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# Principal and Teacher Perceptions of Classroom Walkthroughs In Middle School Settings

Ethel Shanklin
*Lindenwood University*

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In Middle School Settings

by

Ethel Shanklin

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Bob Steffes                                8.14.2020

Dr. Robert Steffes, Dissertation Chair          Date


*Sherrie Wisdom*                           08/13/2020

Sherrie Wisdom, Ed.D., Committee Member          Date


*Warletta Brookins*                        8/14/2020

Dr. Warletta Brookins, Committee Member          Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Ethel Shanklin

Signature: _Ethel Shanklin_____ Date: 8-14-20

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**Abstract**

There is no question that education is paramount to student success. The goal of No Child Left Behind (NCLB, 2001), did not work. The last revision of this act, the Every Students Succeeds Act of 2016 is now being implemented, Educators are yet struggling for the panacea that is effective for all students' competencies in the world.

Students from low socio-economic areas are at a greater risk of their educational needs not being met for various reasons. There is the opportunity to reach students in schools in spite of their home situations. Instruction begins and ends with instructional leaders in the buildings; in most cases, this is the principal; this role is to inspect expectations and provide continuous professional development as warranted.

The purpose of this study is to examine teachers' and principals' perceptions of classroom walkthrough observations, using the Instructional Practices Inventory, from the work of Dr. Jerry Valentine. The goal is to demonstrate that through brief classroom visits by the principal, with feedback, there will be a positive improvement of administrators' and teachers' perceptions of classroom walkthroughs. Researchers synopsize walkthroughs as one of many strategies used across the nation for school improvement efforts. The focus of these walkthroughs is not evaluative, but formative in nature, whereby reflective conversations, called feedback, are all about improved student engagement and higher-order thinking. To this end, educational opportunities for students will be broadened and improved conversations with teachers about teaching and learning will occur. Through surveys, interviews, questionnaires, and the statistical analysis of the quantitative and qualitative data, the effectiveness of classroom walkthroughs will be determined.

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**Chapter One**

"If you want America to lead in the 21st century, nothing is more important than giving everyone the best education possible – from the day they start preschool to the day they start their career." - President Barack Obama

This quote speaks towards the importance of education to the 44th President of the United States. Historically, there has never been any doubt of the importance of education to students' in their chosen life careers.  As an educator of over 35 years in a low socio-economic public-school district, the researcher recognized the urgency and the significance of a high-quality education. In President Obama's speech in Arlington Virginia, September 8, 2009, he spoke on the importance of a good education.  He told students a good education would be necessary no matter what career choice they made. He further said their choices in education could determine the future of the country. Obama asserted that the nation's future was based on what students were learning in school (Obama, 2009, p. 2). In his speech, He told the students that their education would decide the future of the country. In the White House Briefing Room, Obama linked the strength of the American economy with the strength of America's education system (Obama, 2008). Obama added that our educational system must be strengthened to be effective in a 21st Century economy (Obama, 2008). Kanter (2011) concurred in his reiteration of a phrase from *A Nation at Risk "America can do it*."  He quoted: "Citizens of today and tomorrow must become lifelong learners who are information literate and technologically proficient (p. 17)."  He went on to say, the importance of education after high school was crucial to the development of the American economy (Kanter, 2011).

A hearing of the United States Senate Committee of Health, Education, Labor and Pensions focused on the importance of having a world Class K-12 education system (ESEA Reauthorization, 2010). This hearing was the opener for discussion of the reauthorization of the Elementary & Secondary Education Act (ESEA). The hearing discussed well-educated Americans being the single most important factor in maintaining the nation's productivity and global leadership.  Preparing children to contribute to their communities and this nation at their fullest potential was ultimate outcome of having well-educated Americans (ESEA Reauthorization, 2010; Ripley, 2008).

In December 2015, President Obama signed a new law that changed the role of the federal government in education. This designated authority to the states and the school districts. This law went into effect for the 2018 fiscal year (Kline, 2017).

**Background of the Study**

The goal of No Child Left Behind (NCLB) was to ensure that all students would be proficient and on grade level by 2014. This would be evidenced by students' Adequate Yearly Progress (AYP) on yearly state exams (NCLB, 2002). Evidence revealed that in order for this to occur, revisions and more financial support were needed for school districts in their respective states. Evidence from Illinois School Report Cards indicated that many school districts did not meet the requirements (Illinois Board of Education website, 2013). Morello (2015) reviewed the intent of NCLB, which was designed to improve the achievement gaps between different groups of students; he discussed how NCLB proved to be time consuming for teachers.  Arne Duncan, former United States Secretary of Education from 2009-2015, asserted the reason for poor National Assessment of Academic Progress (NAEP) scores for 2013 and 2014 was because the

exam represented a sample of students who were tested every two years in all 50 states (Duncan, 2014). The National Education Association reported that over 45% of teachers were so dissatisfied with all of the testing that they had considered leaving the profession (Walker, 2014).

There had been much discussion on suggesting students from low socio-economic status were at a greater risk of deficiencies in their educational needs for various reasons (Ghaemi & Yazdanpanah, 2014).  However, in a prior study, Edmonds (1979) refuted this and argued that a child's economic status was not a predictor of academic success. Because of compulsory education there was always an opportunity to reach students in the schools in spite of their home situations. Schaps, Battistich, and Solomon (2004) utilized this law by asserting that when attendance was coupled with in-school community building, schools were the places where students' achievement had an effect on academic motivation and achievement impact.  In a study by Ghaemi and Yazdanpanah (2014), Shamim and Ahmed (2013) are cited for concluding in his research in 2011 that students in lower income brackets scored lower than students in higher income brackets. Aikens and Barbarin (2008) surmised that students with low socio-economic status were at risk for reading difficulties, scoring lower in language acquisition, letter recognition and phonemic awareness. Researchers at Rand Corporation found that teachers were the most important factors in the education of students (Teachers Matter, 2012). They also noted that other non-school factors possibly had a greater impact on achievement; however, areas such as students' personality and family circumstances were much more difficult to address.

According to Brance, Hanushek, and Rivkin (2013), instruction began and ended

with instructional leaders in the building; in most cases, this was the principal. Their study showed that highly effective principals increased achievement scores between two and seven months of learning in one school year, while ineffective principals lowered achievement scores by the same amount.   Researchers agreed that principals' visits to the classroom could have a positive impact on instruction as well as student learning (Graf & Werlinich, 2010; Johnston, 2010; Valentine, Goodman, Matthews, Klinginsmith & Mees, 2008).  As instructional leaders, building principals have the opportunity to give direct support to the teachers while they are teaching. This research was the most compelling support of this study.

**Importance of the Study**

**The Community.**  The research was done in Esau School District with middle school teachers and administrators, grades 6 through 8. At the time of this study, Goldie Taylor, a native of the community, was a journalist and consulting producer for CNN as well a cable news contributor. Taylor described the community as "14 square miles on the eastern bank of the Mississippi River."  Her documentary, "The Other Side of Grace," pointed out that 50% of the population lived in poverty; the national average was 15%. She added that the city's public education and health facilities were at the brink of collapse, always with the threat of a state take-over. Taylor considered the city one of the worst in the United States (Taylor, 2014).

**The School District.**  At the time of this study, the school district's population was primarily made up of low socioeconomic students. The district serviced 99.9 % Black students with 100% free lunch. The school district experienced a decline in enrollment from 1983 until 2015. In 1983, the district encompassed 26 elementary

schools, four junior high schools, two high schools, and one alternative high school. In 2015, there were five elementary schools, one kindergarten center, one early childhood center, two middle schools, one alternative school, and one high school. The district's enrollment in 1983 was 25,000 students; in 1993 the enrollment was 14,000. In 2015, the enrollment was 6,392; this was an estimated 75% drop in enrollment in 30 years. Five years later, the enrollment of the school district had decreased to under 6,000 students (East St. Louis School District #189 Department of Research & Evaluation, 2013; Illinois State Board of Education, 2013).

As the era of accountability was ushered in with No Child Left Behind, the school district continued its struggle to improve test scores. The criteria for acquiring adequate yearly progress (AYP) increased, and the district continuously fell further behind. In 2011, the state took control of the school district academically and fiscally.

The district tried many different programs and strategies to raise scores, with no substantial increase in academic achievement. One such program was the Lorraine Monroe (Monroe, 1997) Blackboard Configuration (BBC). The BBC was a tool developed by Lorraine Monroe to obtain and sustain student engagement in the classroom.  Monroe was the founder of the Lorraine Monroe Leadership Institute (Checkley, 2004).  She was also the founder of her school, The Frederick Douglas Academy in Harlem, New York (Monroe, 1997).  School district administrators went to New York for training with Dr. Lorraine Monroe (Monroe, 1997) and returned to train teachers to use the process.  The BBC process involved getting students engaged immediately upon entering the classroom by setting the stage as to what would occur in the classroom that day. The BBC had four components that were consistently visible to

students daily on the board: Learning Objectives, Do Now, Homework Assignment, and an Agenda of what would occur that day. All teachers used this tool district-wide.

School districts also used Accelerated Math (Renaissance Learning, 2009a) as a Tier 2 intervention for students needing to work on deficits in math skills. Accelerated Math was a computerized math software program. This program was individualized for students. Their progress on each skill lesson was recorded and monitored each day. This was used as a continuous progress monitoring of math skills in for students in grades K-8. A paraprofessional was used to assist the teachers in monitoring and computer-scoring this program daily.

Another program used by the school district was Accelerated Reader (Renaissance Learning, 2009b).  This computerized program tested reading comprehension.  Students selected books on their level, read them, and then took a computerized quiz on the book.  The books were part of classroom sets, as well as in the school libraries. Elementary schools and the middle schools used this program.

Autoskills was an intensive, online intervention program for struggling readers primarily used by the middle and high schools (Academy of Reading, 2009). This program focused on five critical areas of reading:  phonemic awareness, fluency, vocabulary, comprehension, and phonics.  Progress monitoring and ongoing assessments were key components used to inform instruction and exhibit students' progress.  This program was a "pullout" program for students who were two years behind or more in reading.

*My Sidewalks* was a computerized reading intervention program used at the elementary level, grades K-2. This program worked in conjunction with the Scott-

Foresman Reading Series, the general reading curriculum used at the time. *My Sidewalks* was also an intensive intervention program for struggling readers (Renaissance, 2009b).

Reading 180 was a computer-based intervention "pullout" program. This program served as an intervention for middle and early high school struggling readers.  The program used three cyclical components: software, small group instruction, and independent reading (Renaissance, 2009a). Paraprofessionals were utilized to assist the students with their individual levels of work.

Along with the afore-mentioned programs, the district also utilized the Title I fund to assist with afterschool tutoring, Saturday School, and the Prairie State Assessment Exam (PSAE) Boot Camp.  The PSAE was the state assessment exam that was given to all juniors.  The Mentoring groups from churches and various civic organizations were utilized in the middle and high school.  These all effected little change overall in test scores, according to the Illinois State School Report Cards for 2006 to the time of this study.

**Purpose of the Study**

The purpose of this study was to investigate the initial and final perceptions of principals and teachers of classroom walkthroughs by administrators. The researcher was a former elementary teacher and high school teacher of Students with Disabilities, with experiences on other school district levels; the researcher was also a past administrator at the elementary, middle, and high school grade levels, as well as Director of Student Services, and Director of Special Education.  The researcher wanted to investigate a method of classroom monitoring to determine if the outcome of classroom walkthroughs would positively affect principals and teachers' perceptions of that method. After

investigating Dr. Jerry Valentine's Instructional Practices Inventory (IPI), the researcher decided to conduct research using this instrument.  The researcher contacted Dr. Valentine and learned of his requirements to utilize this method for the study (Valentine, personal communication, 2010).  The researcher attended his training workshops and met his requirements and approval to conduct the study.  Teachers and administrators were initially excited about being a part of this study, however, months later, changes began occurring with new leadership in the district.  Some staff members were transferred to new assignments and/or laid off; some staff reluctantly retired.  Some staff members complained of feeling overburdened with working more with less resources and support services. Other staff discussed feeling that central office was "out to get them."  At the time of the study, the school district did not have an instrument to describe and document classroom walkthroughs.

Researchers used the term "walkthroughs" to describe brief classroom visits conducted in order to get a quick "snapshot" of classroom activities of the teacher and/or the students (Downey, Steffy, English, Frase, & Poston, 2004; Valentine, 2005). This study used an existing, previously validated instrument for walkthroughs. It also documented the process of training the principals in its use. The researcher had previously read about a similar study with high schools in Virginia, completed at the University of Pittsburgh (Keruskin, 2005). However, the school district in this study involved four middle schools in Esau, Illinois.  At the time of the study, the district in this study had 90% economically disadvantaged students, according to the Illinois School Report Card; Virginia had 46% economically disadvantaged students (Keruskin, 2005).

Research existed on what we termed a "crisis in public education" (Crawford,

Bodine, & Hoglund, 1993). These researchers concurred that immerse changes were

occurring in America, but there was very little change happening in American schools.

They believed one of the less expensive factors in school was ensuring quality of

instruction. Kay, Dunne, and Hutchington (2010) reiterated a belief that the public

education system was not preparing all students for the economic workforce and

citizenship opportunities and demands for the 21st Century.  Futernick (2010b) discussed

the need to improve the system to avoid the growing trend of firing low-performing

teachers. However, Daggert (2012) proposed that schools were improving; he asserted

that the world outside of the schools was moving at a rate four to six times faster than the

inside of schools, mainly because of technology. The researcher proposed the use of the

IPI walkthrough instrument and process could provide an opportunity for improving the

present system.

        Williamson (2007) suggested instructional walkthroughs as a method of data

gathering through classroom visitations by colleagues or the principals. David (2007) said

the idea behind walkthroughs was firsthand observations that would paint a picture of

improvement efforts. Williamson continued the importance of ensuring that everyone

understood the connection to school improvement efforts before launching any type of

walkthrough process.

**Rationale of the Study**

        At the onset of this study, there was a gap in the research literature regarding the

relationship between teacher and administrator perceptions of classroom walkthroughs

and student engagement at the middle school level.  The intent of this study was to add

value to the notion that if students were more engaged on the middle school level, it could

result in improved test scores at the high schools.  The researcher surmised implications of this study could lead to professional development opportunities for staff and administrators. The school district did not have a common instrument describing and documenting classroom walkthroughs. Across the district, schools were struggling to make gains in student achievement.  The district had implemented various instructional methods, offered professional development, fired administrators, and hired consultants. These efforts did not prove to increase student achievement as was evidenced by the district's continued academic warning status. The Illinois State Board of Education website documented this, citing little or no growth and consistent low evidence of improved achievement. As the Illinois State Board of Education had taken over the district instructionally and fiscally, the school district implemented a variety of instructional materials and methods, as well as enhanced professional development, in an attempt to improve student achievement, to little or no avail. In lieu of the state of the community and the school district, the researcher chose to investigate a process that could support the districts efforts. This study used an existing, previously validated tool for walkthrough assessment, and documented the process of training the principals in its use. This process was fiscally cost efficient.

**The Instrument.** The instrument used for this study was the Instructional Practices Inventory (IPI) walkthrough process developed by Valentine (2005). This process separated observations into six categories that monitored student engagement as shown in Appendix B. The Instructional Practices Inventory originated as a process of focused classroom walkthroughs that sought to monitor varying levels of student engagement. The intention was non-evaluative; it was used to provide teachers with

information and data around how their teaching affected student engagement.  The

overall goal was to affect a positive change in student engagement. This process also

provided a wealth of data for school improvement efforts; leadership and staff were able

to make informed decisions around student engagement. One important aspect of student

engagement was the belief that increased levels of student engagement resulted in

increased levels of higher order thinking of the students. The IPI involved brief focused

classroom visits, while obtaining a "snapshot" of student engagement upon entering the

classroom; the information was coded on worksheets (Valentine, 2009). The information

was shared with the teachers in a positive, non-evaluative manner.  A copy of this form

can be found in Appendix B.

**Research Questions**

   **Research Question 1:** What is the relationship of classroom walkthroughs, using

an Instructional Practices Inventory (IPI) Instrument, to administrators' perceptions of

classroom walkthroughs in a middle school setting?

   **Research Question 2:** What is the relationship of classroom walkthroughs, using

an Instructional Practices Inventory (IPI) Instrument, to teachers' perceptions of

classroom walkthroughs in a middle school setting?

   **Research Question 3:** What evidence do administrators cite to support their favor

of the training provided for the use of the IPI Instrument?

   **Research Question 4:** What evidence do teachers cite to support their favor of

the training provided for the use of the IPI Instrument?

**Hypotheses**

   **Hypothesis 1:** There will be improvement in the perceptions of administrators

doing focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis Ho1:**  There will be no improvement in the perceptions of administrators doing focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis H2:**  There will be improvement in the perceptions of teachers from focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis Ho2:**  There will be no improvement in the perceptions of teachers from focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis H3:** Administrators will express favor the training provided for the use of the IPI instrument.

**Hypothesis Ho3:**  Administrators will not express favor the training provided for the use of the IPI instrument.

**Hypothesis H4:**  Teachers will express favor the training provided for the use of the IPI Instrument.

**Hypothesis Ho4:**  Teachers will not favor the training provided for the use of the IPI instrument.

**Definition of Terms**

**Andragogy** – the principle of teaching and engaging adult learners (Henschke, 2011)

**Classroom walkthroughs** – frequent, focused, brief visits to classrooms to allow principals a quick snapshot of what is occurring in the classroom (Valentine, 2005)

**Feedback –** information on efforts toward reaching a goal (Wiggins, 2012)

**Focused-walkthrough** – purposeful classroom visits to observe a specific

practice (Valentine, 2005)

**Higher order thinking** – learning that demonstrates more cognitive processing, often requiring different learning and teaching methods (Anderson & Krathwohl, 2001)

**"Lookfors"** - Specific indicators of teaching and learning (Downey et al., 2004)

**Mixed methods** – a methodology for conducting research that involves collecting, analyzing, and integrating quantitative data and qualitative data in a study of inquiry (Bulsara, 2015)

**No Child Left Behind** – Federal law enacted in 2002 ensuring accountability, flexibility, and increased federal support for schools (Public Law 107-110)

**Socioeconomic status** – The social standing of class of an individual; this is a consideration of income, education, and occupation of individuals (American Psychological Association, 2020)

**Student engagement** – visual evidence of students' involvement in their work (Valentine, 2005)

## Limitations

The researcher considered fidelity of consistent feedback a primary limitation in this study. Factors such as the time of day, the subject area being taught, the consistency of the daily walkthrough, and the consistency of the immediate feedback, were all variables that were beyond the scope of the researcher. The specificities of the behaviors of each administrator as being formal or casual in their approach could not be determined.

In addition, the teachers who volunteered to participate in this study was a factor that could not be determined beforehand. Some teachers who initially volunteered, failed to return their surveys. Though the researcher assured potential participants of

confidentiality of their responses, some still chose not to participate.

Because of bargaining agreements, the researcher was not allowed to witness any of the walkthroughs. This made it impossible to know if and when walkthroughs were occurring. All data received was accepted as the administrators presented it.

**Summary**

In chapter one, the researcher introduced the study of teacher's and administrators' perceptions of classroom walkthroughs. There was a need for educators and policy makers to adopt a different approach to school accountability better than those that had pervaded the nation's school system (Futernick, 2010a). President Obama continued to address the urgency and rationale for educating our youth, while the mandated No Child Left Behind legislation of 2002 failed to accomplish proficiency of all students within targeted timelines. The importance of education was continuously expressed on the national, state, and local level, while the local bodies became more in control of their funding (Obama, 2009; Klein & Ujifuse, 2017). This study furthered investigated a method of gathering data on principals' and teachers' perceptions of classroom walkthroughs to support other researchers on classroom walkthroughs of teachers. In chapter two, the researcher discussed a review of the literature regarding other researchers' views of classroom walkthroughs.

**Chapter Two – Review of the Literature**

In this study, the researcher reviewed the literature on the various views of the status of public education. Information regarding the study of Andragogy, as well as the chronological beginning of school, as related to the intent of public education, were discussed. The researcher also investigated the various evolution of models of teacher supervision over the past 50 years. Finally, the researcher reviewed the framing literature on the background of walkthroughs: the various types of walkthroughs, the similarities and differences of the models of walkthroughs, success stories of walkthroughs, and the limitations and concerns of walkthroughs. The researcher synopsized walkthroughs as one of several strategies used across the nation in an effort to improve teaching and learning. This strategy, commonly called a walkthrough visit, had various names by various researchers, but the overall concept was the same.

**Views on Education**

There was an abundance of literature on the failures of public education and how it could be fixed. Some researchers pointed the finger at the system, others blamed the teachers, and some blamed the parents. Participant Media and Weber (2010) said that it was mysterious to most people why the schools had been failing so long. Even though public education had received much criticism, researchers reported that public schools were doing better than private schools in fourth and eighth grades mathematics (Lubienski, Crane, & Lubienski, 2008). This report was based on data analyzed from the 2000 National Assessment of Educational Progress (NAEP), using samplings of 30,000 students (Lubienski et al., 2008). The 2017 Phi Delta Kappan Poll reported that parents' opinions toward privatizing education appeared to be changing, especially if vouchers

were being considered.  Over two-thirds of parents said they would send their children to private schools if location and cost were not a concern (Ferguson, 2017).

Ferguson (2017) discussed Education Secretary Betsy Devos' views of the nation's public schools where she said the nations' public schools were "out of touch." Devos did not feel schools were meeting the needs of students. Parents' attitudes about private schools appeared to be shifting, though the results still indicated parents had a positive overview of their local schools.

According to Patton (2019), the teachers blaming parents and vice versa, possibly came from misunderstandings. She cited parents' and teachers' differences in understanding each other's views of parental involvement. She said that the parents need to have more discussions on expectations to understand each other.  She also said that the meetings can help parents understand what teachers do and how parents can assist. She also said teachers can help parents by conducting training and workshops to share strategies regarding working with students.

One synonymous theme in all of the literature was schools were not making the mark, academically. The goal of No Child Left Behind (NCLB) was to improve schools by ensuring that all students would be on grade level by 2014 as measured by Adequate Yearly Progress (AYP) on yearly state exams (ESEA Reauthorization Act, 2001). Schools were held accountable to the standards and expectations of these requirements. Though most agreed that the intent behind NCLB was virtuous, there were several factors that caused this accountability mandate to be difficult to achieve in most states. As reported in Education Update, Varlas (2010) said that many educators were frustrated regarding how NCLB had changed classroom experiences.  They were keeping watch as

the Elementary and Secondary Education Act was up for reauthorization; they were

interested in seeing how the debate around educational reform was developing and

looked forward to an opportunity to give their input. In 2015, President Obama signed the

ESSA Reauthorization (Every Student Succeeds Act) and the educational authority was

shifted back from the federal government to the states and local education agencies

(Sharp, 2016).

According to Sinek (2009), human behavior was influenced by manipulation or

inspiration. He said that manipulative techniques were effective, but only for a short term,

for immediate feedback, or for rare occasions.  Sinek (2009) also said being able to

articulate *why* people do what they do would result in understanding the meaning of

purpose, cause or belief.  Participant Media and Weber (2010) said it was necessary that

failing schools implement specific plans that would inspire; this would have a positive

impact on school improvement of schools and students.  The research on classroom

walkthroughs was more of an inspirational plan of influencing and inspiring teachers.

Researchers concurred that classroom walkthroughs could result in intentional classroom

activities. Researchers also concurred that walkthroughs could have an impact on

teachers and administrators' perceptions and the value of classroom walkthroughs

(Bessellieu, 2008;  Blatt, Linsley, & Smith, 2005; Bushman, 2006; Cervone & Martinez-

Miller, 2007; David, 2007; Graf & Werlinich, 2010; Johnston, 2008; Marzano, 2007;

Pappas, 2009; Pitler & Goodwin, 2008; Protheroe, 2009; Valentine, 2007; Valentine,

Goodman, Matthews, Klinginsmith, & Mees, 2008).

**Adult Learning Theory**. Researchers of adult learning theory suggested that

 educators needed to consider the importance of how adults learn. They pointed out that

the educational needs of adults were important issues of every discussion about education and the education of adults.  Baston (2008) believed educators should be saying goodbye to pedagogy and hello to andragogy. He said by applying the five principles of andragogy, educators could better help students learn and teachers become better facilitators. The researcher considered the following five principles: (a) adult earners are self-directed, (b) adults bring experience with them to the learning environment (c) adult learners enter the environment ready to learn, (d) adult learners are problem-oriented (e) and adults are motivated to learn by internal factors. Henschke (2010) discussed perspectives of andragogy held by various people. His article noted the varied critiques of the theory andragogy that were seemingly all based on other perspectives, more research, and that it was not a total solution for teaching all adults. *After 1970, some* researchers embraced the theory as one for teaching adults; others used it to accommodate their own preferences. Smith (2002) listed six outcomes associated to motivation of adult learning, as previously documented by Malcolm Knowles, who was known as the Father of Andragogy in the United States. These outcomes in andragogy related to the consideration of participants in the study in the researcher's need for conversations of interviews and surveys. The assumptions of Knowles (Curran, 2019) outcomes associated to motivation of adult learning were as follow:

- Adults should acquire a mature understanding of themselves.
- Adults should develop an attitude of acceptance, love, and respect toward others.
- Adults should develop a dynamic attitude toward life.
- Adults should learn to react to causes, not the symptoms of behavior.
- Adults should acquire the skills necessary to achieve the potentials of their personalities.
- Adult should understand the essential values in the capital of human experience.
-  Adults should understand their society and should be skillful in directing

social change. (Smith, 2002, pp. 1-2)

The researcher's study involved different concepts for adults to understand and perform. Various researchers concurred that considerations be made in terms of the adults' levels of education. Lieb (1991) said part of being an effective educator was understanding how adults learn best. He noted that motivation was important and that adults should balance responsibilities against the demands of learning, which often became barriers to learning. Trotter (2006) said that giving consideration to aspects of adult learning was paramount because there would always be a need for teachers to learn and grow.  Because of the constant changes in education with NCLB, it was important to understand how adult learners differed from young learners. She said this was of particular importance as needs for effective and sustainable professional development programs continued to grow. Trotter (2006) said there were theories related to adult learning: Age Theory, Stage Theory, Cognitive Development Theory, and Functional Theory.

**Age Theory**.  Trotter (2006) said that age theorists considered the commonalities of the adult learner at different times during their lives.  She argued adults changed as they aged and became more reflective of their lives and careers. The implication of this theory for professional development and for this research was to allow for opportunities for teachers to self-reflect in order to add meaning to what they were doing.

**Stage Theory.** The Stage Theory related to the notion of any differences in the way adults thought was not related to the ages of those adults.  Trotter (2006) said that adults moved through developmental stages, made connections, and then established their own identity. Therefore, according to this theory, the ages of the participants in this study were insignificant, whereas, their developmental stage was very significant.

**Cognitive Development Theory.** According to Hunt (1975) and Perry W. (1970), the adult's intellectual development moved from concrete to abstract. They surmised that as this related to teachers, veteran teachers had experienced more changes and continued to teach because of intrinsic reasons.  This concept suggested that seasoned teachers were better at educating others on new ideas and concepts.

**Functional Theory.** According to Nixon-Ponder (1995), Lindeman was historically considered a chief philosophy of adult learning from the early 18th century. He believed that adults' experiences were of the utmost consideration for learning. Guothro (2019) shared similar views and believed there was need to engage learning not only for personal reasons but also to improve their workplace skills. They also needed to become capable of creative thought with the ability to adapt to change. Knowles (1990) said learning was life-long and experienced-based.  He also added that adults were motivated to learn if the learning was beneficial to their needs and interests and that adults needed to be self-directed in their learning. These concepts were considered as related as the researcher conducted this study. It was important to realize that the training of the teachers was related to the understanding between the researcher and the participants of their motivation as the training related to their needs and interests. Figure 1 depicts the age range of the participants in this study.
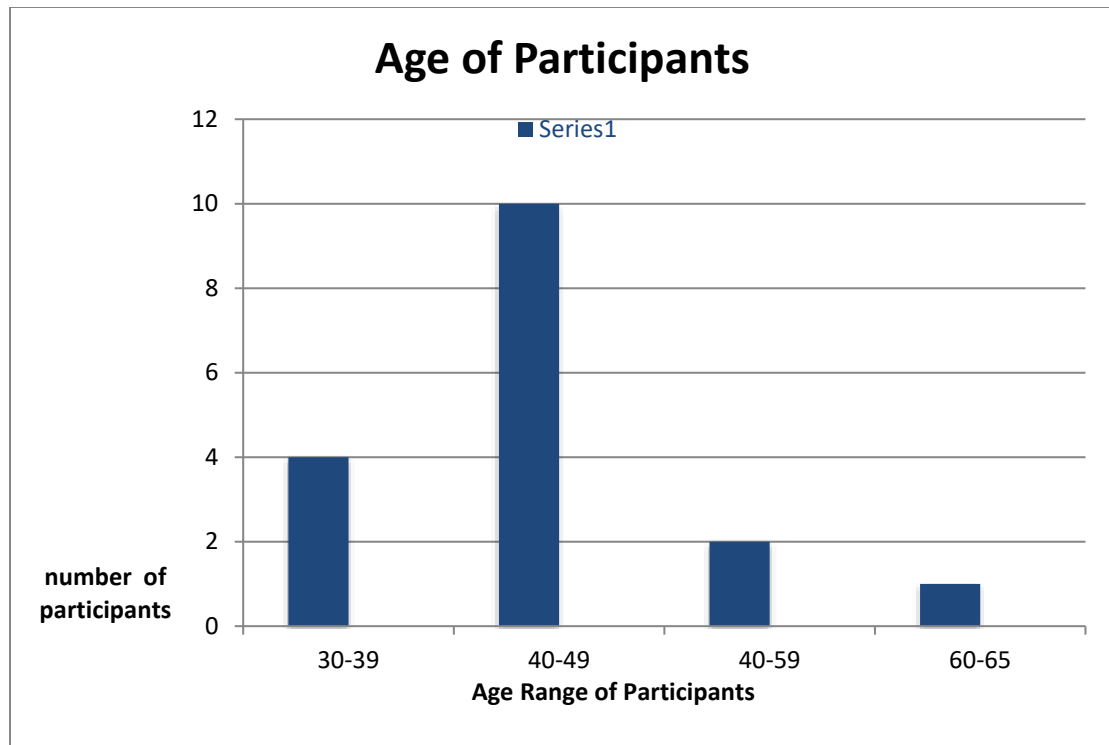
*Figure 1*. Age ranges of teacher participants at all schools.
*Note: This figure also represents both male and female participants.*

**Chronological View of Public Education**

The American public-school system is in crisis, failing millions of students,

producing almost as many dropouts as graduates, and threatening our economic

future. By 2020, the United States will have 123 million high-skill jobs to fill-and

fewer than 50 million Americans qualified to fill them. (Weber 2010)

This quote, which appeared on the back cover of the book *Waiting for Superman*, spoke

to the urgency needed if there was to be a positive change in the course in which

education was headed. In an effort to improve the educational system, a documentary

film was created from this book about the efforts of stakeholders. It inferred that the

educational system was not designed to teach the students of today because of the

different ways that students of today think and process information. As discussed in the

ETS Policy Information Report (2007) the shift to an industrial society in the late 1900s

demanded more educational training to obtain a decent job with higher pay, which affected the importance of schools and education.

**19th Century ideology.**  According to Thattai (2010), when Jefferson's ideas of creating a school system were formed in the 19th century, he did not want it based on religion as it was initially in New England in the 1600s.  He wanted the government to control education and schools made available to all people regardless of their social status.  Those who wanted religion to remain in their schools formed private schools as many states began to pass laws of compulsory education. As the need for schools was based on growing needs of the economy, wars, civil rights movement, student protests, and other signs of the time, educational needs and requirements were also adapted.

**20th Century ideology.** At the beginning of the 20th century, states organized their individual departments of education and schools were rated based on the locations because of their dependence on local property taxes.  Thattai (2010) indicated that the schools' dependence on local property taxes was one of the greatest factors in assessing the educational values and financial abilities of the schools' communities. According to Thattai (2010), there still remained some issues that did not address equity in education such as discrimination in race and gender.  Education continued to deal with other issues such as violence, drugs, and sexual related issues in today's educational system.

Hood (1993) proposed there had never been a time in the history of public education when all students excelled.  He continued that education in the United States historically was a serviceable system for preparing students for an assembly-line world, in which only an elite pursued higher education.  He said that America continued to try one method after another, one expert after another, and "ridiculously misdiagnosed" the

educational problems of the nation's schools. Nosotro (2010) concurred that public education had been on the decline since it began.  Hood (1993) noted that public education did not focus on results; he continued that students were not expected to meet the high standards. Ripley (2008) based her statement on decades of research; she implied that the biggest problem with U.S. public school was ineffective teachers.  Rhee, a past chancellor in Washington D.C. schools, interjected the answer was to obtain talented teachers and administrators.  Rhee contributed students' loss of skills to the failure of teachers to engage them in the classroom.  Ripley (2008) noted that this generation was less likely than their parents to graduate from high school; this, she said, had the potential to alter the nation's economy and security.

Nosotro (2010) traced the ideas for public school back to the time of Plato and Aristotle; Plato's belief was in character education, and that the lower class of people had no need for formal education.  Training began at the age of six, separating the sexes and determining the strengths of the students. According to Nosotro (2010), Aristotle believed that education was the responsibility of the government—to establish public schools and carry out education for all citizens.  Aristotle was a supporter of equity in education and believed that the states be responsible for education (Curren, 2010).

Since 1987, the Educational Testing Service has conducted original research and integrated secondary data to inform the policy discussions on critical educational issues (Nettles, 2017). According to Thattai (2010), the ETS Policy Information Report (2010) and Nosotro (2010) shared the same views on the Chronological History of Movements and Reforms to Improve the Educational System of over three centuries. A Nation at Risk was seemingly a wake-up call. Thirty years later educators were still trying to improve

the educational system. This report addressed the high number of functional illiterate

adults, functionally illiterate 17-year-olds, and the lowered non-competitive achievement

status of high school students. According to Nettles (2017), educators were not meeting

their goals for college degree attainment performance of the U. S. for targeted groups.

Only Asian Americans were beyond the target set for 2020, while the projections set for

other groups did not look promising. The report concluded by saying those

underrepresented population groups may require targeted and tailored initiatives to make

substantive progress.

As shown in Table 1, government-involved efforts in the educational system

began over 150 years ago.  This act granted land grants to each state based on the number

of senators and representatives in Congress. Though the government was involved, the

process of educating students was not where it was needed. One of the movements

considered to having a great impact was the passing of the GI Bill of 1944 (McCardle,

2017). This bill was particularly welcomed by black veterans who were able to pursue a

college degree through acceptance to attend previously segregated public universities in

the United States. This bill provided educational benefits for veterans of World War II

and stimulated the economy as well, providing benefits from home ownership, business

loans, tuition payments, as well as unemployment compensation for one year.

Maher (2016) discussed he National Defense Act of 1958, motivated by the

Soviet Union's success in launching the first satellite, Sputnik.  This act was the first to

provide low-interest student loans and the precedent of the Higher Student Loan Act of

1965. Recipients were required to affirm loyalty to the United States government

between 1958 and 1962, however 32 colleges/universities refused participation saying it

targeted students and violated principles of free inquiry. This loan assisted in providing federal loans to students to attend college in the 1960s.

Some of the movements made by the government were controversial as to their total effectiveness. One such was movement was the law whereby the outcome of District of Abington Township vs Schempp took God and prayer out of public schools (Church & State, 2020; Laats, 2012). Another movement was demonstrated in the Civil Rights Act of 1968; one of the goals of the Civil Rights Act of 1968 was to ensure equity in education. Though there were some improvements, inequity in education still existed for other reasons.

**21st Century Ideology.**  In 1983, "A Nation at Risk" report implied that American students were not doing well as compared with other students internationally. A few years later, 1986, "A Nation Prepared: Teachers for the 21st Century" warned of the growth of an underclass unless a higher caliper of achievement levels developed. Reauthorization of the Elementary and Secondary Act, No Child Left Behind Act of 2001, and more recently in 2013, the Reauthorization of ESEA/NCLB, were possibly indicators that the nation was still challenged as we continued to look for the panacea to have an equal and high-quality education for our students.

Table 1

*Chronological History of Movements and Reforms to Improve Education*

| Year | |
|------|---|
| 1862 | First Morrill Act/The Land College Grant Act:  The first step toward a large governmental role in education. |
| 1880 | Progressive Education Movement:  Helped boost American public schools from an idea to the norm (John Dewey) |
| 1917 | The Smith-Hughes Act: Created vocational programs in high schools. |
| 1944 | The GI Bill of 1944:  Assisted veterans with financial aid to attend college |
| 1958 | The National Defense Act:  Expanding educational opportunities for poor children |
| 1963 | Abbington vs. Schemp:  This case ridded God and prayer out of the public schools |
| 1964 | The Civil Rights Act of 1964:  An attempt to use federal legislation to stimulate greater equality in the U.S. society as related to opportunities of equity in education |
| 1965 | The Elementary and Secondary Act:  Improving instruction in important subjects that were previously ignored |
| 1983 | A Nation at Risk:  This report expressed concerns regarding student achievement in public schools.  It also implied a decline in test scores and that American students were not as well as other students internationally. |
| 1986 | A Nation Prepared: Teachers for the 21st Century:  This report documented the changing structure of the economy and its likely impacts on jobs…with its implications on the nation's schools and the teaching profession. |
| 1994 | Improving America's Schools Act and Goals 2000 Education:  Reauthorized the Elementary and Secondary Act of 1965 |
| 2001 | No Child Left Behind Act:  Addressing the importance of every child meeting state-mandated proficiency standards with district accountability measures |
| 2003 | Our Schools and Our Future:  Are We Still at Risk?  Updating the findings of a Nation At Risk |
| 2005 | Rising Above the Gathering Storm:  Recommendations to bolster the nation's economic competiveness |
| 2013 | Reauthorization of ESEA/NCLB:  Focus on raising standards, encouraging innovations, and rewarding success, while allowing districts more flexibility to invest resources where they will have the greatest impact |
| 2015. | ESSA (Every Student Succeeds Act. Reauthorization of ESEA. The focus was on holding States accountable for how students achieve. |

*Note*.  From Duemer (2007), Thattai (2010), ETS Policy Information Report (2010), and www.ed.gov/blog/topic/esea-reauthrization/ This table shows the efforts to improve education from with various movements, laws, Acts, etc., from the 1800's up to the present. The past 70 years has brought many efforts of awareness and improvement.  A Nation at risk was reviewed 20 years later. The movements in the last 30 years have become more aggressive.  The last 10 years have seemingly focused on global competitiveness.

**Scope of the Problem**

Educational Testing Service (ETS) Policy Information Report (2010) summarized the various reform efforts, stating that in spite of all of the initiatives and movements, too many children were still dropping out of school and those who decided to remain in school lacked sufficient skills. The ETS Policy Information Report also noted that these concerns signaled red flags that had a tremendous impact on the wages and economy of the generations to come.  Hood (1993) described the reform efforts as "half-hearted," "blame-shifting," and "comical."   He added that the belief of some critics was the educational reforms failed because of either sabotage or compromise by educational lobbies. Hood (1993) continued that cultural and social trends that began in the sixties caused the downfall of classroom discipline, educational morality, as well as a national agreement as to what students should learn. Participant Media and Weber (2010) said that there was no reason for this predicament in 2010. He stated everyone knew what worked and should put aside other agendas and provide what was best for children.  Duke (2006) stated that there was a lot more known about improving schools than about how schools declined. He implied that knowledge of how a school's academic achievement began would provide information to reverse the process for school turnaround efforts.

According to Doherty and Abernathy (1998), there was no single program or new practice that could transform low-performing schools into effective schools. The document discussed the plan's inclusion of district requirements that schools' central focus be on improving curriculum and classroom instruction, with everything else falling in alignment with that focus. The article added that, among other requirements, a major component was to prepare teachers to carry out high-quality instruction (Doherty &

Abernathy, 1998).

Williamson (2007), a Tucson high school principal at the time, commented that school was a place where every student received a high-quality education that prepared them to function in society. The principal also noted that difficult conversations with teachers regarding specific issues needed to be discussed concerning teaching and learning.  Particularly, those issues that affected student engagements needed to be discussed with the teacher.

In 1979, Ronald Edmonds wrote about the effectiveness of American education in a study funded by the U.S. Department of Education.  His study discussed equity in education and implicated family backgrounds and other peer backgrounds as were not factors influencing student achievement.  Edmond's research emphasized the capability of all students to learn and achieve with high standards regardless of their socio-economic background (Edmonds, 1979). He further inferred that the school's behavior was critical in determining the quality of the education of children. Edmond's research came to be known as Effective Schools Research, where he showed that children from low income families could be successful in school if the seven correlates of Effective Schools Research were in place. One of those seven correlates was Instructional Leadership, which was the resounding principle that served to the essence of this study concerning walkthroughs (Association for Effective Schools, 1996).

Futernick (2010b) discussed the need to improve the system to avoid the growing trend of firing low-performing teachers. He argued that there were three flaws to this procedure that needed to be considered: (a) teacher attrition, (b) the assumption that a ready supply of effective replacement teachers was available, and (c) ignoring the fact

that struggling teachers often lacked support and resources for the opportunity to succeed. Futernick (2010b) also noted there was some legitimacy to the concept of removing low-quality teachers: (a) some teachers entered the wrong profession (b) some had lost their will or ability to help students succeed and (c) some had become unforgivably abusive to their students. He suggested that poor teaching was possibly the result of poorly functioning systems rather than individual issues.

Though Futernick's (2010b) research was supported by other media journals, such as the New York Times, Newsweek, and the National Review, he concurred firing teachers would not be the answer to improving the nation's schools and closing the achievement gap.  Pondering additional solutions, he asked these focused questions: (a) How do we create continually self-correcting systems that support teachers and the people who govern schools?  (b) How does the proper support give them the chance to succeed? and (c) How do we incorporate meaningful definitions of teacher quality into the policies?

Futernick (2010a) also added that these questions were about policy, capacity and fundamental human relations, as well as it was about re-framing the issue of teacher quality, but rather "… embracing systems view that tries to help all teachers become committed, caring, and effective" (p. 59-64). In this study, the researcher explored the use of the Instructional Practices Inventory as a tool to assist in addressing these questions and concerns, in addition to answering the researcher's questions for this study.

Togneri and Anderson (2003) discussed the various responsibilities of the principal.  They discussed the emerging expectations of the principal's role as being more of an instructional leader, as well as the person for setting the framework for instructional

improvement. They said that brevity; focus, dialogue, and variations of theme were all key elements of walkthroughs.

Pitler and Goodwin (2008) said the key to making accurate decisions based on short observation was in knowing the objective of the walkthrough. Their implication from this statement was that if principals did not know the specific focus, or misunderstood the purpose of walkthroughs, their observations would be useless, or worse, harmful to teachers and students. Their concern was that principals needed to be equipped with the right set of "lookfors" and a clear understanding of purposes in order to maximize classroom walkthroughs as powerful tools for promoting great teaching.

A study done by Valentine, Goodman, Matthews, Klinginsmith, and Mees (2008) was the largest one known with common measures of student achievement.  It involved a two-year study of 224 of the 325 middle level schools across the state of Missouri.  One of its findings was principal leadership did relate directly to student achievement. They noted there were principal behaviors that influenced student achievement.  Those principal behaviors were: (a) maintaining high levels of day-by-day organizational effectiveness, (b) engaging significantly with the instructional issues of the school, (c) facilitating faculty development of a comprehensive vision for the school, and (d) maintaining current knowledge of best practices. As the researcher explored the literature on classroom walkthroughs, the importance of these behaviors was evident and consistent in all comparable walkthrough processes.

**Walkthroughs**

**MBWA.** The concept of observing and monitoring was not a new one. Its formal origins originated from the business world. Though their practices were informal,

Hewlett- Packard utilized the first formal practice of Management by Walking Around (MBWA) in the 1970s (Downey et al., 2004; Peters & Waterman, 1984). Executives from Hewlett-Packard came up with a system that demonstrated to organizations, from businesses as well as schools, the importance of getting out of the offices and into the areas of the work. This process of monitoring, in the 1970s known as "Management by Wandering Around" (Johnston, 2008). Ten years later, research by Peters & Waterman (1984) led them to author a book, entitled *In Search of Excellence*. Their research involved seven attributes that needed to be on the leader's radar to affect excellence: (a) structure, (b) strategy, (c) systems, (d) style, (e) skill, (f) shared values, and (g) staff. Peters and Waterman (1984) emphasis was in proving how crucial people were to business success. The commonality of this research to classroom walkthroughs was the concept of dependence on visibility and collaborative management.

**Evolution of Walkthroughs.** There had always been some form of monitoring expectations of teachers. Downey et. al (2004) said after 1620 and for about 200 years, supervision was considered inspectional, and could be done by almost anyone. She said there were basic "lookfors," such as compliance with rules to ensure education was being facilitated properly. Supervision evolved from simple to more complex from the mid-1800s; the focus on education was more prominent, teachers began to receive better training, and the roles of principals transitioned into a more engaged instructional leader. Downey, et. al. concluded by saying that administrators and teachers had moved more toward a collaborative and cooperative mindset. Downey et al. (2004) recalled John Dewey's thoughts that teachers needed direct, spontaneous interactions with their principal. She added that it was this concept that supported the Downey Walk-Through

process, which assisted in collaboration and was formative in nature.

According to Downey et al. (2004), walkthroughs were an improvised system of management by walking around, (also known as MBWA) which were something that had been done historically by good leaders. The examples ranged from Alexander the Great to Abraham Lincoln, to former U.S. Secretary of State Colin Powell. Finally, they acknowledged that MBWA was used educationally in 1990 with Elliot Eisner, who said that America needed the kinds of schools where principals would spend a third of their time in the classrooms to know firsthand what was going on.

Another classroom walkthrough was Data-In-A-Day, also known as DIAD (Ginsberg & Kimball, 2008).  This process comprised a team with minimum of a parent, teacher, and an administrator, or more, who would take notes as they observed a class to gather data for 5 to 10 minutes.  They would leave out and have a five-minute discussion about the similarities and differences about what was seen. They would then move on to the next classroom with a final group meeting of all teams at the end of the day.

Williamson (2007) discussed the urgency of improving America's high schools, indicating that high school was the venue for helping students with the decisions that would determine their future.  He suggested the instructional walk-through as a method of data gathering through classroom visitations.  He also noted that there were different kinds of walkthroughs, providing only a "snapshot" of what was going on instructionally in the classrooms. Williamson (2007) said that colleagues or the principals could conduct these walkthroughs. David (2007) said the idea behind walkthroughs was that firsthand observations could paint a picture of improvement efforts.  She said that before launching any type of walkthrough process, it was important to ensure that everyone understood

how it connected to school improvement efforts. Bessellieu (2008) cautioned that considerations be given those variables that inadvertently interfere with the process. Those variables, which may often be out of our control, include factors of time, interruptions, unpreparedness and unexpected requests.

Skretta and Fisher (2002) said that walkthroughs were performed for instructional improvement, with a specific aspect of instruction, and entailed a specific checklist. Blatt et al. (2005) described a walkthrough as the principal's method of gathering classroom information and framing that interaction. They described it as brief, structured, and a non-evaluative classroom observation by the principal that was followed by a conversation with the teacher about what was seen in the classroom.  They concluded that no matter how walkthroughs were conducted, there were three elements that were common to all walkthroughs: brevity, focus, and dialogue.  No matter how individual schools utilized the process, the commonality was essentially the same; the ultimate outcome was constructive conversations with teachers.

There were differing views and opinions of classroom walkthroughs among various researchers (Besselieu, 2008; Blatt, Lindsey, & Smith, 2005; Bushman, 2006; Cervone & Martinez-Miller, 2007; David, 2007; Downey, Steffy, English, Frase, & Poston, 2004; Gingsberg & Kimball, 2008; Graf & Werlinich, 2010; Johnston, 2008; Keruskin, 2005; Marzano, 2007); Moss & Brookhart, 2013; Pappas, 2009; Pitler & Goodwin, 2008; Protheroe, 2009; Richardson, 2001; Skretta & Fisher, 2002; Teachscape, 2010; The Center for Comprehensive School Reform and Improvement, 2007b; Togneri & Anderson, 2003; Valentine, Goodman, Klingsmith, Matthews, Mees, & Soloman, 2008); & Walker, (2005). The commonality of these walkthroughs showed there was they

all exhibited a physical observation of what was going on in the classroom. As the researcher explored the different types of walkthroughs with various degrees of objectives, the researcher compared additional walkthrough processes for commonalities as well as differences. The commonalities of these instruments were all related to the inspection of expectations. The instruments were all more alike than they were different. They differed in the checklist itself, the amount of time required, the recording process, and whether feedback was required.

In an article from the Center for Comprehensive School reform and School Improvement (2007b), the importance of brevity was noted because the walkthroughs were designed to increase the number of classrooms that principals visited. Cockerham, a principal of a high school in North Carolina, said "If we are in the classroom for more than three minutes, we defeat the purpose of gathering first impressions" (The Center for Comprehensive School Reform and School Improvement, 2007b, p. 2). She went on to say that the "lookfors" were student engagement, curricular targets being taught, evidence of planning, classroom environment, and questions of students as to what they were learning. The author concluded by saying that the effective walkthrough resulted in increased conversations and reflections about teaching practices; most importantly, it supported improved teaching and increased student achievement (The Center for Comprehensive School Reform and Improvement, 2007b).

According to a Walker (2005), a walkthrough was a process of visiting classrooms for short time periods of 5-15 minutes, where the instructional program was observed, feedback was provided to teachers, students talked about what they were doing, and data were gathered to inform curricular decisions. He suggested scanning

predetermined areas while conducting walkthroughs. Walker (2005) said it was beneficial

to walk through the entire classroom, looking for certain behaviors and appearances.

Moss and Brookhart (2012) said walkthroughs should be formative in nature,

which focus on opportunities for conversations and on learning. According to Walker

(2005), there were relevant questions to be considered by principals before conducting

the walkthrough. These questions got to the essence of what was really occurring in the

classroom. This was not only through observation, but also direct information from the

learners.  Walker (2005) suggested the following questions for consideration:

- Ask questions of at least two students: What are they doing?  Why are they doing it? How do they get help if they need it?
- Classroom layout and set up:  How does the classroom surrounding reflect the curriculum?  How is student work a part of the environment?
- Similarities and differences in pedagogy:  How can teachers share what they are doing and learn from each other?
- Purposes of the lesson:  What was observed?  What will subsequent lessons cover that relate to this lesson?
In this process, the conversations were held with the students, because the

students were the most important decision makers in the school.  Moss and Brookhart

(2012) were concerned with students who were working on lower levels. The greatest

concern was whether those students were enabled to continue on that level. The

researchers concluded saying the students' understanding of important concepts and

processes are deepened in what students do, say or write.

Johnson (2008) discussed the changing roles of administrators from years ago to

the roles now of coaching, mentoring, and supporting teachers, while juggling ways of

increasing student achievement.  Johnson (2008) described walkthroughs as frequent,

brief and focused visits to classrooms for the purpose of observing for themselves, the

instruction that provided and the needs of staff and students in the school.  Johnson said

that this tool could be useful for school leaders or teams of teachers to assist in

identifying topics for professional development.  Johnson (2008) shared an outline of

valuable steps for constructive strategic outcomes of walkthroughs, as cited by Skretta

and Fisher (2002, pp. 39-41).  He concluded by saying that because the roles of principals

have evolved, there was a need to be more focused on instruction, and teachers needed to

be engaged in more discussions about improving teaching. Johnston (2008) noted the

following as valuable steps for constructive strategic outcomes of classroom

walkthroughs:

- Develop and use common language for quality instruction

- Establish clear and consistent expectations for the administrator's presence in

  classrooms and communicate those to staff members and school

- Schedule informal walkthrough observations as you would any other

  important item on your calendar

- Use walkthroughs to promote dialogue with teachers

- Share anecdotal feedback from walkthroughs with the faculty

Marzano (2010) said in a video, the walkthrough movement was a good

movement, as well as a powerful movement. He said most walkthroughs that he had seen

were ineffective.  He went on to say the reason was because they worked against

developing effective teachers, focusing only on a set of narrow range of instructional

strategies.

Though Marzano's name has been associated with walkthrough methods, he

wanted it clarified that he had not worked with any other observation method or

walkthrough protocol, other than the iObservation Protocol. There was a video where he

explained iObservation Protocol for marketing purposes. iObservation Protocol was a comprehensive system that entailed classroom walkthroughs but with added features. Marzano (2010) added that he thought walkthroughs presented a negative effect in relation to enhancing the teachers' skill in the classroom. He believed walkthroughs were not effective unless there was a focus on a narrow range of instructional strategies and a component of immediate feedback with the teacher.  The Instructional Practices Inventory fits these criteria as specified by Marzano.

Graf and Werlinich (2010) defined a walkthrough as an organized tour through the school . . .using "lookfors" to focus on elements of effective instruction and learning. They listed seven objectives of walkthroughs: (a) learn more about instruction and learning, (b) validate effective practice and ensure continued use, (c) create a community of learners for adults and children, (d) open the school and classroom to all staff, (e) focus teachers and the principal on student work and the learning process, (f) improve decision making about instruction and learning, and (g) design more useful professional growth opportunities. Through Valentine's (2007) IPI instrument, all of Graf and Werlinich's objectives were indicated in his method.

According to Graf and Werlinich (2010), one of the key questions to be answered by the principal and faculty before beginning walkthroughs was: "What strategy or process if implemented consistently will make the strongest impact on student learning and achievement?" (Graf & Werlinich, 2010, p. 40). They said the answer to that question was rooted in data collected through standardized assessment of student achievement, data collected by teachers through classroom practices, and data collected by administrators during classroom observations.

There was a consistent theme in the research that a key component of implementing walkthroughs was the consideration of brevity as well as an agreement on the focus. Graf and Werlinich (2010) suggested that the principal and teachers work together to identify the specific elements of effective instruction they wished to target. As the researcher continued to investigate walkthroughs, the essential or focus question was at least one ingredient that was synonymous to all walkthroughs. Another essential ingredient was the terminology of "lookfors" as indicators or descriptors of teaching.

Graf and Werlinich (2010) said the principal should establish a schedule for walkthroughs and communicate this to the teachers and stick to the schedule. They also noted the type of data to be collected, gathered, and identified during the walkthrough. This included student learning behaviors, student work, teacher behaviors, materials utilized, class activities, and physical arrangement of the classroom. They also discussed the importance of establishing guidelines for all participants in the walkthrough. They expressed the importance of the need for clear expectations to be established concerning the professional behaviors for individuals participating in their process. They pointed out that even though feedback was important, negative or judgmental comments to others regarding a teacher or student was totally inappropriate.

Gladwell (2005) said accurate decisions could be made with short observations if the observer knew the focus of the walkthrough. On the other hand, Gladwell indicated that if principals did not know the objectives of the walkthrough, not only would their observations be useless, but even harmful to teachers and students. Pitler and Goodwin (2008) concurred with the importance of principals understanding the reason for their observations. They said principals should realize the goal of each walkthrough; they

noted principals would then have a better picture of the quality of instructions in their

building.  Pitler and Goodwin (2008) went on to compare good walkthroughs with the

ability to see not only the trees, but also the forest. This analogy suggested not only

seeing the details, but the larger picture of the school as well.

Downey, Steffy, English, Frase, and Poston (2005) acknowledged that there were

a variety of walk-through approaches that provided feedback to teachers, but said their

approach was different from most. Rather than a "snapshot," as was described with

Valentine's Instructional Practices Inventory, the Downey et al.  (2004) approach was a

"video clip of up to three minutes" (p. 2). Their walkthrough process had five

components: the observation, potential reflection, curriculum/instructional focus,

potential follow-up, and with no checklist of "lookfors."

**Feedback to teachers.** Graf and Werlinich (2010) discussed the importance of

specific feedback based on firsthand observation and how powerful it was for teachers.

Gillespie, Jenkins, and Scheweinler (2017) discussed the power and necessity of

feedback. They said if it occurs frequently and immediately, it changes the delivery of

instruction and training of teachers through the observation-feedback process (Gillespie

et al., 2017). Kachur (2007) discussed the importance of understanding how the change in

teacher behavior changed by getting the teacher to reflect on his/her teaching, not just by

telling the teacher what he/she did well or not well. Kachur (2007) also said that this

feedback was important because it assisted in trust building, questioning, responding, and

empowering in the teacher/evaluator relationship.

Blanchard (2015) discussed one way to get teachers to set goals for the year was to

provide consistent feedback; he referred to the feedback as the "Breakfast of

Champions." He went on to say feedback should be truthful and timely, and suggested

that whether in sports or in the classroom, individuals want to know how well they do. It

could be in the form of encouragement, praise, or coaching for performance

improvement. Blanchard (2015) concluded by noting that by providing clear, regular

feedback was most cost effective for improving performance.

Feldman (2016) discussed feedback as "actionable." He insinuated actionable

instructional feedback was making headway with both teacher satisfactory and student

achievement. He said actionable feedback allowed teachers a better model to support

their colleagues in meaningful improvement and self-reflecting skills. Feldman (2016)

said there was no definite method in place for meaningful feedback to teachers. He said

because of the broad range of structures, schools could choose what would work best for

them.

Additionally, Kachur (2007) said that good conferencing skills improved the

administrator's communication skills and strategies that enhanced teachers' abilities to

reflect, learn and apply insights into their own actions when teaching. Graf and Werlinich

(2010) listed several tools that could be used for debriefing teachers:

- Oral feedback: being specific with verbal feedback to teachers about something observed in the walkthrough and connecting the feedback to "lookfors";
- Written feedback to staff: writing a good narrative about what was observed during the walkthrough and distributing information to the entire staff; the narratives include specific examples of how "lookfors" are present in the school;
- Written feedback to teachers, short notes or e-mails to individual teachers, (the notes should include specific examples or descriptions as to how "lookfors" were present in the classroom
- Debriefing the faculty: conducting a short meeting to debrief the faculty immediately after completing the walkthrough; feedback was focused on what was present in the school and not on individual teachers.
- Group conference: conduct a group conference with teachers to highlight and validate the teachers' use of effective practices and/or implementation of "lookfors," begin with a general overview of the walkthroughs and then give each

teacher specific positive examples of effective teaching strategies or "lookfors" that was observed during the walkthroughs;

- Growth conference:  conduct a group conference focused on improvement, use training questions, identify areas of consideration, encourage teachers to complete a self-reflection, examine samples of student work, or share instructional artifacts from students and the classroom;

**Use of walkthrough data.**  Pitler and Goodwin (2008) listed six questions that should be asked when conducting walkthroughs: (a) Are teachers using research-based teaching strategies?  (b) Do students grouping patterns support learning?  (c) Are teachers and students using technology to support student learning?  (d) Do students understand their goals for learning?  (e) Are students learning both basic and higher order levels of knowledge?  (f) Do student achievement data correlate with walkthrough data? Pitler and Goodwin (2008) also suggested how walkthrough data should be used. They said that it should be used:  (a) as a way to coach teachers to higher levels and never for passing judgment on teachers, (b) as a strong source of data to determine the extent to which their professional development initiatives are effecting the classroom, (c) to see the power of sharing observational data with school staff to support professional learning communities.

Downey et al. (2004) said that full implementation of the walkthrough process could change the culture of a school to one of collaboration and reflection, as teachers grew professionally and gained more knowledge through the reflective conversations. Blatt et al. (2005) discussed teachers walking through each other's classrooms gathering information on the various practices and student learning. Blatt et al. (2005) said that this practice, utilized by the UCLA School Management program, had become quite common. In this program the schools used the walkthrough process to collect data allowing them to know how training would affect classroom instruction and student

learning. This process was non-evaluative and teacher-driven.  Graf and Werlinich (2010) also discussed how teachers could use this process as an opportunity to discuss instruction and learning to coach one another. They said as this process began with the principals, walking through classrooms and the school, while including teachers in the process, was a powerful tool. They expressed how much there was for teachers to learn from each other by being able to visit classrooms and have discussion that occurred after the visit; this built a sound knowledgebase about effective instructional practices. Bushman (2008) developed a walk-through model with teachers, which they accepted, and it became a valuable tool for improving professional practice. Bushman (2008) said this instrument assisted teachers in becoming more reflective about their actions and attitudes toward their work.

The UCLA School Management Program had teachers decide on a focus question from an identified goal area, collect and share data, analyze the data, and hence, have a continuous cycle of inquiry and improvement.  Through this process, teachers received a better sense of "connectedness" with the process of teacher practices in correlation to professional development (Blatt et. al., 2005). In analyzing the data, the teachers had more knowledge of the instructional impact as related to learning goals for students. Finally, the school was constantly focused on key questions and conversations among teachers, administrators, parents and staff.

Cervone and Martinez-Miller (2007) discussed how classroom walkthroughs were used to drive a cycle of continuous improvement. The cycle started with the "desired goal" or "defined a future" in the center of the cyclical display. Gathering data, hypothesizing, implementing, reflecting on implementation, and next steps were

positioned in a cyclical manner, suggesting on-going process of improvement.

Blatt et al. (2005) gave examples of how schools catered the program to fit their own needs. One entire elementary school did the walkthrough on a day when students were not present. Twenty-five teachers volunteered and opened their classrooms to their colleagues. After deciding on the question that would be the focus for the walkthrough, they visited classrooms in small groups, K-5. At their reflective meetings, teachers discussed good ideas they planned to use.

At another elementary school in its fourth year of doing walkthroughs, the school planned grade-level team walkthroughs with their key question being focused on consistency of practice across the grade level. According to the Blatt et al. (2005), schools had used this process with modifications to suit their school. However, the overarching premises was that teachers learned from teachers, discussed their work, and kept the focus on improving student achievement. A copy of their walkthrough observation tool was no longer available online at the time of this study.

**Teachscape**. Teachscape (2010) had yet another walkthrough process. Teachscape was a company that dealt with a host of educational services. They defined the classroom walkthrough as a process of collecting data to provide a continuous cycle of monitoring performances in classroom instruction.  Their belief was that the single most important factor influencing student achievement and school performance was effective teaching. According to Teachscape (2010), the classroom walkthrough provided a framework for teacher conversations about student learning. These visits assisted in gathering data regarding the quality of instruction, the levels of student engagement, and the rigor of the curriculum. The Teachscape model had a monitoring checklist titled

"Classroom Walkthrough Standard LookFors."  There were five key areas of foci with subtopics under the first three topics. The details of the Teachscape tool were:

- Focus on curriculum: The subtopics under this area identified the learning objective. It also identified whether the learning objective was evident to the student and whether the learning object was on target for grade level;

- Focus on instruction: In this area, a checklist of 12 instructional practices identified the instructional practices; the grouping format was identified as whole group, small group, paired, or individual;

- Focus on the learner: Under this topic, a checklist of five student actions were listed; instructional materials were identified from a list of 12 types; the levels of student work were determined as related to knowledge, comprehension, application, analysis, synthesis, and evaluation; the level of student engagement was determined as to highly engaged, well-managed, or dysfunctional;

- Focus on classroom environment: This area had a checklist of five areas that address available classroom materials, model student work posted, evidence of routines and procedures, scoring rubrics displayed, students' interaction with classroom environment and student work displayed; and teacher's response to the individual needs of the students through differentiation of content, process, product, and learning environment

Teachscape also had a technology tool to assist in implementation of the classroom walkthrough, which served to support and sustain the process of classroom walkthroughs. The tool could be used for both teachers and administrators; the data were used to engage teachers in conversations about student learning in a reflective and

collaborative manner; and teachers received the opportunity to focus on things happening in their classrooms that were relative to student learning (Teachscape, 2010). Proponents of Teachscape suggested this process caused a cultural change of honesty where teachers felt it was safe to take risks with their focus on improvement.  Graf and Werlinich (2010) also expressed the walkthrough be seen as part of the culture and not as an event. They said that principals should establish a visible presence in classrooms in order to make this process a part of the culture. The technology component of Teachscape (2010) enabled instructional leaders to collect and report walkthrough data wirelessly with various electronic devices "Good Schools collect an enormous amount of data about what students are learning.  Great schools also collect data about how effectively teachers are teaching" (Teachscape, 2010, p. 1).

**Instructional Practices Inventory.**  Valentine (2007) developed the Instructional Practices Inventory (IPI) in 1996. Valentine (2008) developed a specific process for walkthroughs that measured the level of student engagement in classrooms. The researcher chose this method for the study because it captured various stages of student engagement that were immediately evident. The researcher also noted the IPI was cost effective. The IPI was very similar to other walkthroughs in that it required brevity, focus, and could be personalized for the needs of the school.

IPI was a walkthrough concept that was comparable to the method used by Teachscape. The initial intent was to find a way to develop a school–wide picture of student learning that would serve as a basis for faculty reflection, instructional change, and school improvement (Valentine, 2007). The Missouri Center for School Improvement became known in 1997 as the Middle Level Leadership Center. It worked

with school improvement initiatives, especially the middle school level.  The Middle

Level Leadership Center also conducted and disseminated research for middle level

principals and teacher leaders. Valentine was the director of the Middle Level Leadership

Center, which conducted and disseminated research for middle level principals and

teacher leaders. This includes the research on the Instructional Practices Inventory

(Middle Level Leadership Center, 2014).  The Instructional Practices Inventory (2007)

contained the following components: (a) a focus on student engagement rather than

teacher behavior;  (b) engagement of teachers in whole-faculty and small-group

collaborative analysis, reflection, and decision-making of the profile data; and (c)

extensive formative data so teachers could frequently monitor and adjust practices.

Valentine (2007) said that the first two categories, Student–Engaged Instruction

and Teacher-Led Instruction, allowed for higher-order learning experiences. The last

areas, Student Work with Teacher not engaged and Complete Disengagement represented

areas of "disengagement," whereby students were not engaged in learning associated with

the curriculum. Marks in the last areas of non-engagement and complete disengagement

were indications of a need for immediate conversations with the teacher. They said the

observers were mandated to have formal training in the use of the Instructional Practices

Inventory (IPI) process. The individuals trained then lead a faculty work session to

review and analyze the data from the walkthroughs. They gave recommendations for

engaging all teachers in purposeful, structured study, reflection, and problem solving

based upon the IPI profiles. As the data was analyzed, the authors said the ultimate goal

was to develop an action plan for instructional change.

According to Valentine (2007), the IPI process had been used in several large

urban school systems and in hundreds of small, city, suburban, and urban districts. They summarized by saying in the future, data from three Midwestern states and from urban settings in four other states would provide valuable insight about the utility of the IPI as a tool for profiling student learning and, as a tool for promoting faculty reflection and problem-solving.

Unlike the IPI process, Teachscape (2010) did not indicate that extensive training was necessary for use of their monitoring "lookfors" sheet, though it was logical for the researcher to assume the necessity of a certain level of training for use of any process of classroom walkthrough training. As the Instructional Practices Inventory and Teachscape were compared to Graf and Werlinich's discussion of walkthroughs, Teachscape was more comparable to the criteria of walkthroughs as described by Graf and Werlinich. Colvin, Flannery, Sugai, and Mohegan (2008) were similar to IPI as they discussed the effectiveness of conducting classroom observations and providing performance feedback; they said teacher performance is immediately increased.

**Other Walkthrough processes**. There were various ways for walkthroughs to be conducted.  According to Williamson (2007), Los Angeles schools used walkthroughs as part of their school improvement process. The visits were conducted monthly and the instructional focus was based on the work of Marzano (2007).  Colleagues conducted the visits, charted their work, and posted them in an area where it could be viewed for professional development among teachers to assist in planning and school improvement strategies. Protheroe (2009) said frequent five-minute visits focused on specific "lookfors" gave principals valuable information about what was working-or not working in their schools.  Gillespie, Jenkins, and Schweinler (2017) concurred with Protheroe,

indicating that brief but frequent classroom visits were the chosen methods for informally

supervising teachers. They also responded to the necessity of feedback to promote

delivery of instruction and teacher-education through use of a particular observation

process (Gillespie et al., 2017). According to Protheroe (2009), the walkthrough approach

created a school-wide picture made up of many snapshots. Richardson (2001) said the

key elements of walkthroughs included: (a) make walkthroughs routine, (b) identify the

focus of the observation, (c) visit the classroom, and (d) reflect after the walkthroughs.

Pitler and Goodwin's (2008) final thoughts conveyed the notion that at least 10

visits each to 40 teachers' classrooms could provide a more accurate picture of the quality

of instruction within a school. Pappas (2009) expressed support of classroom

walkthroughs. He mentioned that the professional development gained from classroom

walkthroughs with feedback for teachers was equally significant for administrators.  He

said he found principals eager to refocus their thinking from traditional evaluations to

more fundamental reflections on the various facets of learning.

**Summary**

In Chapter Two, the researcher discussed various researchers view on public

education.  Teachers were viewed as the solution by some and the problem by others

(Pitler & Goodwin, 2008). Their views ranged from the long-time failure of public

education to a view that public schools were doing better than private schools. NCLB,

which was created to fix the problems of inequity in education, did not work. At the time

of this study, the search was on-going for more solutions to impact school and student

improvement.

The review of the literature discussed Adult Learning Theory, which spoke to

how adults learn. The researcher also discovered the synonymy among researchers of the necessity to improve education as the needs for educating students shifted from the 1900s to the needs of educating students in 2020. As the search for ways to improve our educational system for the past 70 years transpired, researchers differed on the reasons for ineffective schools; they also differed on the strategies for improving the system.

Researchers agreed the demands were high on administrators. This necessitated everyone on board to achieve maximum results in school improvement efforts (Guilott, Parker, & Wheat, 2017). As their roles evolved, the classroom walkthrough became increasingly more popular. This system for monitoring classrooms, formally and informally, with similarities and differences, was discussed as well as various methods of documenting and giving feedback to teachers. The IPI instrument was described and compared to other walkthrough instruments; some researchers expressed negative views with this system. While some saw it as very useful in supporting, strengthening, and enhancing instructional leadership, others viewed it as one-sided evidence that did not always support opportunities for collaboration (Moss & Brookhart, 2013). The researcher chose the IPI because of its ease in obtaining training, disseminating training, and cost effectiveness for use. In Chapter Three the researcher will discuss the methodology of this study.

## Chapter Three – Methodology

### Overview

The purpose of this study was to examine teachers' and principals' perceptions of classroom walkthrough observations. Walkthrough observations were described as "snapshots" of exactly what was seen immediately upon entering into a classroom.  In this study, the researcher investigated the change in principals' and teachers' perceptions of classroom walkthroughs over a designated period of time. Details of the participants and the process for gathering data was discussed. At the onset of this study, there were no studies prevalent on perceptions of middle school administrators and teachers.

### Research Questions

**Research Question 1:** What is the relationship of classroom walkthroughs, using an Instructional Practices Inventory (IPI) Instrument, to administrators' perceptions of classroom walkthroughs in a middle school setting?

**Research Question 2:** What is the relationship of classroom walkthroughs, using an Instructional Practices Inventory (IPI) Instrument, to teachers' perceptions of classroom walkthroughs in a middle school setting?

**Research Question 3:** What evidence do administrators cite to favor their view of the training provided for the use of the IPI Instrument?

**Research Question 4:** What evidence do teachers cite to favor their view of the training provided for the use of the IPI instrument?

### Hypotheses

**Hypothesis 1:** There will be improvement in the perceptions of administrators doing focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis Ho1:**  There will be no improvement in the perceptions of administrators doing focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis H2:**  There will be improvement in the perceptions of teachers from focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis Ho2:**  There will be no improvement in the perceptions of teachers from focused classroom walkthroughs using the Instructional Practices Inventory.

**Hypothesis H3:** Administrators will cite evidence in favor the training provided for the use of the IPI instrument.

**Hypothesis Ho3:**  Administrators will not favor the training provided for the use of the IPI instrument.

**Hypothesis H4:**  Teachers will cite evidence in favor the training provided for the use of the IPI Instrument.

**Hypothesis Ho4:**  Teachers will not favor the training provided for the use of the IPI instrument.

**Methodology/Research Design**

The researcher used a mixed methods design, where both qualitative and quantitative data were used, which included research questions and hypothesis in this study. Qualitatively, the data was utilized for interviews and questionnaires. The questions on the interviews and questionnaires were related to knowledge and opinion of the IPI process. The quantitative data collection included the responses tabulated from the surveys of teachers and administrators. This combined information yielded numerical data that was used for a statistical analysis. The use of both qualitative and quantitative

systems constituted the mixed-method approach (Bulsara, 2015).

This method was chosen because it harvested more in-depth perspectives of responses from both the administrators and the teachers. This process allowed the researcher to gather information from both perspectives, with no initial regard as to whether the qualitative method or quantitative method was dominant (Creswell, 2013a; Creswell, Hansom, Plano, & Morales, 2007). In addition, the researcher chose this method because according to Creswell (2013b), the mixed methods approach provided a complete picture. He discussed the fact that quantitative data gave a big picture, while qualitative data gave more specific details. The researcher's use of surveys, questionnaires, and interviews provided a representation of quantitative and qualitative data for this mixed methods approach.

According to Subedi (2016), the mixed method design allowed the reality for other perspectives. With this in mind, a more sensible and realistic perspective was derived, rather than from using theoretical considerations. The author went on to say there was now a growing interest of researchers in using a mixed methods approach to collect and analyze data to ensure the research is more legitimate.

**Procedure**

The researcher secured permission (Appendix A) from Dr. Jerry Valentine, Professor Emeritus (University of Missouri), to use his "Instructional Practices Inventory" (IPI) classroom walkthrough instrument to accommodate the needs of this study. In order to use Valentine's materials and conduct the study, the researcher attended IPI training, and then qualified with a proficiency score in order to secure permission.  A copy of the walkthrough instrument as well as the inventory checklist used appeared in

the Appendix B.

The school district's superintendent was contacted for written permission which appears in Appendix C, to conduct the study in the school district's middle schools. The principals of each of the four middle schools were contacted for written permission to conduct the study in their schools. The letters of participation of principals appear in Appendix D.  Teachers were also asked for their willingness to be participants in this study as is also shown in Appendix E.

The middle schools in the school district were the focus of this study. At the onset of the study, the elementary schools in the district were doing well academically, while the district's high school was in "warning" status, as was documented by the Illinois State Board of Education 2009 School Report Card. The researcher wanted to investigate whether the use of the Instructional Practice Inventory could assist in creating more awareness for teachers and administrators of student engagement in the middle school. The teachers' and administrators' perceptions were indications of their views of the importance of  the process of monitoring student engagement.

Teachers and administrators were given individual interviews and questionnaires to gain insight on their perceptions and knowledge of the classroom walkthroughs before and after the process.  Pre and post surveys were used to capture the quantitative data. Quantitatively, this study used surveys of teachers and administrators to determine the before and after perceptions of classroom walkthroughs. The surveys also included open-ended questions of which qualitative data was obtained.

The Instructional Practices Inventory was a process developed to record and systematically display student engagement within short moments, immediately upon

entering the classroom. This provided teacher with data to improve instruction and student engagement through collaborative conversations.

**The School District**

The school district was in a low socioeconomic city and the population was 99.95% Black, with all students qualifying for free and reduced lunch. At the time of this study, the school district included three middle schools, one early childhood center, one high school, and one alternative high school. The district also included eight elementary schools and one K-8 school, of which the middle school grades were a part of this study. The alternative school was an extension of the high school, where students transitioned to and from throughout the school year, depending on their age and behavior. Pseudonyms for the names of the schools and the school district were used for confidential purposes. This study involved Esau School District (pseudonym) with middle school teachers and administrators, grades six through eight. The make-up of the schools is shown in Table 2.

According to the research on Adult Learning Theory, adults needed a self-concept of being responsible for their own decisions, as well as know why they needed to learn (Knowles, Holton, & Swanson, 1998).  For this reason, it was crucial that the teachers and administrators involved in the study were willing participants. All of the participants were willing to learn about the Instructional Practices Inventory process.

**The Administrators**

The administrators included two males and one female, who were all products of the community and school district's educational system.  The highest degree attained was a Masters' in Education.  The female had seven years of experience; her age was 35-40 years. One male had two years of administrative experience; his age was 50-55 years. The

second male was a first-year administrator; his age was 45-50 years.

**The Teachers**

This group was composed of 19 teachers, from all schools. Jacobi had a total of seven participating teachers. There were six females and one male.  Four female ages ranged from 40-49 years range, two with 10 years of teaching experience and two with 13 years of experience.  One female was in the 30-39 years range, with eight years of teaching experience.  The other female teacher age range was 50-59 years, with 22 years of teaching experience. The male was in the 30-39 years range, with five years of teaching experience.

Table 2

*Participating Schools*

| Schools | Descriptions |
| --- | --- |
| Jacobi Academy | Grades kdg through grade eight |
| Clearview Middle School | Grades six through eight |
| Libby Middle School | Grades six through eight |

**Participants**

The participants in the study were initially three middle school principals; a middle school closed, leaving only two middle schools. There was also one kindergarten through eighth grade principal.  Participants included seven teachers from Jacobi Academy, six teachers from Clearview and six teachers from Libby. At the time of this study, Jacobi was a kindergarten through grade 8 school. For purposes of this study, only the middle school grades 6 through 8 were used.

Clearview had six teachers participate; there were three males and three females. The male's ages were all in the 40-49 years range, with six, 10, and 15 years of teaching experience, respectively. Two females ranged from 40-49 years, with 10 and 11 years of

teaching experience. The other female was in the 50-59 years range, with 25 years of

teaching experience.

Libby had six teachers participate; there were three male participants and four

female participants. Two males were in the 40-49 years range, with six years of teaching

experience; the other male was in the 60-65 years range, with three years of teaching

experience. Two of the females were in the 30-39 years range; their teaching experiences

were 12 and 14 years, respectively. The other female was in the 40-49 years range,

having 25 years of teaching experience.

**Participant Recruitment**

A meeting with the principal and participating teachers (7-10 teachers from each

school) was held after school in each of the three middle schools to explain the terms and

process for the study. Some of the teachers and principals had heard of the instrument,

but said they had never used it. The researcher then held separate meetings with the

principals. Meetings with the teacher groups were held at each site after school.

Participants were informed that their participation was not mandatory; it was also noted

the data collected were confidential and would only be used for the purposes of the study.

Not all of the teachers attending the meeting wanted to participate They cited various

reasons, with time and privacy being the majority of their concerns. Participants agreeing

to participate are evidenced in Appendix E.  There was a minimum of five teachers at

each site, which the researcher deemed a sufficient number of participants to move

forward with the study.  Individual sessions were then set up to have the interviews with

each of the teachers.

Per the training received from Dr. Jerry Valentine, the researcher's aim was to

achieve a common understanding of the categories and the processes for marking them on the appropriate forms. The principal of each middle school met with the researcher after school for training on the categories contained in the Instructional Practices Inventory and the process to employ in selecting and marking these categories during a classroom walkthrough. The researcher met for three one-hour sessions after school with the administrators. They answered questions and further demonstrated their understanding in the process. The administrators each explain their understanding of the process to the researcher.

**Data Collection #1**

By the end of the first quarter, the researcher surveyed and interviewed the principals and teachers to determine their knowledge of focused walkthroughs. The principals discussed with each other the process they would employ as they began their focused walkthroughs the following week. They performed the walkthroughs daily for the three quarters left in the semester. The researcher surveyed the principals and teachers again at the end of the semester.

**Sampling Procedures**

The number of participants determined the sampling size. All of the teachers willing to participate were allowed to participate. The process was done separately for administrators and teachers. The administrators were informed that the district had given approval for this study to be done and were asked to participate. Copies of the letters/approvals from the school district appear in Appendix C. A formal letter was written to principals and other participants to acknowledge their acceptance and requesting their signature, as shown in Appendix D and E, respectively. Copies of the

survey, questionnaire, and interview sheets appear in the Appendix F and G, respectively.

Flyers were sent to the schools by email and school mail, detailing the informational afterschool meeting, at each school. Though initially more teachers showed interest, there was a reduced number of teachers willing to participate. Teachers had various reasons why they did not wish to participate, citing low teacher morale district-wide, mistrust of central office, and fear that the instrument would be used in an evaluative manner.  The state had just taken over the district for academic and financial reasons. There were substantial cuts in the budgets and loss of jobs.

The researcher wanted to determine if classroom walkthroughs would improve administrators' and teachers' perceptions of the overall concept of classroom walkthroughs. There had been similar studies done for high school and elementary schools, but at the onset of this study, the researcher did not locate any such studies for the middle schools. As evidenced by the State Report Cards, Esau School District was in the fifth year of Academic Warning.  The high school had never made adequate yearly progress. Most of the elementary schools were making adequate yearly progress.  As the 13 elementary schools fed into the middle schools, the middle schools were not making adequate yearly progress, which eventually impacted the high school seemingly never making adequate yearly progress.

Principals reported that focused classroom walkthroughs were conducted through all classrooms. The data were only recorded for those participants agreeing to be a part of the study.  The principals went into a classroom with a specific task in mind.  The principals' first "snapshot" or view of student engagement or disengagement was noted on the recording instrument.  The principal would intentionally have a non-evaluative,

non-threatening, conversation that same day as to what was seen upon arrival in the classroom.  This conversation took place immediately after the class, on the teachers' planning period, or at the end of the same day.  After 12 weeks of daily walkthroughs, the surveys and questionnaires were again given to the teachers and their responses collected. Principals also shared some copies of the coded walkthrough instrument, which detailed the levels of student engagement or disengagement, not to specific teachers.

**Data Collection #2**

Several data sets were collected, including: (a) principal interviews, (b) teacher interviews, (c) principal pre and post surveys, (d) teacher pre and post surveys, (e) teacher pre and post questionnaires, and (f) administrator pre and post questionnaires. The qualitative data included interviews with principals, interviews with teachers, and teacher questionnaires. The researcher made appointments with the participants to conduct the interviews. The interviews were held with each individual, and each were a minimum of 15 minutes long.  Principals made afterschool appointments. The researcher interviewed the teachers during their prep period or immediately following school.  The researcher asked the questions and recorded their responses. There were eight questions for administrators and nine questions for teachers. The purpose of the interview was to conduct a pre-assessment of the knowledge base of the Instructional Practices Inventory of the participants. The researcher conducted pre- and post-interviews with each participant using questions to determine their understanding of the total process and its components. Their pre- and post-interview responses were reported in Chapter Four.

The data collected also included pre- and post- teacher surveys responses and pre- and post- principals' survey responses. The doctoral faculty and the IRB of Lindenwood

University approved the self-created surveys used in this study.  The survey questions

were the same for both administrators and the teachers.  The Likert scale was used to

analyze the quantitative data; according to Cohen, Manion, and Morrison (2011) this

tool is commonly used to measure attitudes. The Likert scale was widely used since

1932 (McLeod, 2019).

Likert scale survey statements focused on teacher and administrator perceptions of

the effectiveness of specific parts of the focused walkthrough process using a rating scale

to record their responses (1=strongly disagree, 2=disagree, 3=neither disagree nor agree,

4=agree, and 5=strongly agree). Responses from principals and responses from the

teachers were designed to determine their understanding of the focused walkthrough

process. The survey also included open-ended response questions, which were designed

to provide in- depth responses to the surveys. The researcher used coding and

triangulation of the data to analyze the qualitative data.

The researcher used a t-test to determine the statistical analysis of this data.

The researcher used ratings "strongly disagree – disagree – neither disagree nor agree –

agree – strongly agree" to scale ranges of responses for the administrators' and teachers'

perceptions of the effectiveness of each component of the focused walkthrough process.

The collection of the interviews and surveys was completed in three weeks; the

researcher allowed one week per school.  This proved to be an adequate amount of time.

Changes in the school district.  The ushering in of new central office leaders and out with

prior district leadership seemingly had a profound effect on the remaining staff in the

school district.  As the researcher discussed plans of this study with teachers, their

responses indicated apathy and distrust for the district leadership. This was problematic

in obtaining a greater number of willing participants to participate in a process that could ultimately improve their schools. From central office staff to support staff in the schools, most demonstrated an unwillingness to get involved in discussions about how the uses of classroom walkthroughs could benefit the school and the students.

Though the participants signed the agreements, participated in the training and agreed to the terms, their enthusiasm seemed short-lived.  Even the administrators expressed some mistrust of the study. At first, this appeared to be an obstacle because participants' expectations and attitudes played a large role in the results of the study. However, the researcher was able to move forward with a satisfactory number of willing participants. Hattie (2012) supported this premise stating teachers' actions matter, especially those who teach in a deliberate and visible manner. Hattie (2012) also discussed the effect the passion of the teacher had on student engagement.

**Summary**

In Chapter Three, the researcher discussed the methodology of this study.  This included the participants, demographics, procedure, data collection, and the research design. The researcher gathered data from surveys, interviews, and questionnaires. Coding and triangulation of the data was utilized by the researcher to get a better understanding of the data. The researcher also discussed changes in district leadership as it related to reservations of participation in the study.  In the following chapter, the researcher discussed the results of the study.

**Chapter Four:  Results**

As discussed in Chapter Three, a mixed-methods approach was used in this study. In consideration of the quantitative approach, the researcher used pre- and post-surveys with the administrators and teachers. In consideration of the qualitative approach, the researcher used interviews and open-ended questions to gather information on the administrators' and teachers' views of classroom walkthroughs.   In this chapter, the results of the interviews and surveys were compiled. The findings of the statistical data as related to the t-test was discussed and analyzed in this chapter.

**Interview Questions**

In order to facilitate analysis of the interviews, the researcher organized responses of the groups by schools; the researcher then organized the responses by listing the abbreviated questions. The researcher used color-coding to distinguish the similarities and variations of responses during this process. The interviews questions are located in Appendix G.

**Null Hypotheses**

**H1:**  There will be no improvement in perceptions of administrators doing focused classroom walkthroughs using the Instructional Practices Inventory.

**H2:**  There will be no improvement in the perceptions of teachers doing focused classroom walkthroughs using the Instructional Practices Inventory.

**H3:**  Administrators will not express favor the training provided for the use of the IPI instrument.

**H4:**  Teachers will not express favor the training provided for the use of the IPI Instrument.

**Surveys**

The structure of the responses of the surveys included eight questions. The surveys required pre- and post-responses from teachers and administrators; each response was grouped by teachers/administrators, and then by schools. These questions were formatted to be used with a Likert scale response. This was done to allow for comparisons of responses to the same questions for each school. There was also an open-ended question following each survey question.  For data reporting purposes, the initials of the schools were used in place of names for the schools:  JA= Jacobi, LI = Libby, and CL= Clearview. The survey questions are located in Appendix H.

**Research Questions**

**Research Question 1:** What is the relationship of classroom walkthroughs, using an Instructional Practices Inventory (IPI) Instrument, to administrators' perceptions of classroom walkthroughs in a middle school setting?

**Research Question 2:** What is the relationship of classroom walkthroughs, using an Instructional Practices Inventory (IPI) Instrument, to teachers' perceptions of classroom walkthroughs in a middle school setting?

**Research Question 3:** What evidence do administrators cite to support their view of the training provided for the use of the IPI Instrument?

**Research Question 4:** What evidence do teachers cite to support their view of the training provided for the use of the IPI instrument?

**Research Question 1**: What is the relationship of classroom walkthroughs, using an Instructional Practices Inventory (IPI) Instrument, to administrators' perceptions of classroom walkthroughs in a middle school setting?

The administrators responded in favor of the Instructional Practices Inventory used for the classroom walkthroughs. Their responses indicated the instrument was cost effective and plentiful for the necessary numbers of walkthroughs. They also commented the five categories of engagement were easy to identify instantly upon entering the classroom.  As related to the frequency of the classroom walkthroughs, principals responded that they found it simple to get in and out of most of the classrooms; the visit had a specific purpose for the walkthroughs and they knew it would be quick and to the point. The administrators also expressed the idea of calling it a "snapshot" was a great way to remember to capture what was seen immediately upon coming into the classroom. The principals all agreed that the feedback to the teachers was an important aspect of their walkthroughs, however they varied in the manner in which the feedback was given. Some were given a short note that was left on the teachers' desk; sometimes the teachers received the notes in their hands as the principal was leaving the classroom. The principal also left notes in the teacher's mailbox rather than disrupt the lesson.  If there was not an opportunity to speak to the teacher, the principal would give a "thumbs up" as he left the classroom.

The administrators cited the ease of facilitating the instrument.  The principals also responded that they noticed that the teachers and students seemed to appreciate the classroom visits, particularly since it was always positive and non-evaluative. Some of the students would attempt to show the principals their work or explain their activities. Some of the teachers appeared anxious to demonstrate they had control of the classroom with the students performing various levels of engagement.

**Administrators Survey Responses**

There were eight questions for each of the three administrators.  Overall, 63% of the responses were similar.  Twenty-four percent of the responses were totally different, particularly when asked about the most important procedure of the implementation of the walkthrough model.  The breakdown of the analysis of the responses were as follows:

- Strengths of the categories: All of the responses were all related to the snapshot of what was seen immediately upon entering the classroom.

- Quality of the training: The overwhelming responses regarding the training were the ease of afterschool training with the researcher.

- Implementation procedures:  All of the responses varied from school to school.

- Frequency of walkthroughs:  All of the responses were all related to the classroom walkthroughs occurring daily.

- Frequency of feedback:  All of the responses were similar, citing either speaking to the teacher immediately or leaving the teacher a note.

- Impact of classroom walkthroughs on engagement:  Two of the three administrators said the classroom walkthroughs created an awareness for the teacher; one administrator responded to the effect the walkthroughs had on the adjustment teachers made to engage all students.

- How IPI categories enhances classroom walkthroughs: All of the responses were similar, mentioning the consistency and commonality of the tool and the walkthrough process.

- Quality enhancement of focused classroom walkthroughs: All of the responses were positive as they all reflected on the commonality and consistency of the process.

**Administrators' responses to open-ended questions**

1.    The Instructional Practices Inventory contains five categories of student engagement in the classroom.  What are the strengths of these categories in describing desired student-learning engagement?

All of the administrators shared similar comments responding that the greatest strengths of the categories were evidence of what was seen immediately upon entering the classroom. One administrator responded the evidence was present or not, while another responded the notion of the possibility of good opportunities for more conversation.

2.   Describe the quality of the training you received on understanding the categories and criteria in the Instructional Practices Inventory.

All of the administrators described the training as an afterschool workshop/meeting. One administrator described it as clear and concise, while another added the opportunity for questions. The other administrator noted the availability of copies of the forms from the researcher.

3.   What are the most important procedures you follow when implementing the classroom walkthrough model?

Two of the administrators responded to the importance of immediate impression of what was seen. The other administrator stated the visits were intentionally 10 minutes or more after class started.  Other responses included the visit being short, while another said not to rely on memory, but to schedule visits ahead of time.

4.  How often do you conduct a walkthrough classroom observation for a particular teacher?

All administrators indicated that they performed the walkthroughs a minimum of once per day. One responded that the walkthroughs were done various times of the day; another administrator responded that the walkthroughs lasted from one to five minutes.

5.  When and how do you share feedback with a teacher after conducting a focused classroom walkthrough observation?

The administrators' comments all indicated that the feedback was done on the same day.  One said it was done at the end of class. Another response was the use of notes left in teachers' mailbox; one administrator added that brief positive conversations were held. One administrator also implied end-of-the-day feedback was used unless there were immediate concerns.

6.  How do focused classroom walkthrough observations impact student engagement in their learning within the classroom?

Two administrators responded about the awareness the observations created for teachers. One administrator responded about the sense of common purposes created when conducting the walkthroughs.

7.  How have focused classroom walkthrough observations impacted classroom instruction?

All administrators had different responses.  The responses were: (a) better conversations with teachers; (b) the focus of teachers on engagement for all students; and (c) the ability of teachers to make adjustments through immediate conversations.

8.  How do the Instructional Practice Inventory Categories serve to enhance the quality of focused walkthrough classroom observations?

All administrators' responses varied. One focused on the fact that the tool was

researched-based, another said it provided consistency and fairness, while the other

administrator responded about the ease and speed of the process with the immediate

conversations.

**Interview Responses - Administrators**

The interview questions and responses from the administrators were as follows:


1.  The Instructional Practices Inventory contains five categories of student engagement

in the classroom.  What are the strengths of these categories in describing desired student-

learning engagement?

The administrators shared common positive responses regarding the strength of the

categories.

> Administrator JA:  The range of engagement levels; the evidence is there or not!

> Administrator LI:  Expectations covered; evident upon entering; simplifies process

> Administrator CL:  Strong visibility of what you see or don't see; good

> opportunities for conversations

2.  Describe the quality of the training you received on understanding the categories and

criteria in the Instructional Practices Inventory.

> Administrator JA:  An afterschool workshop from the researcher; clear and concise

> Administrator LI:  In a meeting afterschool; one-on-one opportunity for questions

> Administrator CL:  Afterschool workshop with copies of forms from the researcher

3.  What are the most important procedures you follow when implementing the

classroom walkthrough model?

> Administrator JA:  Was sure to record immediately; not rely on memory; 1st

snapshot

Administrator LI: What was seen upon entering; short visit

Administrator CL: Intentionally went 10 minutes or more after classes started.

4. How often do you conduct a walkthrough classroom observation for a particular teacher?

Administrator JA: Walkthroughs daily; For this research one per day.

Administrator LI: Everyday; at least once per day; 1-5 minutes minimum

Administrator CL: Once daily, though at various times different days

5. When and how do you share feedback with a teacher after conducting a focused classroom walkthrough observation?

Administrator JA: At the end of class; leave note mailbox.

Administrator LI: Before the end of the school day, unless there are immediate concerns.

Administrator CL: Same day; brief positive conversation

6. How do focused classroom walkthrough observations impact student engagement in their learning within the classroom?

Administrator JA: Teachers are awareness of how they teach;

Administrator LI: Gives administrators common purpose when doing walkthroughs

Administrator CL: Through awareness for teachers and administrators

7. How have focused classroom walkthrough observations impacted classroom instruction?

Administrator JA: Better teacher conversations; teacher catered to the process

Administrator LI:  Teachers knew to focus on engagement of all students

Administrator CL:  Through immediate conversations, teachers can make

adjustments

8.   How do the Instructional Practice Inventory Categories serve to enhance the quality

of focused walkthrough classroom observations?

Administrator JA:  A consistent tool for walkthroughs; fairness/expectations

evident

Administrator LI:  Yes. Immediate conversations; process is quicker/easier

Administrator CL:  Research-based; proven to be successful

**Research Question 2:** What is the relationship of classroom walkthroughs, using an

Instructional Practices Inventory (IPI) Instrument, to teachers' perceptions of classroom

walkthroughs in a middle school setting?

The teachers at first expressed little to no knowledge about classroom

walkthroughs.  The surveys and interview questions indicated that the teachers all had

very favorable perceptions of the classroom walkthroughs. All of the responses

corroborated on the usefulness of classroom walkthroughs for preparing lessons,

monitoring various levels of engagement, and working with various engagement levels of

students. The teachers' responses indicated the strengths of the categories were clear,

specific and immediately observable.

The teachers responded that the helpfulness of the feedback centered around

improvements in lessons, and student interest and attentiveness. Teachers also said they

felt supported and encouraged from the feedback received. Teachers responded the

walkthrough created a heightened awareness of what they were teaching; they said the

classroom walkthroughs assisted in an improvement in their teaching. The teachers also said there was improved teacher-principal relations and/or interactions because of the classroom walkthroughs. Teachers responded that the walkthroughs had a positive effect upon student discipline rigor, relationships, and attitude towards planning for instruction.

Teacher responded in positive manners as it related to instruction; they. said instruction was more focused because of higher levels of engagement and the types of engagement activities. They noted improved instruction and student engagement. They also responded in relation to the theme of awareness, attentiveness, expectations, and monitoring; one response was related to the improved relationship of the teacher and principal. The teachers responded on the clarity, specificity, and commonality of the process, as well as the positivity of the terminology and clarity of the vocabulary. Responses were related to the roles of the categories, such as observable behaviors and the ascending order of the levels of engagement. Other positives responses included specificity, and commonality of the process.

**Teachers' Survey Responses**

There were nine questions for each of the nine teachers.  The results were as follows:

1.	Five categories of engagement describing desired learning engagement:  Over 61% of the teacher's responses indicated the strengths of the categories as clear, specific and immediately observable; 17% responses to the accommodation of the variety of the levels of engagement; 17% responses indicated the usefulness of these categories as monitored for professional development needs. Only one response indicated the role the categories play in teachers planning for student engagement.

2.      Are criteria helpful in teachers' planning for maximum learning engagement: 100% of the responses were "yes," and the responses corroborated on usefulness for preparing lessons, monitoring various levels of engagement, and working with various engagement levels of students.

3.      Quality of training received on IPI categories and criteria: 95% of the teacher's responses indicated the training was sufficient or better; 5% responded that additional training could be used because the process was so new.

4.      Belief in what principal's is looking for when conducting classroom walkthroughs: All of the responses were positive as to the principal "lookfors" when performing classroom walkthroughs; 72% of the responses indicated a compilation of the various "lookfors" of classroom walkthroughs; 28% mentioned student engagement as the "lookfors."

5.      Is immediate feedback provided on classroom walkthroughs observation and is it helpful: 100% of the responses indicated they were provided with immediate feedback. The themes in terms of the helpfulness of the feedback centered around improvements in lessons, student interest and attentiveness; also, teachers felt supported and encouraged.

6.      Affect classroom walkthroughs had upon teaching: There was an overlapping of responses as related to awareness and improvement of teaching:  39% felt the walkthrough created a heightened awareness of what they were teaching; 56% felt that the classroom walkthroughs assisted in an improvement in their teaching; 22% of the responses were all related to improved teacher-principal relations and/or interactions.

7.      How focused classroom walkthroughs impacted student engagement and learning in the classroom: All of the responses were positive, with three different themes:

45% responded that the walkthroughs had a positive effect upon student discipline; 33%

responded from the concept of what the principal expected to see the teachers doing; 22%

responded from an affective domain as to how the walkthroughs affected rigor,

relationships, and attitude towards planning for instruction.

8.      Has focused classroom walkthroughs affected classroom instruction: 72%

responded in positive matters as it related to instruction such as: instruction more focused

because of levels of engagement and engagement activities; improved instruction and

student engagement; 22% responded related to the theme of awareness, attentiveness,

expectations, and monitoring; one response was related to the improved relationship of

the teacher and principal.

9.      How IPI Categories enhanced the quality of focused classroom walkthrough

observations: All of the responses were positive: 61% responded on the clarity,

specificity, and commonality of the process.  Responses included positivity of the

terminology and clarity of the vocabulary; 39% responded related to the roles of the

categories, such and the inclusiveness of observable behaviors and the ascending order of

the levels of engagement. specificity, and commonality of the process.

**Pre- and Post- open-ended questions survey response of teachers**

1.      Why is your school district employing a focused classroom walkthrough

observation system?

     JA: The pre-survey of teachers indicated that 83% had no knowledge of why the

district was using classroom walkthroughs; their post results showed that 100%

understood why the district was using classroom walkthroughs

     CL:  The pre-survey of teachers indicated that 100% had no knowledge of why the

district was using classroom walkthroughs; their post results showed that 100%

understood why the district was using classroom walkthroughs.

LI:  The pre-survey of teachers indicated that 100% had no knowledge of why the

district was using classroom walkthroughs; their post results showed that 67% understood

why the district was using classroom walkthroughs.

2.      How was the training helpful?

JA:  The pre-survey of teachers indicated that 100% had no knowledge of

classroom walkthroughs, nor the training. Their post results showed that 100% became

knowledgeable about the different levels of student engagement, what disengagement

looked like, and the importance of monitoring student engagement.

CL:  The pre-survey of teachers indicated that 100% had no knowledge of

classroom walkthroughs; nor the training. Their post results showed that 100% became

knowledgeable of became knowledgeable about the different levels of student

engagement, what disengagement looks like, and the importance of monitoring student

engagement.

LI:   The pre-survey of teachers indicated that 100% had no knowledge of

classroom walkthroughs; nor the training. Their post results showed that 100% became

knowledgeable of became knowledgeable about the different levels of student

engagement, what disengagement looks like, and the importance of monitoring student

engagement.

3.      How do these criteria assist you in preparing for a focused classroom

walkthrough observation?

JA:  The pre-survey of teachers indicated that 83% had no knowledge of how to

prepare for focused classroom walkthrough observations. Their post results showed that 100% were well aware of how to use the criteria to prepare for focused classroom walkthrough observations.

CL:  The pre-survey of teachers indicated that 100% had no knowledge of how to prepare for focused classroom walkthrough observations. Their post results showed that 100% were well aware of how to use the criteria to prepare for focused classroom walkthrough observations.

LI:  The pre-survey of teachers indicated that 67% had no knowledge of how to prepare for focused classroom walkthrough observations. Their post results showed that 100% were well aware of how to use the criteria to prepare for focused classroom walkthrough observations.

4.      How does the principal help you with understanding the system?

JA:  The pre-survey of teachers indicated that 50% responded that the principal helped them understand the system through reviewing the information with them, answering questions, and giving sample scenarios. Their post results showed 100% responded the principal helped them understand the system through feedback, explanations of the forms, and feedback conversations.

CL:  The pre-survey of teachers indicated that 83% the principal helped them understand the system through reviewing information with them, answering questions, and giving sample scenarios. Their post results showed 100%  responded the principal helped them understand the system through feedback, explanations of the forms, and feedback conversations.

LI:  The pre-survey of teachers responded the principal helped them understand the

system through reviewing the information with them, answering questions, and giving sample scenarios. Their post results showed that 100% responded the principal helped them understand the system through feedback, explanations of the forms, and feedback conversations.

5.       What is the most helpful feedback you received from the walkthrough?

JA:  The pre-survey of teachers indicated that 100% had no knowledge of feedback through classroom walkthroughs.  Their post results showed that 100% responded getting very helpful principal feedback from walkthroughs such as how to challenge students for higher levels of engagement; constant feedback conversations and discussions regarding engagement were also noted as helpful.

CL:  The pre-survey of teachers indicated that 67% had no knowledge of feedback through classroom walkthroughs.  Their post results showed that 100% responded getting very helpful principal feedback from walkthroughs such as how to challenge students for higher levels of engagement; constant feedback conversations and discussions regarding engagement were also noted as helpful.

LI:  The pre-survey of teachers indicated that 83% had no knowledge of why the district was using classroom walkthroughs. Their post results showed that 100% responded getting very helpful principal feedback from walkthroughs such as how to challenge students for higher levels of engagement; constant feedback conversations and discussions regarding engagement were also noted as helpful.

6.       How does the walkthrough observation system serve to support teachers in the classroom?

JA:  The pre-survey of teachers indicated that 33% had no knowledge of how the

walkthrough observation system was supportive. Their post results showed that 100% responded that the classroom walkthrough system provided consistency of the process, positive conversations, and constructive feedback

CL:  The pre-survey of teachers indicated that 100% had no knowledge of how the walkthrough observation system was supportive. Their post results showed that 100% responded that the classroom walkthrough system provided consistency of the process, positive conversations, and constructive feedback

LI:  The pre-survey of teachers indicated that 83% had no knowledge of how the walkthrough observation system was supportive. Their post results showed that 100% responded that the classroom walkthrough system provided consistency of the process, assisted with lesson planning, positive conversations, and constructive feedback.

7.      How has the observation system increased student-learning engagement in the classroom?

JA:  The pre-survey of teachers indicated that 67% had no knowledge of how learning engagement was increased. Their post results showed that 100% responded increased learning engagement in the classroom through more awareness of student engagement and more knowledge of how to focus on higher levels of engagement.

CL:  The pre-survey of teachers indicated that 50% had no knowledge of how learning engagement was increased. Their post results showed that 100% responded increased learning engagement in the classroom through more awareness of student engagement and more knowledge of how to focus on higher levels of engagement.

LI:  The pre-survey of teachers indicated that 83% had no knowledge of how learning engagement was increased. Their post results showed that 100% responded

increased learning engagement in the classroom through more awareness of student

engagement and more knowledge of how to focus on higher levels of engagement.

8.       How is the focused classroom walkthrough system beneficial to you as a

classroom teacher?

JA:  The pre-survey of teachers indicated that 67% had no knowledge of focused

classroom walkthrough system. Their post results showed that 100% indicated the

classroom system to be very beneficial through awareness of levels of engagement as the

process served as a roadmap for success of engaging students.

CL:  The pre-survey of teachers indicated that 67% had no knowledge of the

focused classroom walkthrough system. Their post results showed that 100% indicated

the classroom system to be very beneficial through awareness of levels of engagement as

the process served as a roadmap for success of engaging students.

LI:  The pre-survey of teachers indicated that 50% had no knowledge of the

focused classroom walkthrough system. Their post results showed that 100% indicated

the classroom system to be very beneficial through awareness of levels of engagement as

the process served as a roadmap for success of engaging students.

**Interview questions - Teachers**

1.       The Instructional Practices Inventory contains five categories of student

engagement in the classroom.  What are the strengths of these categories in describing

desired student-learning engagement?

Thirty-seven percent responded to the specificity of the categories, while 21% of

the teachers responded to the clarity of the categories. One teacher of this group

responded the categories are were "clear with little room for doubt."  Another 21%

responded to the implications for teacher training.  One teacher of this group responded, "It's a great opportunity for improvement of teaching and learning." Sixteen percent responded on the organized levels of the categories. One teacher in this group said, "The categories range fits any student in the classroom."  Five percent of the teachers responded, "Everyone knows what to expect."

Teacher 1 JA:  The categories are very specific

Teacher 2 JA:  They begin at a lower lever and increase gradually

Teacher 3 JA:  The categories indicate behavior that is specific Teacher 4 JA: The behavior identified is immediately observable

Teacher 5 JA:  The categories range fits any student in the classroom

Teacher 6 JA:  The various levels of engagement

Teacher 7 JA:  They are planned to observe specific levels of engagement

Teacher 1 CL:  They are specific and less than five minutes

Teacher 2 CL:  It's a snippet of instruction and can be used for PD

Teacher 3 CL:  It is immediate; principal looks for something specific

Teacher 4 CL:  They are clear and succinct

Teacher 5 CL: The categories are specific

Teacher 6 CL:  They are clear with little room for doubt

Teacher 1 LI:  The expectations and measures are clear

Teacher 2 LI:  Everyone knows what to expect

Teacher 3 LI:  Great opportunity for improving teaching and learning

Teacher 4 LI:  The process is formative for teacher training

Teacher 5 LI: The process assists teachers plan for student engagement

2.      Are the criteria within the categories helpful in assisting teachers to plan curriculum for maximizing student-learning engagement?  How?

Eighty-nine percent responded that the training was good and prepared them for the walkthrough process.  Only two teachers indicated that the training was either not long enough or said additional training could have been done.  "Training was more than sufficient to understand the process," responded one teacher.  A new teacher responded, "I could have used additional training."  Another teacher responded, "Training was done in small group and allowed for questions." Yet another teacher responded, "Training was good, however I wanted to learn more."

Teacher 1 JA:  Yes.  It is dependent on the level of engagement sought

Teacher 2 JA:  Supportive resources for student engagement

Teacher 3 JA:  Yes.  The categories are clear as to what will be observed

Teacher 4 JA:  Yes.  It is easy to plan for engagement

Teacher 5 JA:  Yes, it is specific to obtain the level of engagement required

Teacher 6 JA:  Yes, Engagement can be planned depending on students

Teacher 7 JA:  Yes, Works with varying academic functioning levels

Teacher 1 CL:  Teachers plan their lessons for varying degrees of engagement

Teacher 2 CL:  Teachers may use the categories to individualize engagement

Teacher 3 CL:  Teachers use categories to assist with their planning

Teacher 4 CL:  Yes, depending on the lesson with levels of engagement

Teacher 5 CL: Teachers use the criteria to match lessons for engagement

Teacher 6 CL:  Yes, Engagement levels depend on what is being taught

Teacher 1 LI:  Engagement can be planned according to the needs of the students

Teacher 2 LI:  The criteria lend itself to various levels for teaching/engagement

Teacher 3 LI:  Teachers may use the criteria to diversity engagement

Teacher 4 LI:  Yes, the criteria are useful for deciding specific lessons

Teacher 5 LI: Yes, it serves as a rubric for determining how to present lesson

3.     Describe the quality of the training you received on understanding the categories and criteria in the Instructional practices Inventory.

Eighty-nine percent responded that the training was good and prepared them for the walkthrough process.  Only two teachers indicated that the training was either not long enough or said additional training could have been done.  "Training was more than sufficient to understand the process," responded one teacher.  A new teacher responded, "I could have used additional training."  Another teacher responded, "Training was done in small group and allowed for questions." Yet another teacher responded, "Training was good, however I wanted to learn more."

Teacher 1 JA:  Training was concise but not long enough

Teacher 2 JA:  Training was good; I knew what to expect

Teacher 3 JA:  The training prepared me for the walkthroughs

Teacher 4 JA:  Training was okay; it helped me understand

Teacher 5 JA:  Good training

Teacher 6 JA:  Could have used additional training; this was so new

Teacher 7 JA:  Liked the training because I knew what to expect

Teacher 1 CL:  Training was more than sufficient to understand the process

Teacher 2 CL:  Training exposed me to IPI and various levels of engagement

Teacher 3 CL:  Training was done in small group and allowed for questions

Teacher 4 CL:  Training was good, however I wanted to learn more

Teacher 5 CL:  Training was an eye opener for looking at student engagement

Teacher 6 CL:  Training allowed for a better understanding of the walkthroughs

Teacher 1 LI:  Training in small group allowed for questions on process

Teacher 2 LI:  Training was great for understanding the process

Teacher 3 LI:  Training allowed me to understand the big picture of walkthroughs

Teacher 4 LI:  Enjoyed the training; better knowledge of engagement levels

Teacher 5 LI:  Better than expected; "I was prepared for principal visits."

4.      What do you believe your principal is looking for when she/he conducts a

classroom walkthrough observation?

Only 21% responded the teachers were observing student engagement.  One

teacher responded, "Looking for differentiation of instruction and engagement."  Sixty-

eight percent responded the principal was either monitoring their classroom to see if they

were managing their classroom properly, providing instruction, or just comparing

classrooms.  One teacher in this group responded, "To make sure all students involved in

the learning process."  Another in this group responded, "Matching my lesson plans with

my instruction for all students."

Teacher 1 JA:  To see if I am teaching toward student involvement

Teacher 2 JA:  Instruction and following the curriculum

Teacher 3 JA:  Classroom management and Instruction

Teacher 4 JA:  Teacher and student interactions

Teacher 5 JA:  Teacher teaching and transition skills

Teacher 6 JA:  Classroom management, Instruction & teacher/student rapport

Teacher 7 JA:  Comparing classrooms and how things are being taught

Teacher 1 CL:  Checking to see if students are interacting with instruction

Teacher 2 CL:  Looking for student involvement

Teacher 3 CL:  Looking for differentiation of instruction and engagement

Teacher 4 CL:  To see if all students are engaged in the lessons

Teacher 5 CL:  To make sure all students involved in the learning process

Teacher 6 CL:  Classroom management while all students are working

Teacher 1 LI:  Teacher engaging all students in the learning process

Teacher 2 LI:  Matching my lesson plans with my instruction for all students

Teacher 3 LI:  Classroom organization for teaching all students

Teacher 4 LI:  Student learning/involvement with teacher and other students

Teacher 5 LI:  Student learning and engagement in various ways

5.      Does your principal provide you with immediate feedback on the walkthrough

observation?  How is this helpful?

All of the teachers responded "yes" to feedback being provided but not always

immediately.  Forty-two percent of the teachers responded the feedback helped with

improved lessons, lesson planning, and/ instruction. One responded that "Feedback helps

me to adjust and improve my instruction." Another teacher responded, "Yes; the

opportunity to discuss improvements if needed."  Yet another teacher responded,

"Sometimes; the feedback helps me improve lesson planning." Other teachers responded

the "feedback was encouraging and inspiring." Another teacher responded, "I feel

supported and reassured of my work in the classroom."

Teacher 1 JA:  Sometimes; the feedback helps me improve lesson planning

Teacher 2 JA:  Good things and strategies for more improved lessons

Teacher 3 JA:  Some of the things that can be improved

Teacher 4 JA:  Positive feedback and also suggestion for more improvement

Teacher 5 JA:  Feedback helps me to adjust and improve my instruction

Teacher 6 JA:  It motivates me to improve getting students to stay attentive

Teacher 7 JA:  How to keep students more interested in the lessons

Teacher 1 CL: Yes, It is encouraging

Teacher 2 CL:  Yes, it helps support my actions in the classroom

Teacher 3 CL:  Yes; I feel supported and reassured of my work in the classroom

Teacher 4 CL:  Yes; the feedback is constructive

Teacher 5 CL: Yes; it helps me to adjust instruction if needed

Teacher 6 CL: Yes; the feedback is encouraging and inspiring

Teacher 1 LI: Yes; the opportunity to discuss improvements if needed

Teacher 2 LI:  Yes; adjustments can be made for more learning engagements

Teacher 3 LI:  Yes; I feel validated on the work I do for students

Teacher 4 LI:  Yes; there is support for me; also I can demonstrate what I do

Teacher 5 LI:  Yes; opportunity for improving lessons

6.      How have classroom walkthrough observations affected your teaching?

Twenty-one percent responded with improved principal-centered relationships.

One of teacher indicated, "I can now address issues with principal with [a] comfort

level." Another teacher added, "I do not feel threatened with principal classroom visits."

One teacher noted, "I am more aware of what the principal wants to see."  Another

teacher explained, "I am more aware of whether students are engaged." Other teachers

said to the effect it had upon their classrooms. One teacher shared that, "My classroom exemplifies student engagement most of the time."  Another teacher noted, "My classroom has structure and lessons have improved."  Other responses were related to better organizational skills, more knowledge of student engagement, and more positive attitudes toward classroom walkthroughs. One teacher shared that, "I am a better teacher."

> Teacher 1 JA:  I am more aware of what the Principal wants to see
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> Teacher 2 JA: I have a better awareness of how to adjust my lessons
>
> Teacher 3 JA:  I can now address issues with principal with comfort level
>
> Teacher 4 JA:  I feel I know how to organize my lessons better
>
> Teacher 5 JA:  I am more aware of whether students are engaged
>
> Teacher 6 JA:  I have better discussions with the principal
>
> Teacher 7 JA:  The conversations have helped me improve my teaching
>
> Teacher 1 CL:  I am a better teacher
>
> Teacher 2 CL:  I am more aware of how I do my lesson plans
>
> Teacher 3 CL: I now structure lessons for engagement of learning
>
> Teacher 4 CL:  I am prepared for walkthroughs at any time
>
> Teacher 5 CL: I know what student engagement looks like on various levels
>
> Teacher 6 CL: I plan for classroom/student engagement
>
> Teacher 1 LI:  I do not feel threatened with principal classroom visits
>
> Teacher 2 LI:  I look forward to classroom walkthroughs
>
> Teacher 3 LI: I better plan instruction for all students
>
> Teacher 4 LI:  My classroom exemplifies student engagement most of the time

Teacher 5 LI: My classroom is structure and lessons have improved

7.    How do focused classroom walkthrough observations impact student engagement in their learning within the classroom?

Fifty percent of the teachers responded from a student-centered framework. They responded having less discipline problems, having students more on task, having fewer disruptions.   One teacher responded, "Though students are talking, it appears to be constructive."  Another teacher responded, "More students seem to enjoy what is going on in classroom."  Other teachers responded from the framework of the walkthrough process.  One teacher responded, "The walkthroughs cause teachers to plan for student engagement." Another teacher responded, "Walkthroughs have helped increase rigor in the classroom."

Teacher 1 JA:  It is obvious to the observer that sees engagement

Teacher 2 JA:  Students are noticed to be more on task

Teacher 3 JA:  Students behavior documentation is reduced

Teacher 4 JA:  The class seems to have fewer disruptions

Teacher 5 JA: Though students are talking, it appears to be constructive

Teacher 6 JA:  More students seem to enjoy what is going on in classroom

Teacher 7 JA: A very positive impact because students are working

Teacher 1 CL:  Students are seemingly better learners

Teacher 2 CL:  The walkthroughs cause teachers to plan for student engagement

Teacher 3 CL:  Teachers expect the principal to observe student engagement

Teacher 4 CL:  The expectation is that teachers engage students

Teacher 5 CL:  Teachers know observable student engagement is expected

Teacher 6 CL:  Teachers are eager to show student engagement

Teacher 1 LI:  Student engagement has lessened discipline problems

Teacher 2 LI:  Engagement lends to the relationship piece in education

Teacher 3 LI:  Walkthroughs have helped increase rigor in the classroom

Teacher 4 LI:  Teachers and principals have a better working relationship

Teacher 5 LI:  There is more focused on planning for instruction

8.      How have focused classroom walkthrough observations impacted classroom instruction?

Eighty-nine percent responded the greatest impact of classroom walkthroughs centered around classroom instruction, students on task, expectations, and improvement in planning and instruction.  One teacher responded, "I better plan for instruction, considering student engagement."  Another teacher responded, "Instruction is geared to include levels of student engagement."  Another teacher responded, "The relationship of the principal and teacher improved." A final response was, "Student engagement is now always a part of my instruction."

Teacher 1 JA:  We know the principal is monitoring for engagement

Teacher 2 JA:  There is an awareness of what is happening in classroom

Teacher 3 JA:  I am more aware of students' attentiveness

Teacher 4 JA:  I know the expectation and plan accordingly

Teacher 5 JA:  I better plan for instruction, considering student engagement

Teacher 6 JA:  I have more students on task and less behavior problems

Teacher 7 JA:  Improved instructional environment is evident

Teacher 1 CL:  Instruction is more focused on needs of the students

Teacher 2 CL:  Instruction is geared to include levels of student engagement

Teacher 3 CL:  The relationship of the principal and teacher improved

Teacher 4 CL:  Instruction is catered to the levels of student engagement

Teacher 5 CL: Lesson planning is done with student engagement in mind

Teacher 6 CL:  The big picture of instruction is student engagement in learning

Teacher 1 LI:  Classroom instruction now always includes student engagement

Teacher 2 LI:  Instruction is more improved with student engagement activities

Teacher 3 LI:  Walkthroughs improved instruction through student engagement

Teacher 4 LI:  Delivery of instruction has improved with student engagement

Teacher 5 LI:  Student engagement is now always a part of instruction

9.	How do the Instructional Practice Inventory Categories serve to enhance the quality of focused walkthrough classroom observations?

The overwhelming response was the consistency that it brought to the schools with the teachers and administrators all sharing the common knowledge of the concept and its usefulness. Forty-two percent responded to the shared knowledge of the process, the categories, and the expectations.  One teacher responded, "Everyone is on the same page." Another teacher responded, "The categories bring commonalities to the process." Other teachers responded with high regard for the Instructional Practices Inventory instrument.  One teacher responded, "The categories keep administrators and teachers focused."  Another teacher responded, "The categories move from least to more levels of engagement." Yet another teacher responded, "The categories are inclusive of observable behaviors."

Teacher 1 JA:  Everyone is on the same page

Teacher 2 JA:  We all know the expectation

Teacher 3 JA:  The categories are specific

Teacher 4 JA:  Everyone knows what the principal is looking

Teacher 5 JA:  Everyone is aware of the categories of the IPI

Teacher 6 JA:  The IPI categories were shared during conversations

Teacher 7 JA:  The categories move from least to more levels of engagement

Teacher 1 CL:  The categories are clear to everyone

Teacher 2 CL:  The categories bring commonalities to the process

Teacher 3 CL:  The language of the walkthroughs was easily understood

Teacher 4 CL:  Teachers and principals understand the terminology

Teacher 5 CL:  We all use the same terms and rubric

Teacher 6 CL:  The categories are easily understood

Teacher 1 LI:  The categories keep administrators and teachers focused

Teacher 2 LI:  The categories speak directly to the total process

Teacher 3 LI:  It is clear and evident what is being observed

Teacher 4 LI:  The categories are inclusive of observable behaviors

Teacher 5 LI: The categories are the essence of understanding the process.

**Research Question 3:** What evidence do administrators cite to support their view of the training provided for the use of the IPI Instrument?

The administrators collectively held positive views of the training as evidenced in their responses. The administrators commented on their appreciation of the workshop being held off-site and after school.  The administrators stated they were able to remain

more focused without the constant interruptions during the school day. They stated the training was concise and left very little room for error. The instructions were clear and there was adequate time to practice with the trainer. The only materials needed to perform the classroom walkthrough were a pencil, a form, and a clipboard. The administrators commented that the commonality of the tool assisted with the consistency of the process. Finally, the administrators commented that there were adequate opportunities for their questions to be answered.

**Research Question 4:** What evidence do teachers cite to support their view of the training provided for the use of the IPI Instrument?

The teachers collectively held positive views of the training as evidenced in their responses. The post surveys of teachers showed that 100% of the teachers became knowledgeable about the different levels of student engagement. They responded they had a clear understanding what disengagement looked like. The teachers' responses demonstrated an understanding of the importance of monitoring student engagement. The teacher's responses indicated the training was sufficient to prepare them for the classroom walkthroughs. All of the teachers' responses indicated the principals helped them understand the system through feedback, a refresher to explanations of the forms, and feedback conversations.

**Statistical Analysis**

After reviewing and analyzing the data, a statistical analysis was done using a t-test for each school. Tables 3 and 3a represented Jacobi School Pre and Post t-test results. Since the test value (3.334) exceeded the critical value (2.252) and (20.580) and the critical value (2.365), respectively the null hypothesis was rejected.  There was a

significant difference between the percentage of participants who agreed and those who do not agree.  The percentage of participants who agreed was significantly larger than the percentage of participants who disagreed.

Table 3

*T-Test: Two-Sample Assuming Unequal Variances for Pre-Jacobi*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| Mean | 0.161 | 0.321 |
| Variance | 0.003 | 0.016 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| df | 9 | |
| t Stat | 3.334 | |
| P(T<=t) two-tail | 0.009 | |
| t Critical two-tail | 2.262 | |

*Note*. Since the test value (3.334) exceeds the critical value (2.252), the null hypothesis was rejected.

Table 3a

*T-Test: Two-Sample Assuming Unequal Variances Post-Jacobi*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| Mean | 0 | 0.786 |
| Variance | 0 | 0.012 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| df | 7 | |
| t Stat | 20.580 | |
| P(T<=t) two-tail | 0.000 | |
| t Critical two-tail | 2.365 | |

*Note.* Since the test value (20.580) exceeds the critical value (2.365), the null hypothesis was rejected.

Table 4 and 4a represented Libby School Pre and Post t-test results. Since the test value

(7.434) exceeded the critical value (2.145) and (35.132) and (2.364), respectively the null

hypothesis was rejected.

Table 4

*T-Test: Two-Sample Assuming Unequal Variances Pre-Libby*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| Mean | 0.145 | 0.624 |
| Variance | 0.019 | 0.014 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| Df | 14 | |
| t Stat | 7.434 | |
| P(T<=t) two-tail | 0.000 | |
| t Critical two-tail | 2.145 | |

*Note.* Since the test value (7.434) exceeds the critical value (2.314), the null
hypothesis was rejected.

Table 4a

*T-Test: Two-Sample Assuming Unequal Variances Post-Libby*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| Mean | 0 | 0.958 |
| Variance | 0 | 0.006 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| df | 7 | |
| t Stat | 35.132 | |
| P(T<=t) two-tail | 0.000 | |
| t Critical two-tail | 2.364 | |

*Note.* Since the test value (35.132) exceeds the critical value (2.364), the null
hypothesis was rejected.

There is a significant difference between the percentage of participants who agreed and those who do not agree. The percentage of participants who agreed was significantly larger than the percentage of participants who disagreed.

Table 5 and 5a Clearview School Pre and Post t-test results. Since the test value (2.121) exceeded the critical value (2.201) the null hypothesis was not rejected. There is a significant difference between the percentage of participants who agreed and those who do not agree.  The percentage of participants who agreed was significantly larger than the percentage of participants who disagreed.

The post t-test showed total agreement (100%) so the null hypothesis was rejected.

Table 5

*T-Test: Two-Sample Assuming Unequal Variances Pre-Clearview*

|  | *Variable 1* | *Variable 2* |
|---|---|---|
| Mean | 0.167 | 0.321 |
| Variance | 0.087 | 0.016 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| Df | 11 | |
| t Stat | 2.121 | |
| P(T<=t) two-tail | 0.057 | |
| t Critical two-tail | 2.201 | |

*Note*. Since the test value (2.121) exceeds the critical value (2.201), the null hypothesis was not rejected.

Table 5a

*T-Test: Two-Sample Assuming Unequal Variances Post Clearview*

|  | Variable 1 | Variable 2 |
|---|---|---|
| Mean | 0 | 1 |
| Variance | 0 | 0 |
| Observations | 8 | 8 |
| Hypothesized Mean Difference | 0 | |
| df | 65535 | |
| t Stat | 65535 | |
| P(T<=t) two-tail | NA | |
| t Critical two-tail | NA | |

*Note.* Since there was total agreement (100%), the null hypothesis was rejected.

**Summary**

In this chapter, the data were documented in the form of qualitative and quantitative date for this mixed methods study.  The quantitative data included surveys by teachers and administrators.  The qualitative data included interviews and open-ended questions. Subedi (2016) said the use of the combination of both qualitative and quantitative data gave a more practical view versus theoretical assumptions. The author also suggested this was a growing interest that researchers were using in data collections to have the research appear more acceptable and correct.  The researcher compiled the data from both methods. The researcher compared the information from the surveys and interviews for commonalities and/ contrasting themes.

The intent of this chapter was to analyze the surveys, open-ended responses, and interview responses to determine the perspectives of the teachers and the administrators.

The researcher initially found that neither the teachers nor the administrators had any knowledge of this particular classroom walkthrough process using the Instructional Practices Inventory before participating in this study. After the study, the researcher concluded that both administrators and teachers demonstrated more knowledge of the Instructional Practices Inventory process.  This was realized through integration and triangulation of the qualitative data along with the results of the quantitative data.

The pre-survey indicated that less than 83% had any knowledge of why the district was using classroom walkthroughs.  Their post-results showed for both teachers and administrators, 100% understood why the district was using classroom walkthroughs. The surveys also indicated initially both teachers and administrator had little knowledge and awareness of focused classroom walkthroughs. Their post-results showed that 100% responded classroom walkthroughs were very beneficial through awareness of levels of engagement and the process served as a roadmap for success of engaging students.

The statistical analysis of the data was completed. The results of the study concluded not to reject the null hypothesis, except for one test of the six t-tests performed.  The null hypothesis was rejected for the Clearview pre-test, but not the post-test. There were no significant differences between the percentages of participants who agreed and disagreed.  In Chapter Five the researcher will discuss the findings and limitations of this study.  The results of this study will be shared with the superintendent to discuss implications for its future use in the school district.

## Chapter Five: Discussion and Reflection

**Overview**

Historically, there has never been any doubt of the importance of education in the teaching of students from elementary school to their chosen careers. President Obama asserted that the nation's future was based on what students were learning in school (Barack Obama, 2009, p. 2). In the White House Briefing Room, Obama linked the strength of the American economy with the strength of America's education system (Obama, 2008).  This quote from Former President Obama speaks to the connection of education and the economics of the country: "In an economy where knowledge is the most valuable commodity a person and country can have to offer, the best jobs will go the best educated – whether they live in the U.S., India, or China" (Obama, July 25, 2009). As schools all over the country have struggled for almost the last 40 years in search for the panacea that could guarantee a quality education for all students, that dream was yet to be realized. This was evident almost 40 years ago, in the publication of *A Nation at Risk* in 1983 (Kamenetz, 2018). One of its best-known passages was, "threatens our very future as a nation and as a people" (National Commission on Excellence in Education, 1983, p. 112). This publication spoke of failing schools, international education competition, and America's declining educational standards.

The purpose of this study was to examine initial and final perceptions of administrators and teachers of classroom walkthrough observations, in a middle school setting. The researcher pondered that this study could have a positive impact on improving the educational system in the chosen school district. The researcher approached this study using a mixed-methods design. Surveys, questionnaires, and

interviews were used to compare initial and final perceptions of administrators and teachers using classroom walkthroughs. The chosen tool was the Instructional Practices Inventory by Valentine (2005).  A synopsis of this tool appears in Figure 2. A total of three administrators and 17 middle school teachers volunteered participation, from grades 6-8 from the district's three middle schools. Another school housing grades with 6-8 teachers was closed before the study began due to attrition. The schools were located in a low socioeconomic area in the Metro-east during the fall semester of 2009.  The data from all of the data sets were triangulated to address the research questions and hypotheses of this study.

The researcher used interviews, open-ended questionnaires, and surveys to gather information on the administrators' and teachers' views of classroom walkthroughs. The structure of the responses of the surveys included eight questions. The surveys required pre- and post-responses from teachers and administrators; each response was grouped by teachers, administrators, and then by schools. These questions were formatted to be used with a Likert scale response. This was done to allow for comparisons of responses to the same questions for each school. There was also an open-ended question following each survey question. In order to facilitate analysis of the interviews and questions, the researcher organized responses of the groups by schools; the researcher then organized the responses by listing them as abbreviated responses. The researcher used color-coding and number grouping to distinguish the similarities and variations of responses, while also searching for themes in their responses.

Additionally, the survey questions for teachers were compiled and analyzed with the qualitative interviews open-ended questions.  Furthermore, the teacher data were grouped and analyzed using a Likert scale in order to obtain the statistical results. These

data were also used support or reject the Null Hypothesis. The results of the statistical

analysis are shown in Tables 1- 5a.

The classroom walkthroughs were used specifically to target student engagement.

Figure 2 depicts the three categories with six levels, two in each category. This mixed

method design was chosen because it provided for the use of both qualitative and

quantitative data, which gave a clearer picture; this was done in. conjunction with the

actual conversations now combined with the numeric data from the surveys.  The

qualitative data provided detailed information of conversations, quotes, and additional

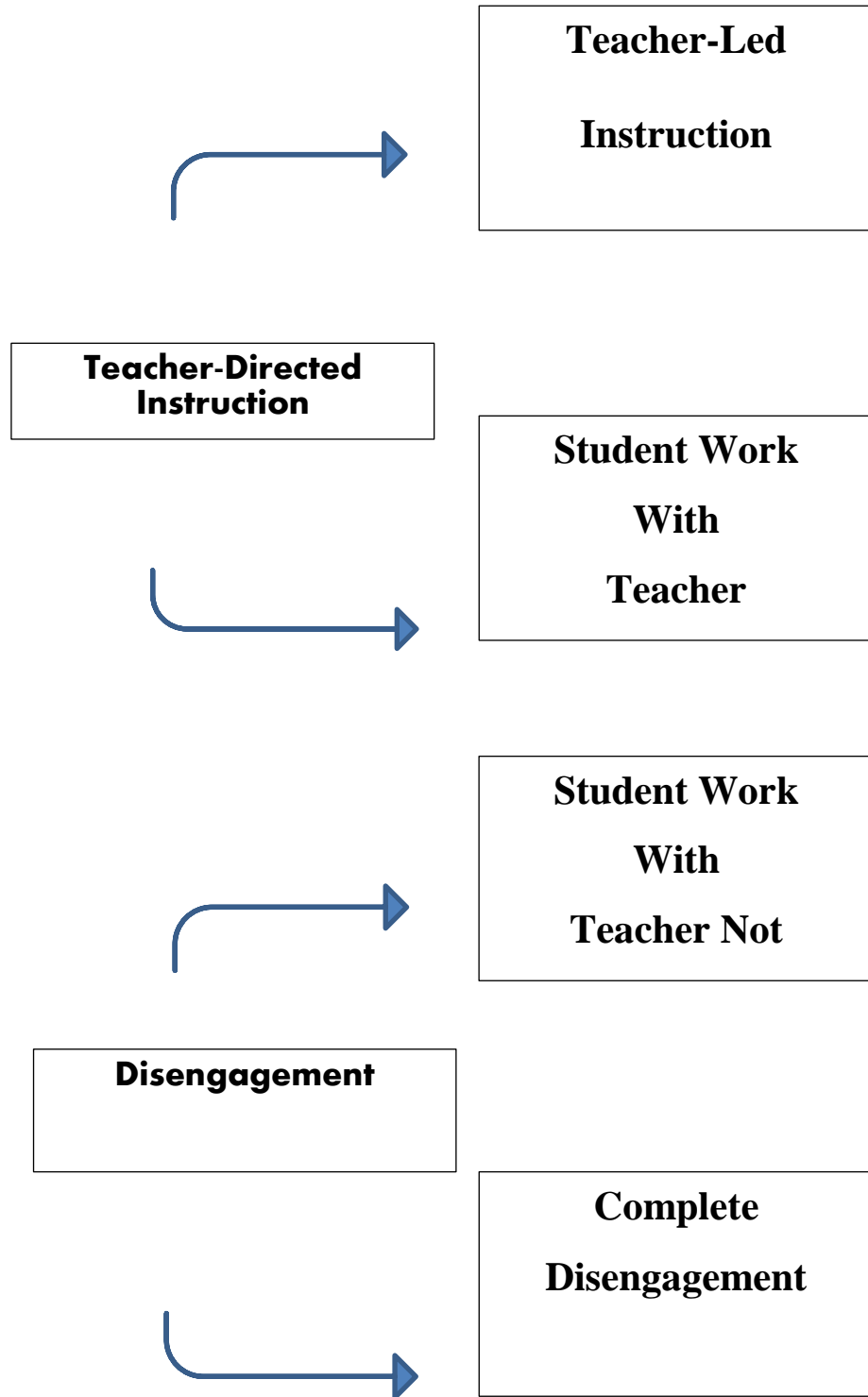remarks; again, the quantitative data provided numerical data for the statistical test.

**Student Active Engaged Learning**

**Student-Engaged Instruction**

**Student Learning Conversations**
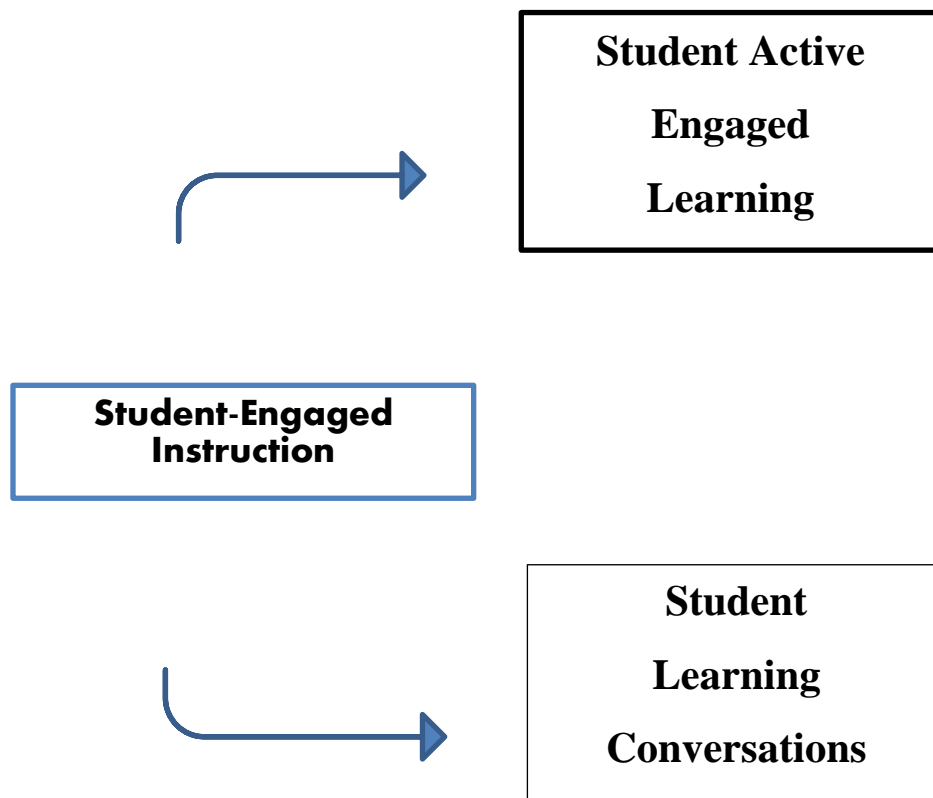
*Figure 2.* Instructional Practices Inventory (IPI) Rater Scale. The IPI consists of six different categories that measure the level of student engagement during a learning experience grounded in the theory of best practice. (Valentine, 2007)

**Triangulation of Results**

There were emerging themes and similarities among all of the groups.   The data showed some similarities of teachers' responses with other teachers. There were similarities of administrators' responses compared with other administrators' responses. Teachers response's compared with administrators' responses even showed some similarities on the pre and post surveys and interviews.   These were most evident in the responses with pre and post surveys.

**Null Hypothesis 1**

There will be no improvement in the perceptions of administrators doing focused classroom walkthroughs using the Instructional Practices Inventory.

The perceptions of administrators changed tremendously from their initial views of classroom walkthroughs using the Instructional Practices Inventory.  The data used to analyze their perceptions were from surveys and interviews, pre- and post-responses. Their initial unfamiliarity with IPI and their concept of walkthroughs was the dropping in for the thrice-a-year visit/observation per bargaining agreement.  The administrators' responded in favor of the Instructional Practices Inventory used for the classroom walkthroughs. Their responses indicated the instrument was cost effective and plentiful for the necessary numbers of walkthroughs. They also commented the five categories of engagement were easy to identify instantly upon entering the classroom.  As related to the frequency of the classroom walkthroughs, principals responded that they found it simple to get in and out of most of the classrooms; the visit had a specific purpose for the walkthroughs and they knew it would be quick and to the point. The administrators also expressed the idea of calling it a "snapshot" was a great way to remember to capture what

was seen immediately upon coming into the classroom. The administrators cited the ease

of facilitating the instrument. The principals all agreed that the feedback to the teachers

was an important aspect of their walkthroughs, though it could not be validated as to the

consistency of the type of feedback.

The responses of administrators to the open-ended questions and interviews

revealed all of the administrators shared similar comments responding that the greatest

strengths of the categories were evidence of what was seen immediately upon entering

the classroom. One administrator responded the evidence was present or not, while

another responded the notion of  the possibility of good opportunities for more

conversations. The other administrator stated he intentionally visited 10 minutes or more

after class started. Other responses included the visit being short, while another said he

did not to rely on memory because everything he needed was on the form. The responses

were (a) better conversations with teachers, (b) the focus of teachers on engagement for

all students, and (c) the ability of teachers to make adjustments through immediate

conversations. Favorable comments from the administrators included comments that the

tool was researched-based, another said it provided consistency and fairness, while the

other administrator responded about the ease and speed of the process.

**Null Hypothesis 2**

There will be no improvement in the perceptions of teachers doing focused classroom

walkthroughs using the Instructional Practices Inventory.

The perceptions of teachers changed tremendously from their initial views of

classroom walkthroughs using the Instructional Practices Inventory.  The data used to

analyze their perceptions were from surveys, interviews pre- and post-responses. The

teachers were initially unfamiliar with IPI; their concept of walkthroughs was from annual observations, formative and/or summative. The post surveys and post interview questions indicated that the teachers all had very favorable perceptions of the classroom walkthroughs. All of the responses corroborated on the usefulness of classroom walkthroughs for preparing lessons, monitoring various levels of engagement, and working with various engagement levels of students. The teacher's responses indicated the strengths of the categories were clear, specific and immediately observable. The teachers responded that the helpfulness of the feedback centered around improvements in lessons, and student interest and attentiveness. Teachers also said they felt supported and encouraged from the feedback received. Teachers responded that the walkthrough created a heightened awareness of what they were teaching; they said the classroom walkthroughs assisted in improving in their teaching. The teachers also said there was improved teacher-principal relations and/or interactions because of the classroom walkthroughs. Teachers responded that the walkthroughs had a positive effect upon student discipline, rigor, relationships, and attitude towards planning for instruction. They said instruction was more focused because of higher levels of engagement and the types of engagement activities. They noted improved instruction and student engagement. They also responded in relation to the theme of awareness, attentiveness, expectations, and monitoring; one response was related to the improved relationship of the teacher and principal. The teachers responded on the clarity, specificity, and commonality of the process, as well as the positivity of the terminology and clarity of the vocabulary. Responses were related to the roles of the categories, such as observable behaviors and the ascending order of the levels of engagement. Other positives responses included

specificity, and commonality of the process.

As related to the surveys, 100% of the teachers said the walkthroughs were helpful in teachers' planning for maximum learning engagement. Teachers views corroborated on usefulness for preparing lessons, monitoring various levels of engagement, and working with various engagement levels of students. The themes in terms of the helpfulness of the feedback centered around improvements in lessons, student interest and attentiveness; also, teachers felt supported and encouraged.

Their post results showed that 100% became knowledgeable about the different levels of student engagement, what disengagement looked like, and the importance of monitoring student engagement. 100% became knowledgeable of the different levels of student engagement, what disengagement looks like, and the importance of monitoring student engagement. 100% responded the classroom system to be very beneficial through awareness of levels of engagement as the process served as a roadmap for success of engaging students.

**Null Hypothesis 3 and Null Hypothesis 4**

Administrators will not favor the training provided for the use of the IPI instrument. Teachers will not favor the training provided for the use of the IPI instrument.

The surveys and open-ended questions indicated favorable views of the training for both administrators and teachers. The responses from the administrators regarding the training were all in agreement that the ease of after school training with the researcher was a positive aspect of the training. Administrators described the training as an afterschool workshop/meeting. One administrator described it as clear and concise, while another added there were opportunity for questions. The other administrator noted

the availability of copies of the forms from the researcher. All participants became

knowledgeable about the different levels of student engagement, what disengagement

looked like, and the importance of monitoring student engagement. Eighty-nine percent

responded that the training was good and prepared them for the walkthrough process.

Only two teachers indicated that the training was either not long enough or said

additional training could have been done.  "Training was more than sufficient to

understand the process," one teacher.  A new teacher responded, "I could have used

additional training."  Another teacher responded, "Training was done in small group and

allowed for questions."  Yet other teachers' responses included, "Training was good,

however I wanted to learn more."  "Training was more than sufficient to understand the

process."  "Training exposed me to IPI and various levels of engagement."

Tables 3-5a represented the findings of statistical analysis completed.  These

tables represent the t-tests applied to the survey data from the schools based on teachers'

responses to classroom walkthroughs. The Null Hypothesis was rejected at all schools,

with pre- and post- data except Clearview School, where the post Null Hypothesis was

not rejected.  At first, the researcher struggled with this because it was contradictory to

the data that were triangulated from the qualitative responses. After reviewing the

statistical data, the researcher realized the test value did not exceed the critical value by

only .08.  The researcher resolved that the statistical calculations in regard to the sample

size allowed for this unexpected outcome.

**Themes in the Study**

Themes of purpose, administrator benefits, and teacher benefits emerged from

the responses of the participants in the surveys and interviews.

**Purpose.**  Both teachers and administrators spoke to the commonality of purpose. They indicated the classroom walkthrough using the IPI was a simplified process, and easily understood by both administrators and teachers. Everyone understood that the first thing viewed or snapshot, upon entering the classroom, was the evidence.

**Administrator Benefits.** Classroom walkthroughs gave administrators common purpose of the middle schools while conducting walkthroughs. The classroom walkthroughs focused on student engagement; however, they could be used for whatever target area administrators chose to focus on per day, per week, or per month.  Data would be used to assist in school improvement efforts or to schedule walkthroughs at times convenient to administrator's schedule.  Administrators would decide on their choice of feedback method to suit their schedule.  Administrators were more aware of what was occurring in classroom so it could be a more comfortable atmosphere when conducting required bargaining agreement observations and/or evaluations.

**Teacher Benefits.**  Teachers became more acquainted with student engagement. They cited ease of use and knowing what to expect from administrators. Teachers were more aware of what administrators needed to see occurring in classroom so their required yearly observations were less stressful. Teachers were able to plan instruction to allow for individualized student engagement. Teachers said this process promoted an atmosphere of trust as the administrators visited their classroom.  They all agreed the walkthrough process was simple and quick, and not very disruptive to classroom activities.

**Personal Reflections**

Education empowers and prepares citizens to live a better life.  The "why" of this

study focused on the essence of the researcher's belief that the cause of the downward spiral of communities is a direct correlation to quality of its school system. The search for educational effectiveness has been constantly heightened as educators try to find ways to increase scores and student learning.  Education must encompass teaching students how to think on higher levels; this is the skill that will affect their quality of life. A quality education whereby the administrators and teachers apply best practices will affect the eradication of some of the social ills that plagued our communities, such as poverty, hatred, crime, and mental illness.

**Limitations**

One limitation of this study was the fidelity of implementation. There was no way to gauge consistency of walkthroughs, not only school-to-school, but also within the same building. Bargaining agreements precluded others in the classroom during instruction that could be misinterpreted as evaluative observations and/or conversations; This will remain unchanged. As accountability is always at the forefront of teachers' minds when they feel others are inspecting their work, their bargaining unit will continue to challenge this aspect of walkthroughs in this school district. Other limitations, such as the consistency and presentation style of the feedback was not addressed. It could be that the manner in which feedback was given could be dependent on other factors such as time of day, the administrators' personalities, and the teachers' personalities.

The daily walkthroughs were dependent on the administrators' schedules as well as teacher attendance.  Factors such as the time of day and the subject being taught at different locations could affect the walkthrough results in terms of testing or another group activity; this should be considered and mapped out beforehand.

Another limitation was the connection between central office and the schools. Though central office granted permission for the study to be done, they left participation totally up to the principal. There was no communication from the school district to the principals regarding the study.

When implemented with fidelity, classroom walkthroughs can have a positive impact on various areas of instruction and professional development. Though there are several different types of walkthroughs, David (2008) is certain that walkthroughs can add value by providing data that will assist in improving teaching practices. Pitler and Goodwin (2008) said the data from classroom walkthroughs could assist in teacher training efforts by helping teachers to improve through valuable positive feedback. While not directly related to this study, the administrators noted that the results of this data could further served as data for staff to review and collaborate in conversations in school wide improvement efforts.

**Recommendations**

The results of this study will be shared with the superintendent of the school district. The researcher's recommendation will be to pilot one class in the middle school for a term of six weeks to determine if this would assist in their school improvement efforts. Though this study used the Instructional Practices Inventory, the researcher would recommend the district take a look at several models.  It might be that the district would like to customize a walkthrough process to meet their needs. Several other walkthroughs models are shown in Appendix F.

**Conclusion**

This study aimed to examine the initial and post perceptions of administrators' and teachers' in a middle school setting. The results of both the qualitative and quantitative data indicated an overall rejection of the null hypothesis. Both administrators and teachers favored the walkthrough process.  The data showed the perceptions of teachers and administrators about classroom walkthroughs did improve. Though this study involved volunteers, the motivation was important.  Education of young minds is crucial!  The students come with hopes and dreams in their hearts. Educators must equip them with the tools they will need to be successful for life.

 The classrooms are now like battlefields, and the schools are losing the war. Students must be educated in order to become the leaders of tomorrow. The results of the teachers' improved perceptions of classroom walkthroughs assured the researcher beliefs that good teachers really want to maximize student learning. Even though there are varying levels of knowledge and skills in teachers, they all receive on-going professional development and training. The Instructional Practices Inventory is a cost-effective, research-based process that can yield substantial educational benefits. Student-engaged learning and student-engaged conversations are great places to start. According to Keruskin (2005), walkthroughs assisted teachers who were focused on lookfors. He surmised that teachers are familiar with the lookfors and lookfors improve the instruction and ultimately student achievement, The Instructional Practices Inventory embraces lookfors in the classroom walkthrough process.

Agarwal (2019) spoke of the necessity to increase higher order learning. Her study, which involved middle school students, surmised that the development of higher order learning was a critical component of education. She went on to say from both an

educational and scientific perspective, it was of practical interest to develop strategies

that increase higher order learning. To this end, the Instructional Practices Inventory is

one classroom walkthrough method that embraces higher order learning through student

engagement. In spite of student's economic status, we can increase preparedness of

students. Duncan (2013), former United States Secretary of Education spoke to the

critical importance of education. He described education as the new currency whereby

nations maintain economic competitiveness. He quoted Nelson Mandela, the first black

president of South Africa: "Education is the most powerful weapon to change the world"

(Mouton, Kapuma, Hansen, & Togon, 2015, p. 219).

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**Appendix A - Permission to use IPI from Dr. Jerry Valentine**

Email Address: ethel.shanklin@yahoo.com

Name:    Ethel Shanklin

Location: St. Clair ROE

Date: 4/1/2011

Listed below are your results for the Reliability Assessment you completed at the conclusion of
your Instructional Practice Inventory (IPI) Workshop.
Your IPI reliability rating was: 0.95

* As indicated during the IPI Workshop, a reliability score of .90 or higher is necessary for
permission to use the Instructional Practices Inventory Process for research purposes.
* A reliability score of .80 or higher is necessary for permission to use the IPI Process for internal
use within a school or district to collect data for faculty study for school improvement.
* A reliability score .70 - .79 indicates that you may use the IPI for personal or informal purposes
only—not for research or to use in school improvement. If your score falls in this range and you
desire to use the IPI for research or school improvement purposes, you should work further to
hone the observational and coding skills relevant to this process and undertake a reliability
assessment at a future date. One of the best methods to develop a higher reliability rating is to
shadow a colleague during a data collection who has a reliability rating of .80 or higher.
* A reliability score below .70 indicates that you should not use the IPI for data collection. You
should participate in another IPI workshop and score .80 or higher before using the IPI. In the
meantime, you are encouraged to shadow a colleague during a data collection who has a
reliability rating of .80 or higher to practice your coding skills.

All participants in the IPI Workshop are on the honor system regarding their reliability scores.
Your scores are sent directly to you and are not provided to your colleagues or supervisor.
Therefore, if you did not score .80 or higher, then you should not serve your school as a data
collector for the IPI process. As noted above, you may wish to attend another workshop to
improve your coding skills so you can assist with the data collection process. And, if you wish to
collect IPI data for the purposes of research and did not score .90 or higher, you should attend
another workshop and take another assessment to improve your reliability score.

Finally, please remember that the IPI process was not designed for, and should never be used
for, personnel evaluation. All IPI data should be aggregated and not be used in any manner that
reflects directly upon an individual or specific classroom. The IPI was designed to provide data
for faculty to study how students across the school are engaged and should be used for those
school improvement purposes only. And when you serve as a data collector for the process, you
should honor the privacy of all teachers and classrooms and keep confidential what you observe.

Thank you for your participation in the IPI training, and we certainly hope you will find the IPI
Process of use for both yourself and your school.

Sincerely,

Jerry Valentine, Ph.D.
Professor, Emeritus
University of Missouri
ValentineJ@missouri.edu

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**Appendix B** - IPI Forms and tools

## Instructional Practices Inventory Categories

| Category | Description | Grouping |
|---|---|---|
| Student Active Engaged Learning (6) | Students are engaged in higher-order thinking and developing deeper understanding through analysis, problem solving, critical thinking, and/or synthesis. Engagement in learning is not driven by verbal interaction with peers, even in a group setting. Examples of classroom practices commonly associated with higher-order/deeper Active Engaged Learning include: inquiry-based approaches such as project-based and problem-based learning; research and discovery/exploratory learning; authentic demonstrations; independent metacognition, reflective journaling, and self-assessment; and, higher-order responses to higher-order questions. | Student Engagement in Higher-Order Deeper Learning |
| Student Verbal Learning Conversations (5) | Students are engaged in higher-order thinking and developing deeper understanding through analysis, problem solving, critical thinking, creativity, and/or synthesis. The higher-order/deeper thinking is driven by peer verbal interaction. Examples of classroom practices commonly associated with higher-order/deeper Verbal Learning Conversations include: collaborative or cooperative learning; peer tutoring, debate, and questioning; partner research and discovery/exploratory learning; Socratic learning; and, small group or whole class analysis and problem solving, metacognition, reflective journaling, and self-assessment. Conversations may be teacher stimulated but are not teacher dominated. | |
| Teacher-Led Instruction (4) | Students are attentive to teacher-led instruction as the teacher leads the learning experience by disseminating the appropriate content knowledge and/or directions for learning. The teacher provides basic content explanations, tells or explains new information or skills, and verbally directs the learning. Examples of classroom practices commonly associated with Teacher-Led Instruction include: teacher dominated question/answer; teacher lecture or verbal explanations; teacher direction giving; and, teacher demonstrations. Discussions may occur, but instruction and ideas come primarily from the teacher. Student higher-order/deeper learning is not evident. | Student Engagement in Knowledge and Skill Development |
| Student Work with Teacher Engaged (3) | Students are engaged in independent or group work designed to build basic understanding, new knowledge, and/or pertinent skills. Examples of classroom practices commonly associated with Student Work with Teacher Engaged include: basic fact finding; building skill or understanding through practice, "seatwork," worksheets, chapter review questions; and, multi-media with teacher viewing media with students. The teacher is attentive to, engaged with, or supportive of the students. Student higher-order/deeper learning is not evident. | |
| Student Work with Teacher not Engaged (2) | This category is the same as Category 3 except the teacher is not attentive to, engaged with, or supportive of the students. The teacher may be out of the room, working at the computer, grading papers, or in some form engaged in work not directly associated with the students' learning. Student higher-order/deeper learning is not evident. | Students Not Engaged |
| Student Disengagement (1) | Students are not engaged in learning directly related to the curriculum. | |

Jerry Valentine    February 8, 2010

*Remember: IPI coding is not based on the type of activity in which the student is engaged, but rather how the student is engaging cognitively in the activity. Examples provided above are only examples often associated with that category. The Instructional Practices Inventory categories were developed by Bryan Painter and Jerry Valentine in 1996. Valentine refined the descriptions of the categories (2002, 2005, 2007, and 2010) in an effort to more effectively communicate their meaning. The IPI was developed to profile school-wide student engaged learning and was not designed for, nor should it be used for, personnel evaluation.*

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Appendix B - Additional IPI Forms and tools

INSTRUCTIONAL PRACTICES INVENTORY DATA RECORDING FORM 4-8-10

PAGE NUMBER _____

PERIOD OR TIME

| Sub-Groups if Requested | | | | | | | | | | Anecdotal Notes | Core | Non Core |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Course/ Content | Grade Level | Other | Student Disengagement | Student Work with Teacher Not Engaged | Student Work with Teacher Engaged | Teacher-Led Instruction | Student Verbal Learning Conversations. | Student Active Engaged Learning | | | | |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | ⑥ | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | | | ○ | ○ |
| | | | ① | ② | ③ | ④ | ⑤ | | | ○ | ○ |

SCHOOL _____     DATE OF OBSERVATION _____     OBSERVER _____

Jerry Valentine     4-8-10
The IPI was not designed for personnel evaluation and should not be used for that purpose. Sub-group profiling should be by faculty request only.

**Appendix C - Permission to Conduct Study in District**

**BOARD OF EDUCATION**
School District 189
1005 State Street – East St. Louis, Illinois 62201
618.646.3000
Superintendent's Fax:  618.583.7186
www.estlps189.net

THERESA SAUNDERS, Ed.D.
Superintendent of Schools

March 1, 2011

The Educational Leadership Department
Lindenwood University

Re: Permission to conduct research study

The purpose of this letter is to give Ethel Shanklin approval to perform the study of The Perceptions of Middle School Administrators and Teachers on Walk Through Observations.  I have reviewed her proposal and deem this research to be very much worthwhile and beneficial for our school district.

If I can be of any further assistance, do not hesitate to call me at

Educationally yours,

Dr. Theresa Saunders, Superintendent
East St. Louis SD 189

**Appendix C - Additional Permission to Conduct Study in School District**

Print                                                                                        Page 1 of 1

Print - Close Window

Subject: RE: approval to conduct study
From:   Jed Deets (jed.deets@estl189.com)
To:       ethel.shanklin@yahoo.com;
Date:    Wed, 06 Jul 2011 07:32:11

Ethel,

You have my permission to conduct our research at our middle schools.  Good luck with the dissertation!

Dr. Deets

From: Ethel Shanklin [mailto:ethel.shanklin@yahoo.com]
Sent: Wednesday, July 05, 2011 6:30 AM
To: jed.deets@estl189.com
Cc: ethel.shanklin@estl189.com
Subject: approval to conduct study

Good morning Dr. Deets,

I am a candidate in Lindenwood University's Doctorate program.  I am preparing to conduct my research study on the Effectiveness of Classroom Walkthroughs in Middle Schools.  I previously had permission from Dr. Saunders to conduct this study.  However, in order to submit my IRB, I need permission from the current Superintendent.  If necessary I can come in and discuss it with you.  I am attaching the previous permission document as well as a copy of the proposal.  I have just received permission to submit my IRB with minor corrections.  I can assure you that conducting this study will not interfere with my work  as Director of SP ED.

I am attaching the previous permission document.  I am  also attaching a copy of my proposal.
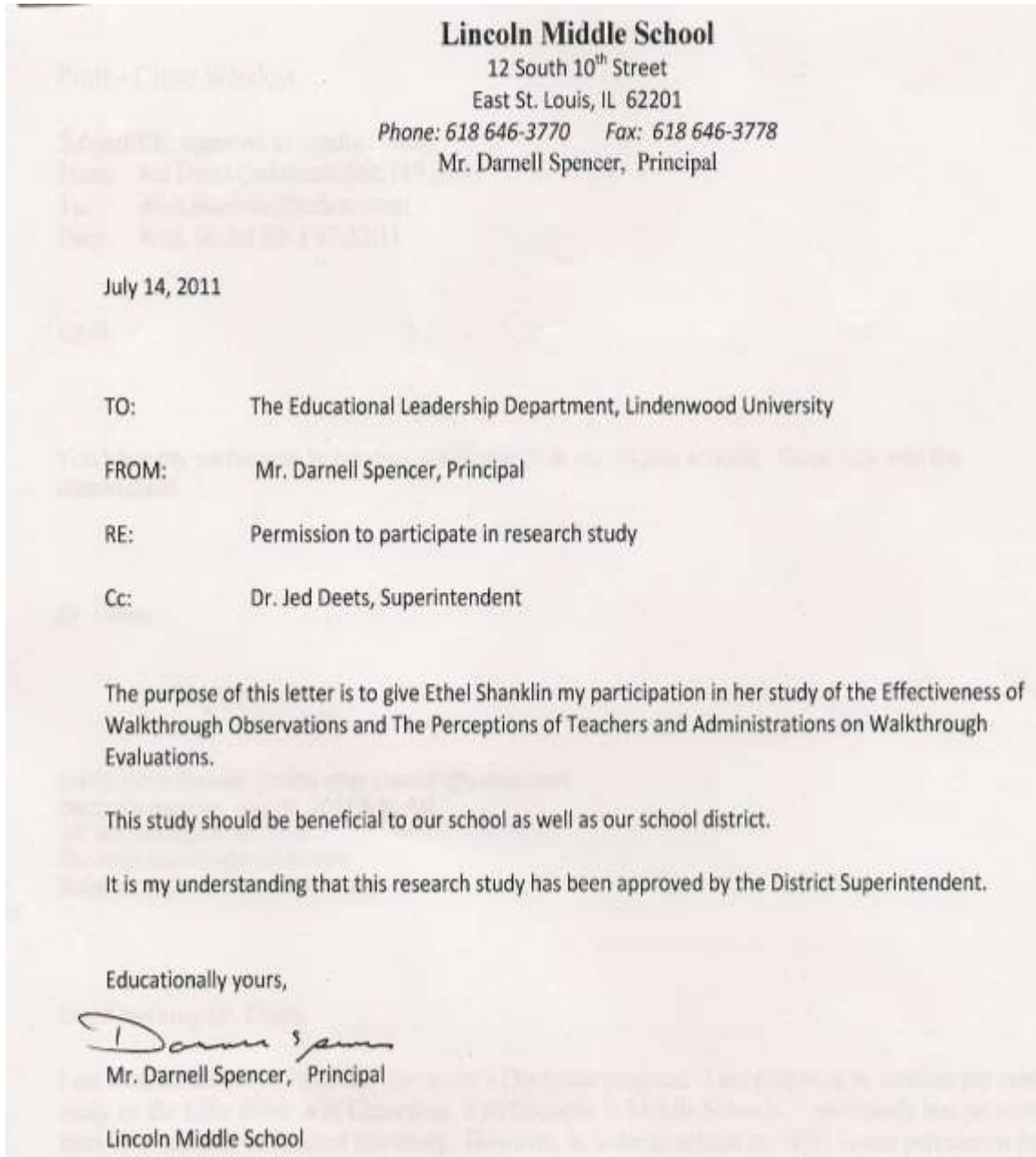
Thank you.

Ethel

http://us.mg3.mail.yahoo.com/dc/launch?reason=ignore&rs=1                              7/7/2011

**Appendix D - Principal Participants' Agreements**

**Lincoln Middle School**
12 South 10th Street
East St. Louis, IL  62201
Phone: 618 646-3770     Fax:  618 646-3778
Mr. Darnell Spencer,  Principal

July 14, 2011

TO:             The Educational Leadership Department, Lindenwood University

FROM:      Mr. Darnell Spencer, Principal

RE:             Permission to participate in research study

Cc:             Dr. Jed Deets, Superintendent

The purpose of this letter is to give Ethel Shanklin my participation in her study of the Effectiveness of Walkthrough Observations and The Perceptions of Teachers and Administrations on Walkthrough Evaluations.

This study should be beneficial to our school as well as our school district.

It is my understanding that this research study has been approved by the District Superintendent.

Educationally yours,

Mr. Darnell Spencer,  Principal

Lincoln Middle School

**Jackson @ Younge Middle School**
3939 Caseyville Avenue Street
East St. Louis, IL  62204
Phone: 618 646-3760     Fax:  618 646-3768
Mrs. Kimberly Jones-Riley,  Principal

July 14, 2011
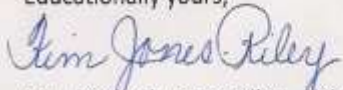
TO:            The Educational Leadership Department, Lindenwood University

FROM:        Mrs. Kimberly Jones-Riley, Principal

RE:            Permission to participate in research study

Cc:            Dr. Jed Deets, Superintendent

The purpose of this letter is to give Ethel Shanklin my participation in her study of the Effectiveness of Walkthrough Observations and The Perceptions of Teachers and Administrations on Walkthrough Evaluations.

This study should be beneficial to our school as well as our school district.

It is my understanding that this research study has been approved by the District Superintendent.

Educationally yours,

Mrs. Kimberly Jones-Riley,  Principal

Jackson @ Younge Middle School

**Mason-Clark Middle School**
3939 State Street
East St. Louis, IL  62203
Phone: 618 646-3750    Fax:  618 646-3758
Mr. Lelon Seaberry Jr., Principal

July 14, 2011
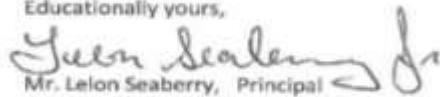
TO:           The Educational Leadership Department, Lindenwood University

FROM:         Mr. Lelon Seaberry Jr., Principal

RE:           Permission to participate in research study

Cc:           Dr. Jed Deets, Superintendent

The purpose of this letter is to give Ethel Shanklin my participation in her study of the Effectiveness of Walkthrough Observations and The Perceptions of Teachers and Administrations on Walkthrough Evaluations.

This study should be beneficial to our school as well as our school district.

It is my understanding that this research study has been approved by the District Superintendent.

Educationally yours,

Mr. Lelon Seaberry,   Principal

Clark Middle School

**Appendix E - Letters for Participants in the Study**

PRINCIPALS AND TEACHERS WALKTHROUGH PERCEPTIONS

## Lindenwood University

School of Education

209 S. Kingshighway

St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities

"An Investigation of the Effects of Classroom Walkthroughs Using an Instructional

Practices Inventory Instrument (IPI) on Student Learning Engagement and Administrator

and Teacher Perceptions of Teaching and Learning through the use of a Classroom

Walkthrough tool, in a Middle School Setting."

Principal Investigator:  Ethel Shanklin

Telephone:  618-558-8363   E-mail: ethel.shanklin@yahoo.com

Participant _____        Contact info _____

1. You are invited to participate in a research study conducted by Ethel Shanklin under the supervision of her dissertation research chair Dr. William Emrick.  The purpose of this research is to investigate the effects of focused classroom walkthroughs using an Instructional Practices Inventory (IPI) instrument on student learning engagement and administrator and teacher perceptions of teaching and learning, through the use of a Classroom Walkthrough tool, in a Middle School setting.

2. Your participation will involve:

   ➢ Teaching as you usually do, and meeting with your administrator after the walkthrough to discuss the administrator's observations; you will also be asked

PRINCIPALS AND TEACHERS WALKTHROUGH PERCEPTIONS

to complete a short before and after survey or brief interview on your personal perceptions about the walkthrough process.

➤ The walkthrough observation will occur during your regular class time. The frequency of the observations will be at least one time daily.

➤ The amount of time involved in your participation will be for one school semester.

➤ Approximately 16 participants will be involved in this research. This includes four administrators and twelve teachers at three middle schools and one K-8 building.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about walkthroughs that may be used in this district and may help our school district become more aware of the how to better increase student engagement in the classroom and hence, improve student achievement. The possible benefits to you from participating in this research may be constructive feedback obtained from your administrator after each walkthrough.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Ethel Shanklin at 618 558-8363 or her dissertation chairperson, Dr. William Emrick at 636 949-4771. You may also ask questions or

PRINCIPALS AND TEACHERS WALKTHROUGH PERCEPTIONS

state concerns regarding your participation to the Lindenwood Institutional Review

Board (IRB) through contacting Dr. Jan Weitzel, Vice President for Academic Affairs

at 636-949-4846.

Thank you for your consideration to participate.

**I have read this consent form and have been given the opportunity to ask**

**questions. I will also be given a copy of this consent form for my records. I**

**consent to my participation in the research described above.**

_____          _____
Participant's Signature      Date              Participant's Printed Name

_____          _____
Signature of Principal Investigator   Date        Investigator Printed Name

## Appendix F – Classroom Walkthrough Models

Components of Success Walkthroughs
Kachur, Stout, & Edwards (2013) 36-40

| Model | Purpose/Use | Participants | Focus/Look-fors | Data Gathering | Feedback/Follow-up |
|---|---|---|---|---|---|
| Learning Walk Routine | Develop a common language and vision of teaching and learning using the Institute for Learning's Principles of Learning. Focus of classroom observations is on what students learn. | Administrators and teachers observe individually or as teams. | Focus is on one or more of nine Principles of Learning that are condensed theoretical statements summarizing decades of learning research. They are designed to help educators analyze the quality of instruction and opportunities for learning that they offer to students. | Observers record their observations on an open-ended form that enables them to record any type of evidence. They do not draw conclusions on what they observed but rather record wonderings and thought-provoking questions for reflection and action. | Observation data are shared with the staff so they can analyze, reflect, and plan for the enhancement of their instructional expertise aligned to the nine Principles of Learning and the engagement and achievement of their students. |
| Look 2 Learning | A research-based tool that allows schools to improve student achievement, generate data on learning, focus school improvement efforts, and begin discussions about improving classroom practices. Focus is on student learning and speaking to students about what they are doing during class in order to gather school-wide trend data. | Administrators and teachers observe individually or as teams. | Focus incorporates the latest research on student achievement and engagement, specifically asking (1) Is the objective of the lesson clear to the students? (2) What is the level of critical thinking on Bloom's taxonomy? and (3) What is the level of student engagement (Engaged, Compliant, or Off-Task)? | Observers use simple recording forms as well as a Look 2 Learning software option that provides an electronic way to collect and send data to a web-based analysis program. | Through the collection and sharing of cumulative, anonymous data, teachers in grade-level teams, departments, or professional learning communities are empowered to analyze and reflect on classroom trends. |

| Model | Purpose/Use | Participants | Focus/Look-fors | Data Gathering | Feedback/Follow-up |
|---|---|---|---|---|---|
| McREL Power Walkthrough | To provide educators with strategies for using an informal observation approach and data to inform reflective feedback as a vehicle for maximizing student achievement. The focus of observations is on students. | Administrators and teachers observe individually or as teams. | Focus and look-fors center on the extent to which teachers use instructional strategies from Classroom Instruction That Works; the use of technology in the classroom and the level of student engagement; the level of instructional rigor, as measured by Bloom's taxonomy; the context of instruction (e.g., whole group, cooperative groups, pairs); and the indicators of learning (e.g., peer teaching, student writing, simulating/modeling). | Observers use Power Walkthrough software, based on McREL's Classroom Instruction That Works research-based instructional strategies, which can be loaded on wireless devices. | Reports enable a school to share observations with teachers individually or at grade/team meetings for subsequent coaching conversations and reflective questioning. |
| Teachscape Reflect Classroom Walkthrough | An iterative process to collect and analyze data about the quality of instruction, the level of student engagement, and the rigor of the curriculum. The walkthrough process promotes focused dialogue about teaching and learning and is a continuous improvement process that translates data into practical actions steps. | Principals, assistant principals, coaches, and teachers conduct observations. | Includes a standard set of look-fors based on leading research for effective instruction (High-Yield Strategies, Bloom's Taxonomy, Student Engagement, Instructional Methods and Resources, Learning Environment, and Differentiation). Because every educational setting is unique, look-fors can be created and customized to address a district's specific needs. | Observers use Teachscape Reflect Classroom Walkthrough, a data collection, analysis, and reporting system for brief, targeted classroom observations. This system can be used on a variety of handheld wireless devices. | Professional learning communities or grade-level teams meet over the classroom walkthrough data to reflect on what's happening in the classroom from a variety of perspectives and plan improvement efforts. |

Components of Success Walkthroughs
Kachur, Stout, & Edwards (2013) 36-40

| Model | Purpose/Use | Participants | Focus/Look-fors | Data Gathering | Feedback/Follow-up |
|---|---|---|---|---|---|
| Data-In-a-Day | One day of structured visits to observe, collect, and compile data, and reflect on data in an effort to strengthen teaching and learning. Data-in-a-Day typically occurs three times annually. | All classrooms are visited by a four-person team, usually consisting of parents, teachers, and students. | Four focus questions from the Motivation Framework for Culturally Responsive Teaching guide the observed look-fors. | Teams are provided with a form of rubrics around the Motivation Framework so they can note what to observe across the classrooms visited. Each team visits six classrooms for 15 minutes each. | Teams summarize and analyze their observation data. Teams then share their observations and recommendations with building staff for further reflection and action. |
| Instructional Practices Inventory (IPI) | A one-day process for creating an optimum profile of student engagement in learning that serves as the basis for collaborative faculty study and subsequent refinement of how students are engaged in learning throughout the school. Schools typically collect data three times a year. | Data collection is completed by teachers from the school or school leaders from other schools (usually not including building administrators). Participants must be trained on how to codify student engagement on the six IPI categories used for observation. | Six coding categories under the broad categories of Student-Engaged Instruction, Teacher-Directed Instruction, and Disengagement determine the focus and look-fors. | Teams use an observation rubric for recording data on observed student engagement. | Summarized student engagement profiles are provided to the entire school staff to collaboratively study and reflect upon their perceptions of effective learning and instruction. |

| Model | Purpose/Use | Participants | Focus/Look-fors | Data Gathering | Feedback/Follow-up |
|---|---|---|---|---|---|
| Instructional Rounds Network | Usually monthly visits, each time at a different school, to acquire an understanding of what is happening in classrooms, how the system produces those effects, and how the school system or individual schools can move closer to the desired learning outcomes. | A network of superintendents, principals, teachers, and central office staff agree to meet each time at a different school. They spend the morning circulating around classrooms, observing the teaching and learning that take place. | Observations are based on a "problem of practice" the school has committed to solve, such as improving math proficiency or literacy. In general, this should be a major component of the school's improvement plan. | Observing teams are "scripting" to collect evidence on the state of teaching in the building. | In the debriefing meeting, members are further asked to take four steps: (1) describe what they observed in classes; (2) analyze any patterns that emerge; (3) predict the kind of learning they might expect from the teaching observed; and (4) recommend the next level of work that could help the school better achieve its improvement goals. |
| Instructional Rounds | Observing teachers to compare their own instructional practices with those of the teachers they observe. | Small groups of three to five teachers, and the lead teacher, make relatively brief observations of their fellow teachers. All teachers should have a chance to participate at least once a semester. | Observations are based on The Art and Science of Teaching (Marzano, 2007), which is a comprehensive framework for effective instruction. Ten design questions are used by teachers to plan effective units and lessons within those units. | Observing teachers use the Marzano Observational Protocol Snapshot form. | Members of the observing team convene to debrief on their experiences. Debriefing should end with all observers identifying one thing they will do differently in their classroom as a result of the rounds. Feedback to teachers observed is not provided unless requested. |

| Model | Purpose/Use | Participants | Focus/Look-fors | Data Gathering | Feedback/Follow-up |
|---|---|---|---|---|---|
| UCLA Center X Classroom Walk-Through | To enable teachers to acquire a greater understanding of the results of their current instructional practices and implement the kind of changes to improve practices that result in significant student achievement. Students are the focus of the observations. | Classroom teachers are the primary participants in the walkthroughs. They form teams of five or fewer to visit classrooms. | A focus question to guide teacher team observations is identified by the school based on the improvement initiatives already underway at the school and in the district. | Observers record what they observe and hear on an observation graphic without adding any interpretations. | Observers convene to debrief the trends or patterns in student learning based on evidence collected about the focus question. The staff explore together the evidence collected, reflect on its meaning, and decide on next steps. |

Evaluation Criteria of Classroom Walkthroughs

The purpose of this survey is to evaluate the school/district teacher classroom walkthrough process.

DIRECTIONS: Please circle your response to each of the questions below. Do not sign your name.

... have a very clear understanding of the . . .

1. PURPOSE for the teacher classroom walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

2. SPECIFIC FOCUS for each of the teacher classroom walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

3. LOOK-FORS for each of the teacher classroom walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

agree with . . .

1. The FREQUENCY with which the teacher classroom walkthroughs are conducted.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

2. The TIME fellow teachers spend observing in my classroom during walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

3. The observers' TIMING of various walkthroughs so that the beginning, middle, and closing of lessons are observed.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

4. Observers taking the opportunity to TALK WITH STUDENTS about what they are learning.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

5. Observers RECORDING DATA about their observations while in my classroom.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

6. The means by which the observer RECORDS DATA about his or her observations while in my classroom.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

7. The way the SHARING of observation data is provided from those who observe during walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

8. Walkthroughs being unobtrusive and conducted in ways that MINIMIZE the interruptions to classroom instruction.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

9. My teaching and my students' learning having BENEFITED from teacher classroom walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

10. Classroom walkthroughs being ANNOUNCED in advance.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

11. The existence of a TRUSTING RELATIONSHIP between those who observe and those being observed.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

12. ALL TEACHERS being observed through the teacher classroom walkthroughs.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

13. The teacher classroom walkthroughs working well in CONJUNCTION with our other school improvement initiatives.

| Totally agree | Somewhat agree | No opinion | Somewhat disagree | Totally disagree |

**Appendix G - Interviews Questions of Administrators**

1. The Instructional Practices Inventory contains five categories of student engagement in the classroom.  What are the strengths of these categories in describing desired student learning engagement?

2. Describe the quality of the training you received on understanding the categories and criteria in the Instructional practices Inventory.

3. What are the most important procedures you follow when implementing the classroom walkthrough model?

4. How often do you conduct a walkthrough classroom observation for a particular teacher?

5. When and how do you share feedback with a teacher after conducting a focused classroom walkthrough observation?

6. How do focused classroom walkthrough observations impact student engagement in their learning within the classroom?

7. How have focused classroom walkthrough observations impacted classroom instruction?

8. How do the Instructional Practice Inventory Categories serve to enhance the quality of focused walkthrough classroom observations?

**Interviews Questions of Teachers**

1. The Instructional Practices Inventory contains five categories of student engagement in the classroom.  What are the strengths of these categories in describing desired student learning engagement?

2. Are the criteria within the categories helpful in assisting teachers to plan curriculum for maximizing student learning engagement?  How?

3. Describe the quality of the training you received on understanding the categories and criteria in the Instructional practices Inventory.

4. What do you believe your principal is looking for when she/he conducts a classroom walkthrough observation?

5. Does your principal provide you with immediate feedback on the walkthrough observation?  How is this helpful?

6. How have classroom walkthrough observations affected your teaching?

7. How do focused classroom walkthrough observations impact student engagement in their learning within the classroom?

8. How have focused classroom walkthrough observations impacted classroom instruction?

9. How do the Instructional Practice Inventory Categories serve to enhance the quality of focused walkthrough classroom observations?

**Appendix H - Survey & Open-ended Questions for Teacher & Administrators**

*The following statements ask you to rate your response using a scale, which is present under each statement.  Please circle the statement that matches your perception.  Then, answer in writing the question that follows each statement in the space provided.  Your responses are confidential.*

1. I understand the purpose for a focused classroom walkthrough observation system in my school.

    Strongly disagree    Disagree  Neither agree nor disagree    Agree    Strongly agree

    a.  Why is your school district employing a focused classroom walkthrough

       observation system?

_____

2.  I have been trained to understand the content and meaning of each of the categories of student classroom involvement in the Instructional Practices Inventory.

    Strongly agree    Disagree    Neither agree nor disagree    Agree    Strongly agree

    a.  How was the training helpful?

       _____

3.  The Instructional Practices Inventory instrument provides me with the criteria I need to ensure that my students are engaged in the classroom.

    Strongly disagree  Disagree    Neither agree nor disagree    Agree    Strongly agree

    a.    How do these criteria assist you in preparing for a focused classroom walkthrough observation?

       _____

4. My principal shows understanding of the categories in the Instructional Practices

Inventory and has explained the basis for his/her ratings to me.

Strongly disagree    Disagree    Neither agree nor disagree    Agree    Strongly agree

     a. How does the principal help you with understanding the system?

_____

5. Focused classroom walkthroughs using the Instructional Practices Inventory are

consistent as to feedback provided for teachers.

Strongly disagree    Disagree    Neither agree nor disagree    Agree    Strongly agree

     a. What is the most helpful feedback you received from the classroom

     walkthrough?

_____

6. The focused classroom walkthrough observation system is supportive of teachers in

the classroom.

Strongly disagree    Disagree    Neither agree nor disagree    Agree    Strongly agree

a. How does the walkthrough observation system serve to support teachers in the

classroom?

_____

     7. The focused classroom walkthrough observation system is effective in

     increasing student-learning engagement.

Strongly disagree     Disagree     Neither agree nor disagree  Agree  Strongly  agree

    a.  How has the observation system increased student-learning engagement in the
classroom?

_____

8.  The focused classroom walkthrough observation system is beneficial to me as a

classroom teacher.

    Strongly disagree     Disagree     Neither agree nor disagree     Agree     Strongly agree

a.  How is the focused classroom walkthrough system beneficial to you as a classroom

teacher?

_____

**Vitae**

Ethel Shanklin is a retired educator and administrator.  She began her career as an elementary math teacher at St. Patrick's School, a catholic school in East St. Louis, IL. At St. Patrick School, she organized a Math Lab where she taught students with math deficits for two years.  She was hired in 1978 as a Special Education Teacher in East St. Louis #189 for students in grade level K-12. Twenty-two years later she served in the following capacity: elementary Principal for three years; a middle school principal for one year;  a high school assistant principal for three years; the first female high School principal for two years; Assistant Director of Special Education and Director of Student Services for one year; and finally, Director of Special Education for one year before retiring from the school district. Her credentials include: Bachelor's Degree in Education (Special Education K-12 & Elementary Education K-9), Master's Degree in Education, Specialist Degree in Educational Leadership, Administrative Endorsement, Superintendent Endorsement, and Illinois Licensed Director of Special Education.

Ethel is a member of the following: American Psychologists Association, Meridian Philanthropic Society of Southern Illinois University at Edwardsville, North Central Accreditation AdvancEd Quality Review Team, American Educational Research Association and Past President of Phi Delta Kappa Eat St Louis Chapter.

Presently, she is the owner of her educational consulting firm, Starfish Learning & Consulting, LLC., where she has serviced school districts in the capacity of mentoring administrators, overseeing governmental grants, coaching, training, and grant writing.

Ethel is a wife, mother of two, and grandmother of four, ages 4-21.