaluation system to better meet professional growth needs, “Professional growth, that’s if you want it, I am happy being a Phys Ed teacher, but you can always refine things.” Linda shared, “I

would serve as either a growth model to somebody else new to the district, or that I can even help mentor somebody else, or that somebody can bring something to the table." Linda stated the following regarding professional growth,

> I get more professional feedback from my team within my department, with one of my coworkers. We have to depend on each other, with innovate ideas and everything like that, because you need that stimulation. "You need that professional stimulation." Linda further asserted, "there's no growth, and everybody's in a little island on themselves."

Theodore shared they use the students to help them grow as a teacher when considering a desire to grow professionally,

> I think for me, I, at the end of every marking period, do a student observation. So, the students observe me and they critique me. So, they're able to tell me what I do really well and what I need to work on. Then we create a bucket of things that I could work on every marking period to fit the needs of every student. So, for me, those folks on the outside, not necessarily on the inside, because I think on the inside, I have a lot of control over if there's something I don't agree with there's a conversation that could be had and a respected conversation.

George shared that he welcomes ideas for growth to improve his classroom. He spoke to having implemented feedback from numerous observations. George stated that he feels there is value in the type of feedback he receives,

> Oh, I'm very likely to do it. I will take any idea that seems like it will improve what's going on in my classroom. So, I have altered the entire way I've run lessons because I've gotten feedback that I want. Yeah, that makes sense. Let me go ahead and do that. There were times I absolutely felt like the feedback was very useful, particularly in terms of

> classroom management or checking for understanding or that kind of thing. How to do it more informally that I had been doing it, How to speed up my overall process with the students, So, for the most part, the feedback it very, very useful.

George further claimed, “I do think the feedback I’ve gotten has been really good about checking for that understanding and making it time efficient.” Michael described the need and desire for growth,

> And it does matter, because there are changes, no matter how long we’ve been around, including myself, there’s always room for progress or areas where we are blind to what we’re doing or not doing. So, I have found it very beneficial. Whether we sit down, usually biweekly, I would say, or even just informal quick hallway conversations happened often. And they were effective … Yeah. The feedback was definitely beneficial and a lot of it, it seemed towards, as always, improving test scores. A lot of it was more, “Hey, why don’t you try during the do-now?”

Participants who did not readily receive feedback discussed the absence of feedback, which demonstrated the participant’s desire to grow professionally. Juanita acknowledged a weakness and willingness to change if given more consistent help,

> Yeah, well, I’m missing that component. I’m missing that component of getting feedback. I want the principal to come to my classroom. Come every day. I don’t mind. Then come and tell me what you would change, how you would approach certain problem students and just guide me. I’m open. I’m open to feedback and that’s what I always, begin my conferences with the pre or post. I always tell the evaluator, please be open with me. Give me constructive criticism.

Juanita requested more from the Danielson evaluation system; she believes teachers would improve if the feedback they receive related more to improvements and coaching. She followed up with saying, "I think that lead educators and administrators overall, to focus more on, on helping teachers become better. On helping or guiding teachers to improvement."

Danielson framework is not a growth model. Numerous participants conveyed the evaluation tool (Danielson) was powerful for growth, but not the right tool for evaluative purposes. When discussing the Danielson framework, Jared further explained,

> I think the model is great to make a teacher better. I don't think it's a great model as an observation tool … Like I said before, the Danielson Framework is to make a person a better teacher, not more of an observation tool.

Brooks asserted he obtained excellent scores; however, Brooks suspected that receiving all high scores is not allowed, "As a matter of fact, I've had observations where I got all fours on them in which that I don't even think is allowed."

Not geared toward the content I teach. Several participants stated the Danielson framework does not apply to their content area. Jared elaborated on this thought,

> I like the model to make a person better but it has to be something that needs to be done consistently, which I don't think happens all the time.... Sometimes I try to do it to see if I can do it and see if I have the time in the class to do it. He is willing to utilize the feedback to see if it will be helpful.

Linda stated the following when asked about how likely they were to implement feedback from observation or coaching sessions, "For the most part, it wasn't applicable to my situation." Having just one way to evaluate various areas of study is not necessarily the best way to evaluate all teachers, as Julie indicated the evaluation may not apply to their specific content

area and only having one way to evaluate all teachers is impractical. Linda also stated the Danielson framework does not appropriately evaluate her discipline,

> When Danielson came in, my thoughts were that it seemed to be a blanket way of evaluating teachers. It's a bit scripted in that when I am observed, and when I go over my evaluation with the principal, it's the same questions. If they want any feedback from me, it's the same questions.
>
> I always felt the Danielson method for my subject area, physical education and health, was kind of like fitting a round peg into a square hole. It could be great if you're a classroom teacher, from what I've studied of it. But for physical education it doesn't always work, I feel. The evaluator and the observer are both kind of pigeon-holed into question and response as Danielson has mandated it. I'm not putting the whole system down, it's just it would be nice if it was tailored a little bit to the content area.
>
> I like to consider myself a team player. This is what the district has gone with. I have tried to mold myself and grow in the Danielson, in the aspect of this. However, I would love to see an evaluation process that is tailored to physical education.

Frequency of observation. Participants shared varying experiences regarding how often they experienced walkthroughs, formal observation, and received feedback.

Nonexistent. Linda stated the following when asked about the number of times (on average) participants were observed and provided feedback prior to this school year,

> Twice and it's validation absolutely, absolutely. Human beings need validation and affirmation. But we're not getting it." Juanita said, "And walkthroughs; I don't get any at all I had one walkthrough this year I'm missing that component of getting feedback.

Gary feels teachers are not valued and are set aside and pushed off from meeting or developing professionally. He referred to various incidents where teachers attempted to gain more information and/or perspective but were not given help,

> I think it's well intended. Probably overzealous and it falls very short. So, they will have a PLC next week on Tuesday at three o'clock and then it doesn't happen. So, there's a lot of, "let's set this up," and then it falls through. And if you plan for it and you're anxious about it, because as a teacher I am anxious, and I get there and I don't have an email, "Hey, so I can't make it." So now you're sitting and you're waiting for something that never happens, nor is there an email, "Hey, sorry about that. It was an emergency," that kind of thing. That is consistent.
>
> So, the observations I don't see a difference in the observations. They're still strictly by the book and they document it using your teacher or assessment of lesson, right from the book. From the book. The post meeting where we discuss it, a few tips, we're going to have a PLC. Nope, never happened … And I am not sure if the supervisors of other departments are coming in for an observation. I know [Joan] is not. The only time I see [Joan] is at Professional Development. I don't think, is enough support there.

Perfunctory. Several participants claimed the OCFC is perfunctory and only meets the obligatory minimum expectations. Tanisha stated the following when discussing how they were observed and provided feedback during the prior school year: "the last several years only the two required, with several walkthroughs that were just casual." Tanisha further claimed, "I think that really there probably should be more than two observations [per year] really."

Three additional participants had similar experiences. Jared shared they were observed, "Maybe four to five times a year, two formal and then a couple informals." Brooks shared the following:

> I was observed two times last school year, and the only feedback I received was just my scores to the Danielson evaluation. But there was never any really personal comments on the observation. It was just strictly what evidence was seen during that specific observation.

George recounted, "I really believe that the individual that observes me, if they feel there is nothing that they are concerned about or worried about, the post-conference is basically skipped." Brooks responded, "We're supposed to have a post-conference where we go over things that the observer saw or didn't see what they want to see, but I haven't had one of those in years." Juanita wants much more regarding observation,

> So, I get the obligatory two observations and obligatory two post conference meetings. There is no coaching, there is no, 'I'm going to show you how to get that four.' So, it's two times. So, I don't think there's enough coaching. You get the mandatory two observations because you're tenured. I think there should be once a week, or twice a week meetings.

These four also stated that there is little contact with the evaluators. Gary indicated they received feedback "two times per year and feedback is always there." Theodore indicated he receives feedback more frequently: "I would say four to five times per year." Brooks indicated he does not believe his discipline will be party to the principals' evaluation when considering observations as perfunctory, which may be a reason for diminished contact or oversight,

> I'm going back and I'm remembering more and more, our principal was actually told that certain areas of the building won't reflect his evaluation, their evaluation. So therefore, I was told that if they don't make certain walkthroughs through the gym, don't take it personally that it doesn't mean anything, if it's not going to affect their evaluation.

Great deal of feedback from observation. Two participants conveyed they receive feedback weekly or every other week. George explained, "I would say between once a week and once every other week." Julie recounted having many more contacts,

> Formal observations take place twice a year in my school district. However, the principal is constantly ... When I say constantly, several times a month she'll pop in. She might stay for five minutes, she might stay for 30 seconds. Just to see what's going on, see what I'm doing with the kids. I mean just out of general interest, I guess. She doesn't usually write those informal ones up, but the formal ones are definitely. There's a pre-conference, post-conference, the whole thing.

Michael shared he has even more contact with the evaluators and receives greater feedback as a result, "20 to 25 per a year, then, because there are a lot of informal walkthroughs, so, two to three formal. And then our district really greatly increased the amount of people in our classroom to almost a weekly basis." Michael also stated, "Whether we sit down, usually biweekly, I would say, or even just informal quick hallway conversations happened often. And they were effective." Michael also shared the following regarding feedback,

> The feedback was definitely beneficial and a lot of it, it seemed towards, as always, improving test scores. A lot of it was more, "Hey, why don't you try during the do-now?" My do-nows usually relate directly to the lesson, but because we're pressed for time and we were only seeing the students two days a week block scheduling, a lot of the feedback

was, “Hey school wide, why don’t we try to do SAT training the first five minutes of class, or complex text, the first five minutes of class?”

Jared addressed changes to the district’s evaluation system in the past 5 years. Regarding more coaching sessions or more walkthroughs, Jared shared, “For me personally, being a Phys Ed teacher, we’re the stepchild. If everything’s going well, we don’t meet, we don’t get … We’re not a priority … Like I said before, I’m the stepchild.”

Perceptions of the OCFC. Interview participants were asked how they felt about the OCFC. Some participants indicated little change has occurred to the evaluation system over time and others indicated the minimal changes which did occur are not favorable.

Changes in past 5 years. Many participants spoke to the changes (or what they feel were the changes) made to the evaluation system in the last 5 years. Jared and Brooks both stated the OCFC has not changed much, if at all. Jared said, “There really hasn’t been any, it’s still just Danielson. Danielson, Danielson, Danielson. Nothing has really changed. I mean, I guess they focus on certain parts of the different boxes.” Brooks expressed the following,

I’m trying to think if they changed anything. I don’t think anything has changed for me. For nontenured teachers, it may be different. But for tenured teachers, I don’t think there has been any changes to the evaluation system at all.

Theodore held a different view, stating, “I would say it’s probably getting worse. Over the past five years, it’s progressively getting worse, and I think a lot of that has to do with the turnover rate.”

General feeling. All respondents conveyed their general thoughts and perceptions of the OCFC. Tanisha shared her thoughts and perceptions,

> I think feedback for a 20-minute observation, misses a bigger context of your performance on a regular basis. I think that it's very easy for an observer to find things they don't see as opposed to notice good things that you wish they had seen. And I also believe that there are some feedback sessions where what you're actually being told, is being told by somebody who could not do that same thing themselves. And it's almost like, well, you got a lot of nerve telling me, you can't do it. So that's my emotional glitch in the process.

Tanisha continued to explain her general thoughts about the OCFC and how it was applied. She talked about using the tool to grow teachers and not in an evaluative fashion,

> I also felt that in the beginning, the message that the evaluators got was that it was a growth model and erroneous and I think it is erroneous as a teacher … So, I don't know. I think if you really want to improve, it has to be a different message. It has to be a different behavior for the evaluator, if you're going to keep saying this is an improvement tool, use it as an improvement tool. Help me, you want me to make children learn, but you won't make me learn to be a better teacher.

George indicated if the evaluation system is going to be a model for growth, it must be more holistic and not a "gotcha," as George specified,

> I think it's gotten less of a gotcha system and more of a holistic system. This is what we want to see based on Danielson, but we can see other things coming into play that are useful going on in the classroom.

Gary addressed concerns over what makes good practice and what the observer likes to see in an evaluation,

> It seems to me that it's more of an opinion of what they want to see in the classroom, rather than come in and understand me as a teacher and try to understand my perspective of teaching, and my relationship with the student. Which is going to be different from "the" relationship, and that to me, be a Caucasian working in a school that has primarily African-American students. It's a different type of connection that I have with my students and they're expecting me to have a relationship with those students the way they want me to. Not so much how it works for us. So, I know that a few teachers have been saying. You can't follow this in our school setting.

Feedback may not be accepted as a way to grow professionally and some participants shared they only implement feedback if they are being observed again, as Jared indicated, "I'll be honest, the only time I implement it is when I know I'm being observed. I go back and think, oh, sugar I got to do that. Actually, that's the only time I really go back." Tanisha discussed why they did not value the feedback: "But the evaluators were poorly trained in my opinion, or not poorly trained, but they would have scored a one or a two on their training, on their execution of what they were supposed to do."

Punitive feelings. Some participants felt the evaluation system was more punitive than a system designed for growth. Tanisha recounted a time where the evaluator missed some aspects and Tanisha felt the need to argue for a better score,

> The second observer, unfortunately, was very distracted at the time, their cell phone went off, they went to the door, they came back in, they missed the objective on the whiteboard and wrote that up in their observation that it was missing, so I had to refute that. And that happened actually a couple of times in the last, I'd say two or three years.

Tanisha also felt the evaluation's messaging or implementation has changed over time,

> In the beginning the message seemed to be, we're going to improve teaching with a more objective tool that will eliminate the bias of personalities. And that statement wasn't made a year before, it was clear that the evaluation tool was a perfect tool to perpetuate bias in individual administrative punishment for other things that had nothing to do with what was going on in the classroom.

When reflecting upon the toll that evaluations take on the teachers, Tanisha also shared,

> And I thought that was punishing emotionally. I think it took away from good practice. I also observed that over those years where those twos were generously given out and fours were held in a tight box, that very few people get I had times where some of the great things were not even used on the tool. It wasn't even one of the 16 categories of scoring, the good things were left out and some random little glitch maybe in the lesson, that was highlighted in the observation.

Tanisha discussed "how the system was implemented" was a downfall for those being evaluated, "how they executed the spirit of the evaluation tool was very lacking and it ruined people's lives. Really the evaluations ruin people's lives. Not mine, because I'm not going down." Tanisha further stated the implementation makes it harder for teachers to develop professionally,

> You want me to improve, or do you want me to get my increment withheld? And I have never felt on a large scale that the evaluator's purpose was to improve instruction as much as it was to make it difficult for somebody, make it more difficult for somebody who's struggling. I've never seen anybody who had a bad evaluation. I just haven't seen it. It doesn't mean it doesn't exist, but I've never seen anybody who had a bad evaluation get coached for their improvement, sufficient to really improve. Mostly they get coached

> to be reminded again of how deficient they are. So, I don't think, I don't see it as, the tool or the evaluators using it, as a growth model for teacher practice. I think they use it as a model for teacher elimination. I really do.

George likewise expressed he feels as if the evaluation system is more punitive in some respects,

> Sometimes I felt that if they hadn't caught part of the lesson that they were specifically looking for, because they came in after it or before it, I felt like it [evaluation system] was almost punitive because the formal writeup would have that that part of the lesson was missing when it was just that the observer had missed it. So, that felt a little punitive.

George vacillated between his statement that the evaluation system is punitive or promotes growth, "Truly, I go back and forth between the two. I either feel that it's used punitively or that it's used to better the teachers." Brooks recounted a particular example they felt was a disingenuous attempt to catch a teacher out of their comfort zone,

> For a long time, before I came over to [Ridgewood] school, I was only teaching the upper grades where I was. So, when they snuck in that random elementary grade in there and I haven't had them in a while, I was like, "Oh crap. I forget what to even do with these kids." And of course, that's when the person decided they wanted to come observe me was during the elementary. They specifically told me, "I see you working with the middle school all the time and I know you're great with them. That's why I came to see these guys." I'm like, "Okay, that's nice." If the goal of the system is to grow teachers it would make sense for an evaluator to help find a way to do so. It becomes problematic when that evaluation can impact the teacher's job rating.

Gary also conveyed the evaluation system is punitive and indicated a level of stress he experienced, which lasted 2 years,

> I was on a CAP [Corrective Action Plan]. She locked me out of my SGO [Student Growth Objectives]. She locked me out and gave me a one. At that point, I remember going to like the food market and standing in front of like the cheese and going, I don't even know what to pick? It took me a good two years to get over because I just doubted myself so much after that. And I went from teaching high school to elementary with no support, no books and not a classroom. And I had to run across the street to go to the pre-K. I'm surprised I didn't have a stroke that year. And when I was there, this is another thing, they say that middle school are completely different than high school. That you're not in the clique. That was my experience. So, if you aren't a favorite, you're not going to survive. I really don't know how it would work out as far as an outsider coming in, because every day you can observe people. You could walk by and just listen for a couple of minutes and if you do that every day and you hear the same consistency, that's proof right there that okay, that teacher's working.

Inconsistent messages. Tanisha stated the evaluation system is inconsistent depending on who conducts the observations. Observers applied the Danielson framework differently:

> My experience with it and I think that experience is about 10 or 11 years old at this point, I've seen the observation process evolve with different messages. The messages have not been consistent over the 11 years. It's a different DJ every time with a different song too. And you may not know their dance. That's my best analogy.

> I kind of feel like it's all over the place. Person A has their philosophy and their formula that they feel is successful. Then you have person B who has their philosophy and their formula and what they think is the best possible scenario.

Theodore expressed, "The folks who were in charge had different visions from starting at the top, all the way down. The trickle effect."

George admitted the evaluation system can be refined and explained how having a singular evaluator observing a teacher allows consistency,

> I think that it could be refined if it almost seemed like fewer people were walking in the room. And I mean that in terms of if I had one coach that handled me all year long, instead of a coach downtown, the district coming in, and then the curriculum director coming in … I had had a different LE, [lead educator], every year that I've been down in the district. So, there's almost been a different expectation every single year. I think that plays into it too. You're trying to figure out what they weigh as heavier than others.

This turnover made it difficult for George, Juanita, and Tanisha to determine what and when they should implement an idea.

Narrow focus. Juanita recounted a specific year when their supervisor and lead educator gave them conflicting advice,

> So, my problem, and since you mentioned last year, it was very confusing to me because I was observed once by my lead educator in the building. And once by the bilingual supervisor. And their feedback was contradicting. Basically, my lead educator had a pre-conference with me, and I had outlined what I wanted to do. And he said, you're doing too much of the lifting. You have to let the students figure things out for themselves. It's such a general thing for English language learners. It's really not what I'm used to, what I

was taught and what my practices are. But anyway, I followed his advice during the second round with my bilingual supervisor. And she has this complete opposite view. She said, “Well, you should have done more to build background and vocabulary.” So, I said, “So what you guys doing with me?”

Some participants felt one way to improve the system is to narrow or refine what the evaluator is looking for. Tanisha stated,

> And that the one way it could be refined is today I’m coming in to see how you reach your objective. And so, if I reach the objective, however way I get to reach it, that I would be scored on whether the students could demonstrate that I reached it as opposed to here’s my objective. [I] gave content, [the observer left before I provided content], that’s another thing they leave before you, they get to see what you did. But, I’m only looking for that today. And then I want to come observe you again in two weeks, I would like to see how your practice supports student research and students’ manipulation of the content, because you’re not going to see all those things in one lesson.

Upon further reflection, Theodore added he would also like evaluations to be more focused,

> I feel it’s kind of all over the place at times. They don’t exactly…I would like to see a bucket of three things in an observation. What are the three main, most important things I need to do to better myself in the classroom for the outcome of the students. A lot of times they’ll give you 50 million things and who’s going to look at 50 million things and try to fix those.

Summary

Teachers with 5 years of experience in the district were chosen to reflect a population who had greater potential for multiple experiences with the cycle. Qualitative data analysis was conducted on the surveys and interviews. After the codes were formed from the interviews as various words were repeated within the transcripts, they were combined into themes to address the research questions. These themes were identified and are listed in order of highest frequency as: identified as evaluators demonstrating knowledge of content they are observing, relationships impacting the OCFC, professional growth, frequency of observations, and perceptions of the OCFC. Subthemes emerged within the themes directed toward further exploration along positive responses and negative responses which provided clarity regarding each overarching theme. Interview participants provided more depth and breadth and communicated what they felt would help them. They became far more specific than the general questions asked. Sub themes emerged because multiple interview participants voiced the same thoughts.

The survey and interviews presented varying levels of participant perceptions of the observation coaching feedback cycle. Generally, the participants indicated a desire for growth to increase their capacity and develop their practice. This speaks to the relevance of RPT where there needs to be an assumption arrived at that something is absent from their instruction (Dewey, 1933). The participants reportedly are willing to acknowledge that there is more to do to improve their teaching. Participants are critically reviewing their teaching indicating that there may be solutions available and a problem to be solved. They want to improve and enhance their classroom environments and welcome suggestions to elaborate on an idea and then are willing to test it out in their own classes (Dewey, 1933). What was made clear is that where, or from who, the feedback originates from has an impact on the likelihood of its implementation which adds to

Reflective practice theory (RPT). Those who indicated a positive experience with feedback tied it to the person's knowledge of the school and/or content knowledge.

The survey and interviews overall indicate teachers are willing to listen to feedback and want to improve in their teaching and learning. The OCFC has the potential to be a valuable instructional tool for those teachers and for administrators to use. The discussions of the findings of this study including interpretations, implications and recommendations for action, and further study is found in Chapter 5.

CHAPTER FIVE

CONCLUSION

This qualitative case study investigated teachers' perceptions, attitudes, and viewpoints of how their daily teaching may refine after implementing OCFC feedback into daily instruction. A total of 400 participants at the study site met the eligibility criteria. The data from the first 75 respondents to the survey were used to complete the survey analysis. Survey questions were designed to focus on teachers' perceptions of the OCFC. The final survey question also asked for volunteers who were willing to be interviewed. The first 10 respondents who volunteered and returned the interview request moved forward to the interview process. Participant interview response data were collected, transcribed, and coded using Creswell's (2015) 5 steps. This process assisted the researcher in identifying codes that led to emergent themes and subthemes.

Interpretation of Findings

Chapter 5 examines and interprets the collected data results. Similarities surfaced from the data in Chapter 4 that connect to Chapter 2's literature review, specifically the frequency of observations the teachers received and feedback given in the OCFC. Analyzed data from this study answered the research questions by presenting a portrayal of teachers' perceptions, attitudes, and viewpoints of how their daily teaching may refine after implementing OCFC feedback into their daily instruction. Five primary themes with subthemes emerged from the interview responses. Evaluators demonstrating knowledge of content they are observing, relationships impacting the OCFC, professional growth, frequency of observation, and perceptions of the OCFC. The following subthemes presented themselves; lacking content knowledge, possessing content knowledge, within school, outside of school, teachers wanting to grow professionally, Danielson framework is not a growth model, not geared toward content I

teach, nonexistent, perfunctory, changes in the past 5 years, general feelings, punitive feelings, inconsistent messages and narrow focus.

The following research questions guided this study:

RQ 1. How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?

RQ 2. How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and does it influence their classroom practice?

RQ 3. What are teachers' perceptions of the changes made, if any, to the district's evaluation system in the past 5 years?

These research questions were a central guide for beginning to understand teachers' perceptions, attitudes, and viewpoints of how their daily teaching may refine after implementing OCFC feedback into their daily instruction. Each participant answered the research question and the subsequent findings supported each answer (see 5.1).

Table 5.1
Interview Themes Connected to Research Questions

Identified Themes	Research Questions
Frequency of observation. Professional Growth. Perceptions of OCFC.	RQ1. How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?
Relationships impacting the OCFC. Perceptions of OCFC. Evaluators demonstrating knowledge of content they are observing.	RQ2. How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and how does it influence their classroom practice?
Perceptions of OCFC.	RQ3. What is your perception of the changes made, if any, to the district's evaluation system in the past 5 years?

Research Question 1: **How do teachers with 5 or more years of OCFC evaluation experience perceive the OCFC evaluation process?**

The interview participants felt their experiences with the OCFC were mostly negative and pointed to the OCFC's implementation as problematic. All interview participants shared their desire to grow in their performance as a teacher when looking at the OCFC process as a whole, in corroboration with Khachatryan (2015) who contended teachers crave qualitative feedback on their practice and felt the feedback could be validating and affirming. More than half the participants (seven) stated they felt the OCFC was also punitive in nature as well as not applicable to some of the interview participants' content areas. They also felt pushed-off by the administration as evidenced by the interview participant, Gary, who indicated numerous meetings regarding his observations were canceled and that he was not given feedback specific to his teaching. Feedback must contain several key components to be helpful: feedback must be actionable, user-friendly (specific and personalized), timely, ongoing, and consistent (Wiggins, 2012).

Frequency of observation. Participant survey responses connected to Research Question 1 indicated 56 of the 75 respondents felt they receive feedback 2–3 times per month or more, which conflicts with the interview responses where eight out of 10 participants responded they felt they do not receive regular feedback. This may be due to the content areas the participants teach. Of the 10 interviewed participants, one was an ELL (English Language Learner) teacher, seven were Physical Education/Health teachers, and two were ELA (English Language Arts) teachers. This may indicate a conflict as it relates to the frequency of observations because the English-teacher participants stated they receive regular feedback from their evaluator but the other participants indicated they do not. The English Language Arts teachers both commented

that they receive frequent feedback, sometimes weekly feedback, which is the recommended frequency for a greater likelihood of implementation and building greater trust in the employed evaluation system.

The single most important thing a school leader can do is to coach and find the most impactful ways to improve student outcomes, turning the paradigm of the typical observation of one or two times per year on its head (Leithwood et al., 2004). Leithwood et al. (2004) suggested providing smaller amounts of feedback more often. Implementing short, weekly 15-minute observations, and weekly scheduled 15-minute feedback meetings to increase the frequency of feedback is the marker of sustainable feedback and greater professional growth of teachers.

Professional growth. The 10 interviewed participants in this study expressed a deep desire to grow professionally and welcomed feedback for this growth. The desire to reflect on their practice aligns with RPT (Dewey, 1933) as the participants were willing to pay attention to the practices that improve student learning, and as a byproduct, their own learning. Survey Question 2 elicited a high level of consistency for the participants, "Think about the last time you received feedback on your instructional practice from each of these sources. How helpful was it for improving your instructional practice?" Sixty-one of the 75 survey participants said feedback from any source was helpful or extremely helpful in their practice. This points to a dissonance between the survey data and interview data. However, the interview participant responses can further explain this result; the participants shared they seek feedback in their specific discipline of instruction to grow professionally.

The Health and Physical Education interview participants (seven of the 10 interview participants) sought feedback they felt would better enhance their curriculum than the recommendations they were actually given. More specifically, the balance between the feedback

they felt appropriate for a physical education setting compared to that of a classroom environment, as evidenced by Julie who asserted, “the feedback doesn’t relate to physical education, the turn and talk, it doesn't always fit. If you're in the classroom doing health, sure.” This example represents Julie’s experience; she wants students to physically move as much as possible and the feedback does not seem appropriate for this specific class.

Three interview participants, Tanisha, Theodore, and Julie, indicated the evaluators are narrow and specific in what they look for and do not use a specific instructional strategy, which does not compute to a lower rating. The same three participants believed the application of a specific employed methodology that improves education is narrow. This points to the application of systems thinking, which employs a broad application to the overall system but ignores its impact on smaller components of the group (Goodman, 2018). For example, administrators apply best practices of turn-and-talk (providing students with interactions to formulate ideas and share their thinking with another student) and paper and pencil without considering what best practices are for special-area subjects like physical education. Jared stated using a pencil and paper and turn-and-talk best practices may benefit students in a Health course, so he sees the value for the overall system, but wished it was not applied to physical education courses when the teacher is trying to maximize student movement to increase their health.

Perceptions of the OCFC. Seven of the 10 interview participants pointed to the OCFC as a punitive cycle. Lower OCFC scores lead to dismissal and/or an increment (an increase of salary) being withheld. OCFC scoring may negatively impact observed teachers’ jobs in that their job security may become compromised, thereby making the OCFC potentially punitive in nature.

The OCFC observational scoring scale ranks teachers from 1–4. If a teacher earns a 2, they risk being placed onto a CAP (corrective action plan; New Jersey Department of Education, 2013). NJ DOE (2013) requires a teacher to earn a summative score of 2.65 to be effective, thereby they do not need a CAP. Teachers are evaluated using three pieces of data for nontested areas (any subject that is not Math, Science, or ELA): observation scores, Student Growth Objective ([SGO], which is a long-term academic goal teachers set and the administration approves), and preparation and professional practice (New Jersey Department of Education, 2013). A teacher's job is substantially more difficult for those who earn a 2-rating, or anything less than 2.65 for the observation, as it accounts for 60% of their overall score and the 20% accounting for preparation and professional practice is unknown until they sign their evaluation (New Jersey Department of Education, 2013).

The Thompson District chose the Danielson Model as the evaluation model to adhere to Teach NJ, which implements the OCFC. The intention of "room for growth for all educators" is at the Danielson Model's core, but it may present negative implications through lower scores, which can get teachers fired or placed on a CPA to maintain their job, according to Tanisha, who stated, "You want me to improve, or do you want me to get my increment withheld?"

This observation score is not the only rating incorporated for teachers. The school is also given a score based on its testing data (ELA and Math) and the teachers' SGOs (New Jersey Department of Education, 2013). Jared supported this system by stating,

> If you're at four you can't get any better which means the evaluator will not give him a four. Give me a three so that way I know what I can do and I keep my job cannot be certain how the school will score on standardized tests.

This statement indicates Jared knows he will not receive a four, so he will need a score of three to keep his job. Some of the interview participants even indicated there is always room for improvement but the number associated with the observation may get you fired. Tanisha was told by her evaluator that she will not earn high scores. Tanisha went on to state, “And so it was like, you live in threes, you visit four, but mostly you're going to get two, because if you don't get a two, there was no room for growth.” Teachers need a 3.975 (4 is perfect score) on the rest of the components to not be placed onto a CPA if they earn a two for the observation (New Jersey Department of Education, 2013). George also reported the formal write-up, resulting from low scores, may include reference to something that was missing during the evaluator’s observations when the evaluator had merely missed that part of the lesson by themselves arriving late or leaving early, which his scores then negatively reflect. George further stated,

> Sometimes I felt that if they hadn't caught part of the lesson that they were specifically looking for, because they came in after it or before it, I felt like it was almost punitive because the formal writeup would have that that part of the lesson was missing when it was just that the observer had missed it. So, that felt a little punitive.

Tanisha also stated, “You want me to improve, or do you want me to get my increment withheld?” Brooks shares this sentiment, and stated, “as a matter of fact, I’ve had observations where I got all fours on them which I don’t even think is allowed.”

While the intention of development and professional growth is positive, the meting out of the intention may be problematic as it can negatively impact teachers’ perceptions, thereby making them deviate from an initial place of reflection and growth. According to Rand (2018), teachers are more incentivized to appreciate and respond positively to feedback from an evaluation system they feel is fair and insightful and holds expectations that school resources can

support. Especially important is the agreement that curriculum and instruction need constant improvement and that expanding our repertoire of teaching skills requires hard work, requiring the help of our educators (Joyce & Showers, 2002).

Research Question 2: **How do teachers with 5 or more years of OCFC program experience perceive the feedback component's utility and how does it influence their classroom practice?**

Three salient themes emerged in the interviews: (a) participants discussed relationships between evaluator and educator in the OCFC, (b) the evaluators demonstrating knowledge of content they observe, and (c) the frequency of observations as elements that either contributed or detracted from their experience with the OCFC. Two interview participants felt the utility of the feedback they received was helpful, actionable, and appropriate. More than half (eight) of interview participants communicated the feedback could be helpful if the source of the feedback was appropriate to their content, and seven participants shared they did not feel they received feedback that would impact their instructional practice.

Relationships impacting the OCFC. More than half of interview participants referred to relationships with their evaluator as a salient issue for them. George indicated that "relationships are paramount," while Tanisha also asserted the relationship, or the "who," matters regarding evaluations. It is critical to review how relationships in school systems develop. The interview participants who reportedly maintain good relationships with their evaluators worked on what was asked, even when they did not think it was necessary. Two interview participants discussed how a positive relationship enhances the OCFC.

One needs to build relationships as a key to developing a healthy system where one can (Leischow et al., 2008). If leaders create a system where the evaluators and educators have a

good relationship and where the evaluator has credibility (Kinicki et al., 2004), the system will more likely be effective. Interview participant Michael accepted numerous recommendations from his evaluator and felt these recommendations positively impacted his teaching. Michael also indicated he felt his principal had really respected him and worked well with him. Michael further stated,

> So, it really depends on who the feedback, from whom it was received. Right? So, if it was from people who I believe, and this wasn't me just being stubborn, if it was from people who very clearly understood our school and our system, or even what was happening in the classroom, you don't need to be an expert in the subject area. Then I felt that it had value to it. But a lot of times people wouldn't really know what we do.

In this instance, it was clear Michael found value in the recommendations he received and the lack of content did not matter as much as his relationship and respect for the evaluator.

Perceptions of the OCFC. Interview participants varied in their statements about how the feedback cycle influences their teaching. Three of those interviewed indicated they implement feedback when they receive particular notes on how to question students to have them deepen their understanding of the presented material, on classroom management strategies, or on note taking. Jared discussed receiving feedback on how to have students take notes more effectively using Cornell notes, a note-taking system devised by Walter Paulk (2001), which provides a systematic format for consolidating and organizing notes. Jared shared,

> I kind of try to do it. Honestly, I've only got one feedback that I've used and I thought was the best in the world. And that was when I was teaching my health classes. It was just a tool I could use. And it was Cornell notes. How to take Cornell notes. I never knew what it was. So, I researched it, I did it, and I'm like, man, I wish I had this when I was

> going to school, I would have done a lot better. So, I took it into the middle school and said, I'm sure not one teacher shows you how to take notes. I'm just going to show you a different avenue, we're going to do Cornell notes.

Jared further indicated he sees the benefit of using Cornell notes in a health classroom, which his response that pencil and paper is appropriate in health classes further supported.

George presented another specific example of feedback influencing classroom practice. He described feedback being particularly helpful with classroom management and checking for understanding,

> There were times I absolutely felt like the feedback was very useful, particularly in terms of classroom management or checking for understanding or that kind of thing. How to do it more informally than I had been doing it. How to speed up my overall process with the students. So, for the most part, the feedback is very, very useful.

Teachers are more likely to use the feedback they receive when the relationship with the evaluator or coach is positive, or one where teachers respect the overseeing individual (Coggshall et al., 2012; Kinicki et al., 2004; Tuytens & Devos, 2011).

Evaluators demonstrating knowledge of content they observe. The accrued survey data indicate teachers felt that feedback from any source is useful. In addition, more respondents indicated the usefulness, according to the respondents' perception, of the coach feedback.

An overwhelming number of participants (eight of 10 interviewed) believed the evaluator's content knowledge must be high to effectively deliver relevant and useful feedback. This belief resonates with researchers Coggshall et al. (2012) and Tuytens and Devos (2011), who indicated teachers are likely to accept feedback if they believe the evaluator is credible. Michael reported he used feedback from his principal. Additionally, Linda claimed, "it would

help if we had a supervisor that was familiar with our content area. That's always a plus. I mean, there's others in our district that have that."

While the survey questions did not include content knowledge as a point of data, there was an uptick in the number of participant responses that indicated the feedback they receive from a coach is extremely helpful. A coach may be a different source of feedback as they may not necessarily be an evaluator, which means educators would not be scored on changes, and therefore not at risk for losing their job. Coaches are peers or administrators who are knowledgeable of either the school's student body or of the particular content they observe.

Frequency of observation. The 75 survey participants' responses indicated usefulness of the feedback, but not the likelihood of implementation. The 10 interview participants were more specific when responding about how they use the OCFC feedback they receive. The interview participants exposed to more frequent feedback included the ELA teachers, Michael and George, and pointed to specific ways this helped their classroom teaching performance. Michael specifically stated,

> I have altered the entire way I've run lessons because I've gotten feedback that I want. "Yeah, that makes sense. Let me go ahead and do that." Because I teach English, you've kind of got to mix it up a lot. Some days it's reading, some days it's writing, some days it's both, some days it's a discussion panel, so I don't feel like you can use a specific formula when you're teaching. However, I do think that the feedback I've gotten has been really good about checking for that understanding and making it time efficient.

Interview participants not exposed to as much feedback through walkthroughs and repetitive interactions with the administration indicated they did not feel they were given helpful feedback to their area of instruction. In fact, interview participants who were Physical Education

educators pointed to the type of feedback they received as being counter to their goal of maximizing physical movement while being asked to use turn-and-talk and/or pencil-and-paper instruction. Julie stated,

> I have had observations where the evaluator has said you need to have paper and pencils ready so the students can take notes and draw diagrams. I'm thinking, "You know, 45 minutes a week for physical education is already not enough…
>
> I always felt the Danielson method for my subject area, physical education and health, was kind of like fitting a round peg into a square hole. It could be great if you're a classroom teacher, from what I've studied of it. But for physical education it doesn't always work, I feel.

The evaluator and the person under evaluation are pigeon-holed into question-and-response as the Danielson framework lists "questioning" as one of the 22 scoring observation rubric's components. Interview participants stated they want to receive feedback when responding to this component of the Danielson framework, as evidenced by Linda and Juanita. Linda stated,

> But, what I do want is feedback, whether it be, "Hey, this was great that you were doing," or "Can we model this for somebody else?" Nothing that ... I would serve as either a growth model to somebody else new to the district, or that I can even help mentor somebody else, or that somebody can bring something to the table.

Juanita further supported this statement when responding to the same Danielson component,

> There is not enough feedback, as I said. You get the mandatory two observations because you're tenured, but you basically have to figure everything out for yourself and when felt to be relevant interview participants implemented the feedback in the classroom.

Feedback is less likely implemented if it is not personalized (Wiggins, 2012). Additionally, teachers must be made aware of assumptions about what is being observed or if the evaluator is looking for something in particular.

Research Question 3: **What are teachers' perceptions of the changes made, if any, to the district's evaluation system in the past 5 years?**

Participant responses to the evaluation system's changes were varied and limited to the interview participants, the majority of which (seven out of 10) already identified as being mostly Health and Physical Education teachers. Of the seven Physical Education interview participants, three indicated they had not noticed any changes to the OCFC since its implementation. Theodore, one of the Physical Education teachers, said the OCFC has changed and is getting worse and is utilized as a punitive system; he also referred to evaluators' turnover rate as a reason for why the OCFC system is getting worse. Every Physical Education interview participant stated there is less feedback and little support from supervisors, principals, and/or evaluators as related to the OCFC since its implementation. In contrast to those experiences, George, the ELA teacher, felt the OCFC now encompasses a more holistic approach.

In 2016–2017, the Student Growth Percentile of a teacher's rating increased from 10% to 30%. This increase only applied to ELA and Math courses in fourth through eighth grade, which results in different scoring for tested areas (Math and ELA). Tested-area teachers earn their scores from teacher preparation and practice, observation, student growth objectives (SGO's), and median student growth percentile (MSGP). Michael, an ELA teacher participant, pointed to

considering the SGO score and MSGP score as double jeopardy because his SGO directly ties to MSGP data, which may be lower and may ultimately reduce his job security. Michael also shared that even if he performed well in the observation and preparation and practice portions, his job security may still be in jeopardy. Michael referred to the change in freedom he has as a teacher and believes a lack of trust was accorded to the teachers who must use certain texts at certain times, even if they have better test scores, something that was not previously problematic.

Tanisha said her view of the OCFC system changes in the last 5 years has evolved from its use to improve teachers to its use for teacher elimination,

> The evaluators have improved; however, I still think there's a cache of evaluators who still don't fully understand the model enough to impact teacher growth. I don't see it as, the tool or the evaluators using it, as a growth model for teacher practice. I think they use it as a model for teacher elimination. I really do.

The goal of Teach NJ (New Jersey Department of Education, 2013) is to raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators. The OCFC was touted as a way to improve instructional practices with frequent feedback (New Jersey Department of Education, 2013) However, Tanisha's thoughts indicate the OCFC's entire premise as useful for coaching educators is missing, as she stated she perceives the OCFC as being used to eliminate, not improve, teachers.

Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher (2020) indicated when teachers feel supported, cultivated, and nurtured, the benefits from those emotions pass along to their students. Many interview participants indicated they do not feel the benefits of being coached, which is in contrast to the survey data. Juanita, who taught ELL, wanted to receive support or ideas to further develop her teaching. She found it problematic that her lead educator

and district supervisor did not agree over how to work with her specific population, which provided mixed messages. This comment goes against Wiggins (2012) recommendations, who indicated helpful feedback must be actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

Julie stated the evaluation system's change, even in the evaluation's template, moved to become something very corporate. However, Brooks, a physical education teacher, stated no changes have occurred at all over the past 5 years, even down to the forms being used.

Interesting finding. The survey responses presented a vastly different picture than that of the interviewee responses. Taken alone, the survey suggests participants had an overall positive view of the OCFC and perceived it as beneficial and impactful, with 56 of 75 indicating a favorable view, but only two out of 10 interview participants reported the same. These are starkly contrasting numbers. The takeaway would be the OCFC is not favorable for nearly all participants if the study had focused singularly on interviews, as seven of the 10 indicated a mostly negative view in their numerous responses to the questions. If the survey had stood on its own as a quantitative study, it would have indicated nearly three-fourths of teachers held a favorable view of the OCFC.

The two ELA participants had similar experiences of frequent observations, coaching, and feedback sessions. The seven Health and Physical Education participants reported they had different experiences and did not receive frequent observations, coaching, and feedback sessions. The 10 interview participants all communicated a desire for feedback and their willingness to implement the feedback if it were actionable. However, based on the interview responses, the OCFC is not evenly applied across disciplines.

Implications

The premise of Teach NJ and the OCFC is to improve teacher effectiveness and thereby evaluate teachers and grow them in their field (New Jersey Department of Education, 2013). The OCFCs overall goal is to improve student outcomes (New Jersey Department of Education, 2013). How student outcomes are measured and evaluated is narrow in its scope. The focus is on state testing for Mathematics and ELA teachers, which limits the definition of improved student outcomes to student growth in those two areas. The interviews suggest the Health and Physical Education participants are not receiving feedback they feel is appropriate to their content area of education. Their request for feedback demonstrates a willingness to do what is necessary to improve teaching and learning, which aligns with a willingness to help improve student outcomes and a desire to be coached to do so. The Health and Physical Education teachers are ready to help improve student outcomes, but they do not feel they receive the necessary feedback to improve.

A second implication of this study is in understanding the importance of the evaluator's perspective and background knowledge. Teachers are more likely to implement feedback if the evaluator has a similar background and/or establishes a good working relationship with the teacher. Seven out of the 10 interview participants pointed to the need for content knowledge or an evaluator from within the school. Juanita indicated the evaluation process must also have consistent messaging so the teacher does not have to oscillate from one evaluator to another. Juanita received antithetical feedback to teaching ELL when evaluated by the lead educator and received the opposite advice from the supervisor of ELL when they evaluated her. The lead educator did not possess content knowledge and the feedback was not specific, actionable, or relevant to Juanita's teaching. Consistency of message is critical, but not so critical as to have

Math, ELA, ELL, and Physical education teachers all evaluated with equal expectations if the evaluation does not align with the pedagogy of a teacher's specific subject.

An additional implication is the need for the feedback to be actionable and frequent. The interview participants indicated they would utilize feedback to improve their own practice if the evaluator models what they are suggesting. Interview participants did implement feedback into their practice when given specific feedback and felt positive about the approach.

Recommendations for Action

Recommendations for action rely on this study's findings, analyses, and conclusions. The interview participants believed that if someone knows the intricacies of the course content, they are better able to impart valuable feedback. As such, the current system does not maximize its potential to improve all teachers. The survey data demonstrated participants are receptive to feedback from a coach. Feedback would likely improve if there were a system in place to have formal evaluations moved to one-per-year from three-per-year, or to even none (resulting in alternating years or a 3-year cycle).

Formal observations would be more impactful if done by evaluators with a strong content background similar to the content they observe. This presents a challenge as each evaluator has a different background or set of classroom skills and must evaluate teachers in varying disciplines. A person with the appropriate content or systems knowledge must be the one conducting the formal observation. Additionally, it would be best to arm the educator with the knowledge of the particular items the evaluator is looking for prior to the formal evaluation.

Another recommendation is to limit the components from 20 to 10, creating power components in the Danielson framework. The district must select a tool such as the Danielson framework; however, the district can be flexible with how it uses the chosen tool. Approximately

60% of New Jersey school districts used the Danielson framework in 2013 (Mooney, 2013). The district can narrow the focus as long as they communicate the scope at the beginning of each school year. No single class period can possibly address all of this information. The observed teacher is at a distinct disadvantage if the evaluator is looking for something that is simply not presented in the lesson being observed. The evaluator can help the teacher if they indicate which elements they would like to focus on during the observation. It may be best if the district-level evaluators focus on one particular set of elements and the school evaluators focus on something else. This would provide educators with several components to focus and improve on to best attain the district and the individual school's overall goals.

Another recommendation suggests making teacher growth an integral part of the OCFC. Communicating this emphasis and structuring walkthroughs that focus on specific areas of growth for improvement is a fragment of what needs to happen. Immediate feedback provided to the teacher that conveys areas of strength and areas for growth is helpful for teachers. The survey and interview data both indicate teachers have a desire to grow. Teachers would use feedback and implement it to improve instruction if given the opportunity. The interview participants reflected on their practice. It is likely some interview participants know what areas they want to improve on and welcome guidance on this. Administrators foster two-way communication when teachers feel they have a place at the table (Hardevella, 2017). A more instructive feedback cycle would begin if educators were given the opportunity to propose areas they feel require growth or specific goals.

Recommendations for Further Study

Based on the limitations and findings from this study, a recommendation for further study could investigate specific grade and/or content areas to better explore whether a clear difference

exists in perceptions of tested-area teachers compared to nontested-area teachers. Three content areas are tested under existing legislation. These areas include science, math, and ELA. Exploring if teachers in the tested areas of English, Math, and Science have differing perspectives from the nontested-area teachers would be beneficial. This examination would help identify if the OCFC is applied across content areas or not.

Another recommendation is to investigate teachers' perceptions of the OCFC in urban versus suburban school districts to determine if the data vary. Examining perceptions of the OCFC of teachers in academically lower performing school districts compared to higher-performing school districts would provide a greater understanding as to whether similar perceptions transcend student demographics.

Additionally, exploring the difference in the perception of feedback received from someone within the school versus an evaluator at the district level may lead to interesting findings. Do the relationships established with the observer who understands the climate, culture, and expectations of an individual school differ from that of an observer from district administration?

Examining district leaders' perceptions of the OCFC to identify similarities and dissimilarities to those of teachers under their leadership is also recommended. Do district leaders have a different perspective of the OCFC, and if so, how do they reconcile their perspective with that of teachers?

Lastly, additional participant demographic information must be included in the survey. A cross-check to identify if more consistency exists in the survey data results, as related to the subject taught, could have occurred if more demographic information existed as to which subject or grade level the participants taught. This would allow a comparison of the survey and interview

data results connected to the interesting finding that presented a vastly different picture between the survey and interview responses.

Conclusion

This qualitative case study illuminated teacher perceptions of the OCFC. The results presented in Chapter 4 were consistent with the literature discussed in Chapter 2 but extended previous studies by providing some insight on evaluators' content knowledge expertise. What mirrors the Chapter 2 data is that an increased frequency of contact with the teacher is a more helpful element. The most informative piece of the resulting data is the willingness of teachers to review and listen to the ways they can improve their instruction. The surveys and interviews yielded educators who want to receive feedback to improve their practice and increase their capacity as educators. Administrations must observe various classrooms as often as they can. Darling-Hammond (2012) affirmed that school leaders in effective school systems must learn from experts, mentors, and peers about how to become instructional leaders. Darling (2012) further identified the power in collaborative approach between school leaders and teachers, which can be a driving force for positive change. Much like teachers, leaders are often reminded about continuous growth. This study demonstrates the desire of teachers to want to continue to grow professionally; however, some feel the Danielson model is not the best tool to help them for their professional development.

References

Anderson, L. M., & Turnbull, B. J. (2016). *Evaluating and supporting principals.* Available from ERIC database. (ED570471)

Annenberg Institute for School Reform. (n.d.). *Instructional coaching: Professional development strategies that improve instruction.* Retrieved from http://www.annenberginstitute.org/images/InstructionalCoaching.pdf

Bambrick-Santoyo, P. (2010). *Driven by data: A practical guide to improve instruction*. San Francisco, CA: Jossey-Bass.

Bambrick-Santoyo, P., & Peiser, B. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco. CA: Jossey-Bass.

Banathy, B. H. (1991). *Systems design of education: A journey to create the future*. Englewood Cliffs, NJ: Education Technology.

Baxter, L. A., & Babbie, E. R. (2004). *The basics of communication research*. Clifton Park, NY: Cengage Learning.

Betts, F. (1992). *How systems thinking applies to education.* Available from ERIC database. (EJ454328)

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26,* 1802–1811. https://doi.org/10.1177/1049732316654870

Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Thousand Oaks, CA: Sage.

Bloomberg, L. D., & Volpe, M. (2016). *Completing your qualitative dissertation: A road map from beginning to end.* Newbury Park, CA. Sage.

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

Borman, G., & Kimball, S. (2005). Teacher quality and educational equality: Do teachers with higher standards-based evaluation ratings close student achievement gaps? *Elementary School Journal, 106,* 3–20. https://doi.org/10.1086/496904

Borton, T. (1970). Reach, touch and teach. New York, NY: McGraw-Hill.

Burke, P. J., & Krey, R. D. (2005). *Supervision: A guide to instructional leadership.* Available from ERIC database. (ED488684)

Cadei, E. (2015). The education law everyone wants to fix. *Newsweek.* Retrieved April 20, 2017, from http://www.newsweek.com/education-law-everyone-wants-fix-349905

Callahan, K., & Sadeghi, L. (2015). Teacher perceptions of the value of teacher evaluations: New Jersey's NEW JERSEY DEPARTMENT OF EDUCATION, 2013. *International Journal of Educational Leadership Preparation, 10,* 46–59.

Cambridge Assessment International Education. (2020). *Getting started with reflective practice.* Retrieved from https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

Cawelti, G. (1999). Improving achievement: Finding research-based practices and programs that boost student achievement. *American School Board Journal, 186*(7), 34–37.

Chetty, R., Friedman, J. N., & Rockoff, J. (2011). *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood.* National Bureau of Economic Research. Retrieved from https://www.nber.org/papers/w17699.pdf

Corbin, J., & Morse, J. M. (2003). The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qualitative Inquiry*, *9,* 335–354. https://doi.org/10.1177.1077800403009003001

Cotton, K. (1990). *School improvement research series: School wide and classroom discipline* (Education Northwest, School Improvement Research Series, 1–20). Retrieved from https://educationnorthwest.org/resources/school-improvement-research-series

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Pearson.

Creswell, J. W., & Miller, D. L. (2010). Determining validity in qualitative inquiry. *Theory into Practice, 39,* 124–130. https://doi.org/10.1207/s15430421tip3903_2

Crotty, M. J. (1998). *The foundations of social research: Meaning and perspective in the research process.* Thousand Oaks, CA: Sage.

Cubberley, E. P. (1916). *Public school administration: A statement of the fundamental principles underlying the organization and administration of public education.* Boston, MA: Houghton Mifflin.

Curtis, R., & Wiener, R. (2012). *Means to an end: A guide to developing teacher evaluation systems that support growth and development.* Washington, DC: Aspen Institute. Retrieved February 6, 2018, from https://www.aspeninstitute.org/publications/means-end-guide-developing-teacher-evaluation-systems-support-growth-development/

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2010). *Evaluations that help teachers learn-educational leadership.* Retrieved November 9, 2019, from http://www.ascd.org/publications/educational -leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers-Learn.aspx

Danielson, C. (2011). The framework for teaching evaluation instrument. Princeton, NJ: The Danielson Group.

Danielson, C. (2016, April 16). *Charlotte Danielson on rethinking teacher evaluation.* Retrieved from https://www.edweek.org/ew/articles/2016/04/20/charlotte-danielson-on-rethinking-teacher-evaluation.html

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

Darling-Hammond, L. (2009). Recognizing and enhancing teacher effectiveness. *International Journal of Educational and Psychological Assessment, 3,* 1–24.

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Palo Alto, CA. Stanford University Press.

Darling-Hammond, L., Beardsley-Amrein, A., Haertel, E., & Rothstein, J. (2012). Evaluating teacher evaluation. *Phi Delta Kappan, 93*(6), 8–15. https://doi.org/10 .1177/003172171209300603

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development.* Palo Alto, CA. Learning Policy Institute.

Day, C. (1991). Roles and relationships in qualitative research on teachers' thinking: A reconsideration. *Teaching and Teacher Education, 7,* 537–547 https://doi.org/10 .1016/0742-051X(91)90048-T

Day, C. (1993). Reflection: A necessary but not sufficient condition for professional development. *British Educational Research Journal, 19,* 83–93 https://doi.org/10 .1080/0141192930190107

Definition of SYSTEM. (2020). Retrieved 1 August 2020, from https://www.merriam-webster.com/dictionary/system

Dewey, J. (1900). *The school and society.* Chicago, IL: University of Chicago Press.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process.* Boston, MA: D.C. Heath.

Doherty, K. M., & Jacobs, S. (2018). *State of the states 2015: Evaluating teaching, leading and learning*, Washington, DC: National Council on Teacher Quality, November 2015. Retrieved May 11, 2018, from http://www.nctq.org/dmsView/StateofStates2015

Downey, C. J., & Steffy, B. E. (2004). *The three-minute classroom walk-through*. Thousand Oaks CA: Corwin Press

Education First. (2015). Giving teachers the feedback and support they deserve. Retrieved from education-first.com/wp-content/uploads/2017/04/Education-First-Giving-Teachers-the-Feedback-and-Support-They-Deserve-June-2015.pdf

Ellenberg, F. C. (1972). Factors affecting teacher morale: Meaning for principals (*NASSP Bulletin 56*). https://doi.org/10.1177/019263657205636807

Ericsson, K. A, Krampe, R.T., & Tesch-Römer, (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review,* 100(3), 363-406.

Ericsson, K. A. (2006). The influence of experience and deliberate practice on the development of superior expert performance. In K. A. Ericsson, N. Charness, P. J. Feltovich, & R. R. Hoffman (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 685–706). Cambridge, England: Cambridge University Press.

Every Student Succeeds Act, 20 USC 6301 *et seq.* (2015).

Ferguson, M. (2016). ESSA is more than the latest acronym on education's block. *Phi Delta Kappan, 97*(6), 72–73. https://doi.org/10.1177/0031721716636879

Finlay, L. (2008). *Reflecting on 'reflective practice.'* Retrieved from http://ncsce.net/wp-content/uploads/2016/10/Finlay-2008-Reflecting-on-reflective-practice-PBPL -paper-52.pdf

Flood, R. L. (2010). The relationship of 'systems thinking' to action research. *Systemic Practice and Action Research*, *23*(4), 269–284. https://doi.org/10.1007/s11213-010-9169-1

Fullan, M. & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York, NY: Teachers College Press.

Fullan, M., & Knight, J. (2011). Coaches as system leaders. *Educational Leadership, 69*(2), 50–53.

Garmston, R., & Wellman, B. (2003). The importance of professional community. *ENCFocus,* 77(7), 7–9. Retrieved December 20, 2007, from http://www.enc.org /features/focus/archive/communities/document/shtm?

George W. Bush Presidential Center: Home of the Bush Library and Museum and Bush Institute. (2020). Retrieved 1 August 2020, from https://www.bushcenter.org/explore-our-work/issues/education-reform.html

Georgia Department of Education. (2013) *Teacher keys effectiveness system.* Retrieved from: https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/QG_Principals%20Providing%20Feedback%204-15-2013%20FORMATTED.pdf

Getting started with Reflective Practice. (2020). Retrieved 1 August 2020, from https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *Supervision and instructional leadership: A developmental approach* (8th ed.). Boston, MA: Allyn & Bacon.

Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teachers.* New York, NY: Holt, Rinehart, & Winston.

Gollub, J. P. (2002). *Learning and understanding improving advanced study of mathematics and science in U.S. high schools*. Washington, DC: National Academy Press.

Goodman, M. (2018). Systems thinking: What, why, when, where, and how? Retrieved from https://thesystemsthinker.com/systems-thinking-what-why-when-where-and-how/

Great Schools Partnership. (2013). Classroom Observation. Retrieved from https://www.edglossary.org/classroom-observation/

Grossman, P. L., Wilson, S. M., & Shulman, L. S. (1989). *Teachers of substance: Subject matter knowledge for teaching.* The knowledge base for beginning teachers (pp. 23–36). New York, NY: Pergamon.

Guba, E. G., & Lincoln, Y. S. (1981). *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco, CA: Jossey-Bass.

Habermas, J. (1987). *The theory of communicative action: The critique of functionalist reason* (Vol II). Boston, MA: Beacon Press.

Hallinger, P., & Heck, R. (2019). The principal's role in school effectiveness: An assessment of methodological progress, 1980–1995. In K. Leithwood (Ed.), *The international handbook of research on educational leadership and administration* (pp. 1980–1995). New York, NY: Kluwer.

Hardavella, G., Aamli-Gaagnat, A., Saad, N., Rousalova, I., & Sreter, K. B. (2017). How to give and receive feedback effectively. *Breathe (Sheffield, England), 13*(4), 327–333. https://doi.org/10.1183/20734735.009917

Harper Collins. (2009). *Collins dictionary*. Glasgow.

Harris, P. A., Taylor, R., Thielke, R., Payne, J., Gonzalez, N., & Conde, J. G. (2009). Research electronic data capture (REDCap)—A metadata-driven methodology and workflow process for providing translational research informatics support. *Journal of Biomedical Informatics, 42,* 377–381. https://doi.org/10.1016/j.jbi.2008.08.010

Hathaway, R. S. (1995). Assumptions underlying quantitative and qualitative research: Implications for institutional research. *Research in Higher Education, 36,* 535–562. https://doi.org/10.1007/BF02208830

Hattie, J. A. C., & Yates, G. C. R. (2014). *Using feedback to promote learning.* In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.), *Applying the science of learning in education: Infusing psychological science into the curriculum* (pp. 45–58). Washington, DC: Society for the Teaching of Psychology.

Hazi, H. M., & Rucinski, D. A. (2009). Teacher evaluation as a policy target for improved student learning: A fifty-state review of statute and regulatory action since NCLB. *Education Policy Analysis Archives, 17,* https://doi.org/10.14507/epaa.v17n5.2009

Helyer, R. (2015). Learning through reflection: The critical role of reflection in work-based learning (WBL). *Journal of Work-Applied Management, 7*(1), 15–27. https://doi.org/10.1108/JWAM-10-2015-003

Heneman, H. G., & Milanowski, A. T. (2003). Continuing assessment of teacher reaction to standards-based teacher evaluation systems. *Journal of Personnel Evaluation in Education, 17,* 173–195. https://doi.org/10.1023/B:PEEV.0000032427.99952.02

Hightower, A. M., Delgado, R. C., Sterling, L. C., Wittenstein, R., Sellers, C., & Swanson, C. B. (2011). *Improving student learning by supporting quality teaching: A survey of school finance key issues, effective strategies policies and outcomes.* Retrieved from http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.423.2569

Hilden, S., & Tikkamäki, K. (2013). Reflective practice as a fuel for organizational learning. *Administrative Sciences, 3*(3), 76–95. https://doi.org/10.3390/admsci3030076

Hite, S. (2014). *Using the FIT teaching framework for successful teacher evaluations.* Retrieved July 22, 2020, from http://www.ascd.org/ASCD/pdf/siteASCD/publications/fit-teaching-whitepaper.pdf

Hogan, R. L. (2007). The historical development of program evaluation: Exploring the past and present. *Online Journal of Workforce Education and Development, 2*(4), 1–14. Retrieved from http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1056&context=ojwed

Hopkins, G. (2008). *Walk-throughs are on the move.* Education World. Retrieved from http://www.education-world.com/a_admin/ admin/admin405.shtml

Hughes, G., & Radiker, S. (2019). *Qualitative data analysis software: Windows & Mac.* Retrieved from https://www.maxqda.com/

Hunter, M. (1980). Six types of supervisory conferences. *Educational Leadership, 37*(5), 408–412.

Ibarra, H., & Scoular, A. (2019). The leader as coach. *Harvard Business Review.* Retrieved July 23, 2020, from https://hbr.org/2019/11/the-leader-as-coach

Index Page for the ESEA Flexibility Page. (2020). Retrieved 1 August 2020, from https://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html

Jerald, C. D. (2012). *Movin' it and improvin' it! Using both education strategies to increase teaching effectiveness.* Washington, DC: Center for American Progress.

Joyce, B., & Showers, B. (2002). *Student achievement through staff development.* National College for School Leadership. Retrieved from https://www.unrwa.org /sites/default/files/joyce_and_showers_coaching_as_cpd.pdf

Kain, J. F. (1998, October 31). *The impact of individual teachers and peers on individual student achievement.* Paper presented at the 20th annual research conference of the Association for Public Policy Analysis and Management, New York, NY.

Kane, T., & Cantrell, S. (2012). *Learning about teaching: Initial findings from the measures for effective teaching project.* Seattle, WA: Bill and Melinda Gates Foundation.

Keller- Schneider, M. (2014) Self-Regulated learning in Teacher Education—The Signifigance of Individual Resources and Learning Behaviour.

Khachatryan, E. (2015). Feedback on teaching from observations of teaching: What do administrators say and what do teachers think about it? *NASSP Bulletin*, *99*(2), 164–188. https://doi.org/10.1177/0192636515583716

Kitchenham, A. (2008). The evolution of John Mezirow's transformative learning theory. *Journal of Transformative Education, 6,* 104–123. https://doi.org/10.1177/1541344608322678

Klein, A. (2015). Arne Duncan stepping down as education secretary: Hefty policy footprint over tumultuous term. *Education Week.* Retrieved from http://www.edweek.org/ew/articles/2015/10/02/arne-duncan-stepping-down-aseducation-secretary.html

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin, 119,* 254–284. https://doi.org/10.1037/0033-2909.119.2.254

Kraft M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research, 88,* 547–588. Retrieved from https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal

Larsen, M. A. (2005). A critical analysis of teacher evaluation policy trends. *Australian Journal of Education, 49*(3), 292–305. https://doi.org/10.1177/000494410504900306

Lavigne, A. (2014). Exploring the intended and unintended consequences of high-stakes teacher evaluation on schools, teachers, and students. *Teachers College Record, 116*(1). Available from ERIC database. (EJ1020234)

Learning Point Associates. (2010). *State legislation: Emerging trends reflected in the state Phase 1 Race to the Top applications.* Naperville, IL: Learning Point Associates. Retrieved from https://www.nnstoy.org/download/evalution/eval-federal-and-state-legislation/Race%20to%20the%20Top%20-%20State%20Legislation.pdf

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). New York, NY: Merrill.

Leischow, S. J., Best, A., Trochim, W. M., Clark, P. I., Gallagher, R. S., Marcus, S. E., & Matthews, E. (2008). Systems thinking to improve the public's health. *American Journal of Preventive Medicine, 35,* S196–S203. https://doi.org/10.1016/j.amepre.2008.05.014

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). How leadership influences student learning. New York, NY: Wallace Foundation. Retrieved May 17, 2006, from https://www.wallacefoundation.org/knowledge-center/Documents/How-Leadership-Influences-Student-Learning.pdf

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

Lemov, D. (2014). *Teach like a champion 2.0: 62 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology, 22,* 140, 55.

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

Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. Denzin & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed., pp.163–188). London, England: Sage.

Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80,* 44–70. https://doi.org/10.1207/s15327930pje8003_4

Madaus, G. F., Scriven, M., & Stufflebeam, D. L. (1984). Educational evaluation and accountability: A review of quality assurance efforts. *American, 27,* 649–673. https://doi.org/10/1177/000276484027005007

Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2012). The two purposes of teacher evaluation. *Educational Leadership, 70*(3), 14–19. Retrieved from http://www.ascd.org/publications/educational-leadership/nov12/vol70/num03/The-Two-Purposes-of-Teacher-Evaluation.aspx

Marzano, R. J. (2013). *The Marzano teacher evaluation model.* Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J., Frontier, T., & Livingston, D. (2007). *The art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

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

Marzano, R., Toth, M., & Schooling, P. (2012). *Examining the role of teacher evaluation in student achievement*. Retrieved from https://www.learningsciences.com/wp /wp-content/uploads/2018/05/Examining-the-Role-of-Teacher-Evaluation-in -Student-Achievement.pdf

Mathers, C., & Oliva, M. (2008). *Improving instruction through effective teacher evaluation. Options for states and districts.* Retrieved from http://www1.gcsnc .com/whatmatters/pdf/Improving%20Instruction%20through%20Effective.pdf

Mathew, P., Mathew P., Prince, J., Peechattu. (2017). *Reflective practices: A means to teacher development*. Retrieved from https://apiar.org.au/wp-content/uploads /2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf

Maxwell, J. A. (Ed.). (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.

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

Mendro, R., Jordan, H., Gomez, E., Anderson, M., & Bembry, K. (1998). *An application of multiple linear regression in determining longitudinal teacher effectiveness.* Paper presented at the 1998 Annual Meeting of the American Educational Research Aassociation, San Diego, CA.

Merriam-Webster. (n.d.). Feedback. In *Merriam-Webster.com dictionary*. Retrieved August 1, 2020, from https://www.merriam-webster.com/dictionary/feedback

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Fransisco, CA: Jossey-Bass.

Mezirow, J. (1981). A critical theory of adult learning and education. *Adult Education, 32,* 3–27. https://doi.org/10.1177/074171368103200101

Mid-Continent Research for Education and Learning. (2012). *CUES framework*. Retrieved from http://www.nysed.gov/common/nysed/files/cues-framework.pdf

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded source book* (2nd ed.). Thousand Oaks, CA. Sage Publications.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook*. Los Angeles, CA: Sage.

Moody, M. (2020). *5 ways to improve teacher evaluation systems*. Edutopia. Retrieved January 30, 2020, from https://www.edutopia.org/article/5-ways-improve-teacher -evaluation-systems

Mooney, J. (2013). *New Jersey schools largely choosing the same teacher evaluation model.* The Hechinger Report. Retrieved from https://hechingerreport.org/new -jersey-schools-largely-choosing-the-same-teacher-evaluation-model/

National Education Association. (2011). *Teacher evaluation: A resource guide for National Education Association leaders and staff.* Washington, DC. Retrieved from http://www.nea.org/assets/docs/teacherevalguide2011.pdf

National Research Council. (2015). *An evaluation of the public school of the District of Columbia: Reform in a changing landscape.* Washington, DC: The National Academies Press.

New Jersey Department of Education (2013). Improved evaluation and support for teachers and principals [PowerPoint slides]. New Jersey State Department of Education. Retrieved from http://www.nj.gov/education/AchieveNJ/intro/OverviewPPT.pdf

NJ Spotlight (2013) List of most popular models: http://www.njspotlight.com/stories/13/02/21/majority-of-nj-schools-opt-for-widely-used-teacher-evaluation-method/

No Child Left Behind Act, 20 U.S.C. & 6301 *et seq.* (2001).

Oloughlin, M. (1992). Engaging teachers in emancipatory knowledge construction. *Journal of Teacher Education, 43,* 336–346. https://doi.org/10.1177/0022487192043005003

Osterman, K. F. (1990). Reflective practice: A new agenda for education. *Education and Urban Society, 22,* 133–152. https://doi.org/10.1177/0013124590022002002

Patton, M. (1990). *Qualitative evaluation and research methods.* Newbury Park, CA: Sage.

Peterson, K. (2000). *A comprehensive guide to new directions and practices.* Available from ERIC database. (ED445087)

Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research, 28,* 381–388. https://doi .org/10.1177/1049732317697102

Phillips, V., & Weingarten, R. (2013). *The professional educator. Six steps to effective teacher development and evaluation. 37*(2), 36–37. Available from ERIC database. (EJ1013920)

Pollara, J. (2012). *Peer coaching: Teachers as leaders, teachers as learners.* Available from ERIC database. (ED549408)

Putman, H., Ross, E., & Walsh, K. (2018). *Making a difference: Six places were teacher evaluation systems are getting results.* Washington, DC: National Council on Teacher Quality.

Quintero, D. (2020). Instructional coaching holds promise as a method to improve teachers' impact [Weg log]. Retrieved July 15, 2020, from https://www.brookings .edu/blog/brown-center-chalkboard/2019/01/25/instructional-coaching-holds -promise-as-a-method-to-improve-teachers-impact/

Rev. (n.d.). *FAQ.* Retrieved from https://www.rev.com/transcription/faq

Rice, J. (2003) Teacher Quality: Understanding the Effectiveness of Teacher Attributes

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

Rockoff, J. (2004). The impact of individual teachers on students' achievement: Evidence from panel data. *American Economic Review, 94,* 247–252. https://doi.org/10.1257/0002828041302244

Rodgers, C. (2002). Seeing student learning: Teacher change and the reflective process. *Harvard Educational Review, 72*(2) 230–253. Retrieved from https://www.researchgate.net/publication/281164864_Seeing_student_learning_Teacher_change_and_the_role_of_reflection

Rowan, B., Correnti, R., & Miller, R. J. (2002). *What large-scale, survey research tells us about teacher effects on student achievement: Insights from the prospectus study of elementary schools* (CPRE Research Reports). Retrieved from https://repository.upenn.edu/cpre_researchreports/31

Saldaňa, J. (2012). *The coding manual for qualitative researchers* (2nd ed.). Thousand Oaks, CA: Sage.

Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health, 18,* 179–183. https://doi.org/10.1002/nur.4770180211

Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee value-added assessment system (TVASS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education, 12,* 247–256. https://doi.org/10.1023/A:1008067210518

Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. Knoxville, YN: University of Tennessee Value-Added Research and Assessment Center.

Sanders, W. L., Saxton, A. M., & Horn, S. P. (1997). The Tennessee value-added assessment system (TVAAS): A quantitative, outcomes-based approach to educational assessment. In J. Millman (Ed.), *Grading teachers, grading schools* (pp. 137–162). Thousand Oaks, CA: Corwin Press.

Schönfelder, W. (2011). CAQDAS and qualitative syllogism logic—NVivo 8 and MAXQDA 10 compared [91 paragraphs]. *Forum Qualitative Sozialforschung 12*(1), Retrieved from http://nbn-resolving.de/urn:nbn:de:0114-fqs1101218

Schwandt, T. A. (2005). The centrality of practice to evaluation. *American Journal of Evaluation, 26,* 95–105. https://doi.org/10.1177/1098214004273184

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

Shoffner, M. (2016). Education reform from the two-sided congressional coin. *Journal of Law & Education, 45*(2), 269–277.

Showers, B. (1985). Teachers coaching teachers. *Educational Leadership, 42*(7), 43–48.

Shulman, L. S. (1998). Theory, practice, and the education of professionals. *Elementary School Journal, 98,* 511–526. https://doi.org/10.1086/461912

Siphamandla, R. Mathaba, R., & Dorasamy, N. (2016). School based evaluation to improve learner performance. *Environmental Economics, 7,* 60–66. https://doi.org /10.21511/ee.07(1).2016.08

Smith, M. K (1999). *Reflection, learning and education*. Retrieved February 17, 2020, from http://infed.org/mobi/reflection-learning-and-education/

Smith, T. J. (2003). Connecting theory and reflective practice. In N. A. Pateman, B. J. Dougherty, & J. T. Zilliox (Eds.), *Proceedings of the 27th conference of the International Group for the Psychology of Mathematics Education* (pp. 4215–4222). University of Hawaii, Honolulu.

Stake, R. E. (1994). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 236–247). Thousand Oaks, CA: Sage.

State of New Jersey Department of Education. (2014). *Teach. Lead. Grow.* Retrieved from http://www.state.nj.us/education/AchieveNJ/

State of New Jersey Department of Education. (2020). *New Jersey school performance reports.* Retrieved February 20, 2020, from https://rc.doe.state.nj.us/SearchForSchool.aspx

Stowell, S. J. (n.d.). *Coaching a commitment to leadership.* Retrieved from https://www.scribd.com/document/196696584/

Stronge, J. H., & Tucker, P. D. (2003). *Handbook on teacher evaluation: Assessing and improving performance.* Larchmont, NY: Eye on Education.

Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2000). *Handbook for qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Taylor, F. W. (1911). *The principles of scientific management*. New York, NY: Harper and Brothers.

Teacher Effectiveness and Accountability for the Children of New Jersey Act, 26 N.J.S. C.18A:6 et seq. (2012).

The New Teacher Project. (2013). *Fixing classroom observations: Issue analysis report.* Retrieved from http://www.tntp.org/assets/documents/TNTP_FixingClassroomObservations_2013.pdf

Thomsen, J. (2014). *Teacher performance plays growing role in employment decisions.* Denver, CO: Education Commission of the States.

Trochim, W. (2020). *Qualitative validity.* Retrieved February 28, 2020, from https://socialresearchmethods.net/kb/qualitative-validity/

Tuma, A. P., Hamilton, L. S., & Burglund, T. (2018). *How do teachers perceive feedback and evaluation systems? Findings from the American Teacher Panel* (Rand Research Brief). Santa Monica, CA: Rand. https://doi.org/10.7249/rb10023

Tuytens, M., & Devos, G. (2016). The role of feedback from the school leader during teacher evaluation for teacher and school improvement. *Teachers and Teaching, 23*(1), 6–24. https://doi.org/10.1080/13540602.2016.1203770

U.S. Department of Education. (2009). *Race to the Top program (Executive summary).* Retrieved from http://www2.ed.gov/programs/racetothetop/index.html

U.S. Department of Education. (2015). What is ESEA? (Web log). Retrieved from http://blog.ed.gov/2015/04/what-is-esea/

Understanding the New Federal Education Law. (2020). Retrieved 1 August 2020, from https://www.aft.org/ae/spring2016/essa

Weisberg, D., Sexton, S., Mulhern, J., & Keeling, D. (2009). *The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness.* New York, NY: The New Teacher Project. Retrieved from http://tntp.org/assets/documents/TheWidgetEffect_2nd_ed.pdf

Wetzel, W. A. (1929). Scientific supervision and curriculum building. *School Review, 37*(2), 117–123. https://doi.org/10.1086/438807

Whitehead, M. J. (1952). *Teachers look at supervision.* Retrieved from http://www.ascd .org/ASCD/pdf/journals/ed_lead/el_195211_whitehead.pdf

Wickham, M., & Woods, M. (2005). Reflecting on the strategic use of CAQDAS to manage and report on the qualitative research process. *Qualitative Report, 10,* 687–702. Retrieved from https://nsuworks.nova.edu/tqr/vol10/iss4/3

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

Wilson, S., Shulman, L., & Richert, A. (1987). "150 different ways of knowing": Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104–123). Eastbourne, England. Cassell.

Yin, R. K. (2018). *Case study research and applications: Design and methods*. Los Angeles, CA: Sage.

Zimmerman, S., & Deckert-Pelton, M. (2003). Evaluating the evaluators: Teachers' perceptions of the principal's role in professional evaluation. *NASSP Bulletin, 87*(636), 28–37. https://doi.org/10.1177/019263650308763604

Zoom Video Communications. (2016). *Security guide.* Retrieved from https:// d24cgw3uvb9a9h.cloudfront.net/static/81625/doc/Zoom-Security-White -Paper.pdf

Appendix A

Permission for Study

January 29, 2020

Mrs. Katrina McCombs

Superintendent of Schools

1033 Cambridge Street, Camden, NJ 08105

RE: Permission to Conduct Research Study

Dear Ms. McCombs:

I am writing to request permission to conduct a research study within the Camden City School District. I am enrolled in the online Educational Leadership Program at the University of New England, ME, and am in the process of writing my doctoral dissertation. The study is entitled Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle.

I am asking if you and the school administration will allow me to recruit at a minimum 50 teachers, who have 5 or more years of teaching experience, to anonymously complete a 4-page survey. The teachers would be from various schools around the district. Due to the nature of the study, I hope to recruit up to ten teachers to be interviewed in person or over the phone as well. If you approve, the teacher participants will complete an online questionnaire sent via a link through their work email. The questionnaire process should take no longer than 30 minutes and would not take place during instructional time. Interviews will be in person or over the phone and would occur either during a prep period, away from public view, via phone or on their own time also away from public view. The survey and interview results will be pooled for the dissertation, and individual results of this study will remain absolutely confidential and

anonymous. No costs will be incurred by either the Camden City School District or the individual participants.

Your approval to conduct this study would be greatly appreciated. You may contact me at my email address: sficke@une.edu if you have any questions or require further details.

If you agree, kindly sign below and email to sficke@une.edu

Sincerely,

Susan B. Ficke

Enclosures

Approved by:

_____ _____ _____

Print your name and title here Signature Date

August 12, 2019

Mrs. Katrina McCombs

Superintendent of Schools

1033 Cambridge Street, Camden, NJ 08105

RE: Permission to Conduct Research Study

Dear Ms. McCombs:

I am writing to request permission to conduct a research study within the Camden City School District. I am enrolled in the on-line Educational Leadership Program at the University of New England, ME, and am in the process of writing my doctoral dissertation. The study is entitled Teacher Perceptions of the Observation, Coaching, and Feedback Cycle, and their Likeness of Using Feedback to Shape their Future Instruction.

I am asking if you and the school administration will allow me to recruit approximately 75 teachers, who have 5 or more years of teaching experience, to anonymously complete a 4-page questionnaire. The teachers would be from various schools around the district. Due to the nature of the study, I hope to recruit approximately 6 teachers to be interviewed in person as well.

If you approve the teacher participants would complete an on-line questionnaire sent via a link through their email. The questionnaire process should take no longer than 20 minutes and would not take place during instructional time. Participants to be interviewed in person, would happen either during a prep period via phone or on their own time. The survey and interview results will be pooled for the dissertation and individual results of this study will remain absolutely confidential and anonymous. No costs will be incurred by either the Camden City School District or the individual participants.

Your approval to conduct this study would be greatly appreciated. You may contact me at my email address: sficke@une.edu if you have any questions or require further details.

If you agree, kindly sign below and email to sficke@une.edu

Sincerely,

Susan B. Ficke

Enclosures

Approved by:

Christie Whitzell, Chief of Staff. School Support
Christie Whitzell 8/29/19

Print your name and title here Signature Date

Appendix B

Research Proposal

Version 8.22.18

UNIVERSITY OF NEW ENGLAND CONSENT FOR PARTCIPATION IN RESEARCH

Project Title: Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle

Principal Investigator(s): Susan B. Ficke

Introduction:

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?

The purpose of this proposed study is on teachers' perceptions of how feedback, resulting from the Observation, Coaching, and Feedback (OCFC) evaluative process, is perceived by teachers and their propensity to use this to steer and shape future instruction.

Who will be in this study?

Licensed K–12 teachers with at least 5 years of retention in the school district will be invited to participate in the study.

What will I be asked to do?

Complete an online survey, and possibly participate in a voluntary 50 minute interview. The interview if optional and voluntary. If you wish to be interviewed and are among the first ten to volunteer, you will be notified by the researcher to participate in the interview component.

What are the possible risks of taking part in this study?

There are no known risks associated with taking part in this study.

What are the possible benefits of taking part in this study?

A possible benefit is hearing teachers' perceptions of the OCFC and how likely teachers are to implement feedback.

What will it cost me?

The cost to you will be the time it takes to complete the survey, and the interview if participating in the interview.

How will my privacy be protected?

The survey is anonymous unless you are participating in the interview. If you are among the persons communicating interest in the optional, voluntary follow up interview, that data will also remain confidential, and your identity will not be disclosed. At the end of the survey, there will be a box to click to participate in an interview. Clicking this box will take participants to a page to enter contact information. This contact information page will reiterate that by providing contact information, participants understand answers are no longer anonymous but will remain confidential. The researcher will automatically assign pseudonyms to all one-on-one interview participants to ensure absolute confidentiality. All data collected will be secured on a digital device (computer) that is password protected away from public access.

How will my data be kept confidential?

Data will be kept confidential to the greatest extent possible. Data will be saved on the researcher's personal computer located in a secure and personal space away from public access and is password protected. Upon completion and approval of the dissertation, all data will be deleted and a disk cleanup will overwrite the data.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with Susan B. Ficke.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
- If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researchers conducting this study are Susan B. Ficke
- For more information regarding this study, please contact sficke@une.edu.
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Jacqueline Lookabaugh, Ed.D. at (207) 221-4960 or jlookabaugh@une.edu.
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You will be given a copy of this consent

  form._____

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

_____

Participant's signature or Date

Legally authorized representative

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

_____

Researcher's signature Date

Appendix C

Request for Names of Pool of Participants

Mrs. Katrina McCombs

Superintendent of Schools

1033 Cambridge Street, Camden, NJ 08105

Dear Ms. McCombs:

I am writing to request an email distribution list with the email addresses of teachers who have worked for 5 years or more within the Camden City School District. I am enrolled in the online Educational Leadership Program at the University of New England, ME, and am in the process of writing my doctoral dissertation. The study is entitled Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle.

Due to the nature of the study, I am looking for teachers with 5 years or more teaching experience in the Camden City School District. The email distribution list will be secured on a password protected computer, and I, the researcher, will be the only person who has access to the password and computer. As a result this data will be protected from public view or other access. The request is for someone in the Office of Talent and Labor Relations to furnish the distribution list to myself, and as a result will not know which of the people will respond to my request.

If you agree, kindly sign below and email to sficke@une.edu

Sincerely,

Susan B. Ficke

Enclosures

Approved by:

_____ _____ _____

Print your name and title here Signature Date

Appendix D

Survey Questions & Permission for Use

Permission for Use

Survey Questions

By clicking the box to proceed you are giving your consent and wish to proceed and are proceeding with full knowledge of the nature and purpose of the procedures.

1. In a typical month, how often do you receive feedback on your instructional practices from each of the following sources?

Feedback from any source

Never	Rarely (approximately once per month or less)	Occasionally (approximately 2-3 times per month)	Often or daily (approximately 1-5 times per week)
□	□	□	□

Feedback from formal observation as part of an evaluation system

Never	Rarely (approximately once per month or less)	Occasionally (approximately 2-3 times per month)	Often or daily (approximately 1-5 times per week)
□	□	□	□

Feedback from informal observation by school leaders (walkthroughs)

Never	Rarely (approximately once per month or less)	Occasionally (approximately 2-3 times per month)	Often or daily (approximately 1-5 times per week)
□	□	□	□

Feedback from coach

Never	Rarely (approximately once per month or less)	Occasionally (approximately 2-3 times per month)	Often or daily (approximately 1-5 times per week)
□	□	□	□

2. Think about the last time you received feedback on your instructional practice from each of these sources.

How helpful was it for improving your instructional practice?

Not helpful at all	Mostly not helpful	Somewhat helpful	Extremely helpful
□	□	□	□

Feedback from any source

Not helpful at all	Mostly not helpful	Somewhat helpful	Extremely helpful
□	□	□	□

Feedback from formal observation as part of an evaluation system

Not helpful at all	Mostly not helpful	Somewhat helpful	Extremely helpful

□	□	□	□

Feedback from informal observation by school leaders (walkthroughs)

Not helpful at all	Mostly not helpful	Somewhat helpful	Extremely helpful
□	□	□	□

Feedback from coach or mentor

Not helpful at all	Mostly not helpful	Somewhat helpful	Extremely helpful
□	□	□	□

3. Think about the resources you received from your school during the **past school year (2018–2019)** related to *formal instructional feedback and/or evaluation.* How succinct were each of the following resources?

Leadership support (e.g., key information and guidance from school administrators)

for feedback and/or evaluation processes

Completely Insufficient	Mostly Insufficient	Mostly Sufficient	Completely Sufficient
□	□	□	□

Instructional support for areas of improvement and/or growth identified by my evaluator

Completely Insufficient	Mostly Insufficient	Mostly Sufficient	Completely Sufficient
□	□	□	□

4. Indicate your agreement with the following statements about your perception of the teacher evaluation system.

The teacher evaluation system is intended to promote teacher growth and development.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
□	□	□	□

The teacher evaluation system is intended to help me improve my instructional practice.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
□	□	□	□

The teacher evaluation system is intended to improve student learning.

Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
□	□	□	□

5. Think about the last year-end evaluation of your teaching you received. To the best of your knowledge, which pieces of information went into that evaluation?

Trends in student achievement for the students you teach (e.g., value- added or student growth percentile)

Not Included	Optional	Included	I don't know
□	□	□	□

Success of your students in meeting student learning objectives (SLOs) or student growth objectives (SGOs)

Not Included	Optional	Included	I don't know
□	□	□	□

Ratings from classroom observations

Not Included	Optional	Included	I don't know
□	□	□	□

Feedback from coach

Not Included	Optional	Included	I don't know
□	□	□	□

Appendix E

Interview Questions to be Administered to Participants

1. What grade level do you teach?

2. Prior to this school year, on average, how many times where you observed and provided feedback in a given school year? Explain what the observation process looked like.

3. What are your perceptions about the feedback you receive?

4. What are your perceptions about the observation, coaching, and feedback systems in your district?

5. What types of feedback do you receive, and is that feedback perceived as helpful in informing your instructional practices?

6. Do you feel the existing evaluation system could be refined to better meet your need for professional growth? If so, in what ways?

7. How likely are you to implement feedback from your observation, and coaching session?

8. What is your perception of changes made, if any, to the district's evaluation system in the past 5 years?

Appendix F

UNIVERSITY OF NEW ENGLAND CONSENT FOR PARTICIPATION IN ANONYMOUS SURVEY RESEARCH

Project Title: Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle

Principal Investigator(s): Susan B. Ficke

Introduction:

- Please read this form. The purpose of this form is to give you information about this research study.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete.
- Your participation is voluntary.

Why is this research study being done?

To ascertain teachers' perceptions of the Observation, Coaching, and Feedback Cycle.

Who will be in this study?

Licensed K-12 teachers who have taught for 5 or more years in the district.

What will I be asked to do?

Complete a survey that will take approximately 30 minutes and if selected, participate in a 50-minute interview.

What are the possible risks of taking part in this study?

There are no known risks associated with this research study.

What are the possible benefits of taking part in this study?

Having the voice of teachers represented regarding the observation, coaching, and feedback cycle.

What will it cost me?

The cost will be your time devoted to filling out the survey and if selected the interview portion.

How will my privacy be protected?

No names or any other identifying information will appear in any published reports of the research. The research material will be kept in a secure location, and only the researcher will have access to the data away from public assess. At the conclusion of the study, all audiotapes of interviews will be deleted and any other identifying information from the transcripts will be removed. The final data will be stored for a period of no longer than two years after which it will be destroyed. Interviews will take place wither in person out of the public view, or over the phone also away from the public.

PLEASE NOTE: THE UNE INSTITUTIONAL REVIEW BOARD MAY REVIEW THE RESEARCH RECORDS.

How will my data be kept confidential?

No names or any other identifying information will appear in any published reports of the research. The research material will be kept in a secure location, and only the researcher will have access to the data away from public assess. At the conclusion of the study, all audiotapes of interviews will be deleted and any other identifying information from the transcripts will be removed. The final data will be stored for a period of no longer than two years after which it will be destroyed.

PLEASE NOTE: IF YOU HAVE BEEN TOLD THAT THIS SURVEY IS ANONYMOUS, PLEASE DO INCLUDE ANY INFORMATION THAT CAN IDENTIFY YOU.

What are my rights as a research participant?

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with Susan B. Ficke.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
- If you choose to withdraw from the research there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

What other options do I have?

- You may choose not to participate.

Whom may I contact with questions?

- The researchers conducting this study are Susan B. Ficke

- For more information regarding this study, please contact Susan Ficke at sficke@une.edu
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Jacqueline Lookabaugh Ed. D. at (207) 221-4960 or email: jlookabaugh@une.edu.
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?

- You print and keep a copy of this consent form

I understand the above description of the research and the risks and benefits associated with my participation as a research subject. I understand that by proceeding with this survey I agree to take part in this research and do so voluntarily.

APPENDIX G

UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Susan Ficke

Cc: Jacqueline Lookabaugh, Ed.D.

From: Lliam Harrison, M.A., J.D. CIM

Date: February 18, 2020

Project # & Title: 20.02.12-010 Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.104 (d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

William R. Harrison, M.A., J.D. CIM
Director of Research Integrity

IRB#: 20.02.12-010
Submission Date: 02/06/20
Status: Exempt, 45 CFR 46.104 (d)(2)
Status Date: 2/18/20

APPENDIX H

UNIVERSITY OF NEW ENGLAND

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Susan Ficke

Cc: Jacqueline Lookabaugh, Ed.D.

From: Brian Lynn, J.D.

Date: May 01, 2020

IRB Project # & Title: 20.02.12-010 Teachers' Perceptions of the Observation, Coaching, and Feedback Cycle (Amendment #1)

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the proposed amendment to the above captioned project. The proposed changes include:

- Removal of three questions from the original survey.
- Wording of question 4 (question 7 in the original survey).

The IRB has determined that the proposed work remains exempt from IRB review and oversight as defined by 45 CFR 46.104(d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,

Brian Lynn, J.D.
Director of Research Integrity