

EDUCATORS' PERCEPTIONS ON THE USEFULNESS, ACCURACY,  
CREDIBILITY, AND RESPONSIVENESS OF PRINCIPAL FEEDBACK

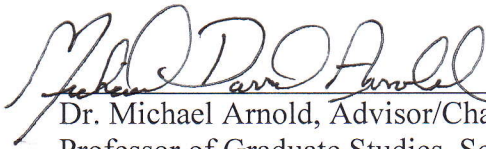
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2019

The undersigned, approved by the Department Chair of Graduate Studies in Education, have examined a dissertation entitled:

EDUCATORS' PERCEPTIONS ON THE USEFULNESS, ACCURACY,  
CREDIBILITY, AND RESPONSIVENESS OF PRINCIPAL FEEDBACK

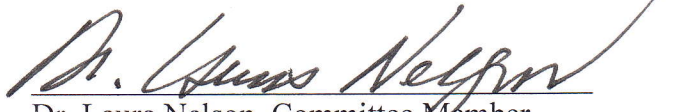
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EDUCATORS' PERCEPTIONS ON THE USEFULNESS, ACCURACY,  
CREDIBILITY, AND RESPONSIVENESS OF ADMINISTRATOR FEEDBACK

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A Dissertation  
Presented to  
The Faculty of the Graduate Education Department  
Southwest Baptist University

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In Partial Fulfillment of  
the Requirements for the Degree

Doctor of Education

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By

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## ABSTRACT

When principals provide quality evidenced-based feedback to teachers, instructional practices improve and an increase in student performance and teacher reflection can occur. Therefore, ensuring effective professional learning supports are established for principals to provide effective evidenced-based feedback is critical to the development of principals, teachers, and ultimately, students. In 2016, the state of Missouri implemented the Missouri Leadership Development System (MLDS). The Missouri Leadership Development System is a professional learning opportunity for principals concentrated on developing transformational leadership skills. These skills include providing teachers with specific feedback focused on teacher growth. There has been little research conducted to understand teacher perceptions of the feedback received from principals who have participated in the MLDS concerning four feedback characteristics of usefulness, credibility, accuracy, and responsiveness. This casual comparative study utilized inferential and descriptive statistics to understand the differences in teachers' perceptions of the four feedback characteristics (usefulness, credibility, accuracy, responsiveness) based on gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers, and tenured and nontenured teachers. Results from this study showed a statistically significant difference occurred between tenured and nontenured teachers. Tenured teachers perceived the usefulness of principal feedback as not as useful as nontenured teachers. Results from this study also showed a statistically significant difference in the perceptions of teachers concerning the usefulness and credibility of the feedback received between Pre-K to fifth-grade teachers and Non-Pre-K to fifth-grade

teachers. Non-Pre-K to fifth-grade teachers perceived feedback from the principal as not as useful or as credible when compared to Pre-K to fifth-grade teachers.

## CHAPTER ONE

### INTRODUCTION

#### **Introduction**

In 2014 the Missouri Department of Elementary and Secondary Education (DESE) began the process of developing the Missouri Leadership Development System (MLDS). The Missouri Leadership Development System provides a 2-year mentoring program for new principals and provides professional learning promoting transformational growth of leadership effectiveness (Missouri Department of Elementary and Secondary Education, 2018b). MLDS is a tiered system of competencies aligned to the Professional Standards for Educational Leaders focused on principal development. This tiered system was developed using researcher Mike Rutherford's 2014 work from the artisan teaching model (Rutherford, Gregory, Katnik, & Shellinger, 2016). The purpose of the MLDS, through Rutherford's framework, was to advance school leaders' capacity of learning systems and to provide development and support to create transformational school leaders (Missouri Department of Elementary and Secondary Education, 2018a).

MLDS offers different modalities of practice for principals: "learning labs, one on one mentoring, conferences, retreats, online events, regional meetings, and twitter events (Rutherford et al., 2016, p.16). As principal's progress through the MLDS model, they should be able to identify if their learning experiences with the MLDS model are impacting teacher effectiveness and ultimately changing classroom instruction from the feedback provided by the principal to the teacher. A principal's leadership skills of providing a vision for the staff, empowering the development of teachers, setting high

expectations for continuous school improvement, and hiring qualified staff are essential to the success of school initiatives (Rutherford et al., 2016).

### **Significance of the Study**

According to Kachel (2018), the average tenure for a principal in a district is 4 years. Some of the factors influencing principal longevity are inconsistent leadership directives, student achievement, teacher retention, and school culture (Kachel, 2018). Research evidence from the MLDS indicated principals who participate in MLDS and have completed years 1, 2, and 3 in the same administrative position have had a higher principal retention rate. However, evidence of the impact MLDS has had on staff and students has yet to be determined (Missouri Department of Elementary and Secondary Education, 2018a). In addition, evidence of the impact MLDS has on teacher perception of the evaluation process in the areas of usefulness, credibility, accuracy, and responsiveness has not been fully researched. Since the MLDS model is in the inception phase for developing school leaders in the state of Missouri, there is little research to support the effectiveness of the model and its impact on the usefulness, accuracy, credibility, and responsiveness of formative feedback provided to teachers from the principals.

### **Theoretical Framework**

This research was guided by the framework of the adult learning theory of Malcom Knowles' model of andragogy. Between the 1920s and 1940s some teachers of adults began to deviate from the traditional pedagogical practices in the classroom for adult learners. Cyril O. Houle's (1961), *The Inquiring Mind*, (1961) propelled scientific research of adult learning forward. This study found continuous learners fell into three

learner groups: goal-orientated learners, activity-orientated learners, and learning-orientated learners (Knowles, 1980). A goal-orientated learner understands the need for continuous learning and progresses through a variety of methods of learning. Activity-orientated learners can participate socially with other learners; however, the purpose of learning may not be clear to the learner. Learner-orientated learners have a desire to know and understand their individual self-concept and the differences between others' self-concept (Bulluck, 2017).

The andragogy theory focuses on developing an understanding of how adult learners learn through the art and science of helping adult learners acquire and apply new knowledge. Knowles (1980) developed four assumptions of the andragogy theory. First, adult learners will move from dependency to a self-directed learner at different rates. Facilitators of adult learning should nurture and encourage the learning taking place by the adult. Second, an adult learner's experiences can impact new learning taking place; therefore, facilitators of adult learning should provide experiences that are meaningful and relevant to the learner. Third, when adults understand the why or a need to learn, they become open to learning and change. Facilitators of adult learning and learning programs should encourage adult learners to discover the why of learning and replicate real-world application experiences for learners. Fourth, adult learners are orientated to learning through maturing an ongoing competency of knowledge and skills. Facilitators and programs devoted to adult learning establish competency-based development categories of performance centered on learning standards (Knowles, 1980). The andragogy theory recognizes the facilitator possesses knowledge about the subject area but recognizes the facilitator does not have all of the knowledge about the subject area.

The facilitator is viewed as an architect of learning and encourages adults to analyze material by making connections between the experiences the learner possesses (McGrath, 2009).

The andragogy theory has four key areas of concentration. First, adult learners must know why they are learning about a specific subject or material, how it will benefit them, and the proposed learning outcomes of the material. Second, the adult learner's viewpoint or self-concept can be a driver in their own learning. Self-concept can be impacted by the learner's confidence level through discussion of the present level understanding of the material. Third, andragogy focuses on the experiences of the learner and how these experiences can be used to deepen the understanding of the material. As adult learners mature, learning becomes more self-directed. Self-directed learning refers to the adult learner's ability to take responsibility of learning by a means of critical self-reflection and to use emancipatory learning through social interactions with others (Merriam, 2001). Fourth, adult learners are motivated by wanting to learn. Internal and external motivation can be promoted with a sense of belonging. Self-concept can impact learning; therefore, a facilitator of adult learning must know the importance of praise and the impact it can have on the learner's motivation and self-esteem (McGrath, 2009).

Andragogy promotes a safe environment of learning for the adult learner so that the learner feels secure to express understanding of the material and share viewpoints of the learning experience. An adult learner's previous experiences in the classroom or with learning new material can have a positive or negative impact to furthering the implementation of new learning. Goals for facilitators of adult learning should include

taking new and old patterns of learning to create self-directed learners who immerse themselves in learning (McGrath, 2009).

Malcolm Knowles' (1980) theory of andragogy emphasizes adult learners as being collaborative problem solvers. Self-directed adult learners take responsibility for acquiring new knowledge and how the application and value of knowledge from previous experiences to new learning improve a skill or behavior (McDonough, 2014). Self-directed learning references the idea of learners taking responsibility for learning because of the maturity and desire to build upon the learner's knowledge base (Cox, 2015).

Jack Mezirow (1991) theorized transformative learning could take place when learners are aware of personal, historical, and cultural situations. A learner's perspective can be changed when new learning takes place and true critical self-reflection has empowered the beliefs and attitudes of the learner (Fleischer, 2006). Mezirow highlighted the importance of learners becoming autonomous thinkers who can apply information to real-life job functions and social society. Autonomous thinkers need to be actively engaged in new learning. A facilitator of learning activities promotes engagement through learner's critical self-reflection, collaboration, and the work setting (Sisselman-Borgia & Torino, 2017).

During the development stages of the MLDS, the adult learning theory was used as a guiding principle to develop a program to support and mentor new and current administrators in the state of Missouri. The MLDS included four guiding principles to the development of the mentoring program. Principle 1 describes the characteristics of the knowledge, skills, and attitudes needed to effectively reflect. Principle 2 reflected upon the adult learner knowing the why before the what and the how of the MLDS

learning continuum. Adult learners should have an awareness of the why, a practice of learning through continuous skill building with enrichment of current skills and modeling the leadership role for others (Rutherford et al., 2016). Principle 3 supported adult learners to set expectations and provide support with sustainability. Principle 4 established the expert level of interaction with peers. The MLDS Design Team developed competencies based upon learning experiences and learning interactions. Engagement opportunities for adult learners were designed to develop, build upon, and promote adult learner self-reflection (Rutherford, et al., 2016).

In addition to the adult learning theory, MLDS Design Team also used Mike Rutherford's 2014, *The Artisan Teacher* to guide the MLDS as it focused on developing and supporting future and experienced administrators. MLDS was designed to grow leaders into transformational leaders who become a visionary, instructional, managerial, relational, and innovative leader who evolves across the continuum (Rutherford et al., 2016). Guskey (2000) indicated administrator's knowledge of the influences on student achievement can impact student learning indirectly. Interactions with teachers through coaching after an evaluation can indirectly impact student learning along with policy implementation of curricula (Guskey & Peterson, 1996).

### **Problem Statement**

A national problem of recruitment, retention, and the development of qualified educational leaders to lead teachers is an increasing issue recognized by the United States Bureau of Labor Statistics. The agency has predicted between the years of 2012 and 2022, 13,000 principals will need to be hired to fill positions; however, a lack of qualified candidates continues to increase due to the lack of cultivation of the potential of current

principals (Bryant, Escalante, & Selva, 2017). Wieczorek (2017) indicated principals can be the number 1 influencer in a teacher's instructional growth and help teachers to link student learning to instructional practices and assessments taking place in the classroom. Hughes, Matt, and O'Reilly (2015) suggested principals play a critical role in teacher retention with contributing factors being the environment, as well as instructional, technical, and emotional support provided by the leader.

Student learning is affected in a positive way when a teacher's knowledge base and skills are recognized. When teachers believe in their influence on students, teachers take ownership of student learning (Balyer, Ozcan, Yildiz, 2017). For teacher growth to take place in schools, principals must provide teachers with constructive ongoing feedback promoting self-reflection and an analysis of instructional practices (Range, Finch, Young, & Hvidston, 2014). With principal turnover on the rise, the feedback for teacher growth would be declining and effect student learning in the classroom. In July of 2018, DESE released an executive summary of MLDS. The summary indicated MLDS has impacted principal retention with 92% of principals who participated in MLDS having continued their position into Year 2 and 3 as building leaders (Missouri Department of Elementary and Secondary Education, 2018a). Since the full implementation of MLDS with principals in 2016, there has been minimal research conducted to identify the perceptions of teachers concerning their belief about the usefulness, credibility, accuracy, and responsiveness of the formative feedback they received from their principals.

As expectations from federal and state policies increase rigor, a principal's ability to provide evidenced-based feedback that is considered useful, credible, accurate, and

responsive will need to be student centered focused on growth. Frameworks for providing feedback to teachers are needed to promote teacher growth and ensure a modality for reflection on classroom instruction by the teacher. Specific, constructive, and meaningful feedback helps teachers to reflect upon the direction of their teaching and learning and to make adjustments to instructional practices in the classroom to benefit students (Lia, 2016). To provide instructional feedback to teachers, principals need to participate in effective professional development to understand a feedback framework (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015). This study researched the perceptions of teachers whose principals have participated in the MLDS concerning the usefulness, credibility, accuracy, and responsiveness of the formative feedback principals provide to teachers.

### **Purpose of the Study**

The purpose of this casual comparative perceptual study was to test the theory in educational leadership of providing teachers with useful, credible, accurate, and responsive formative feedback through Mike Rutherford's (2016) feedback model by providing support to principals through the MLDS. The independent variable, principal's formative feedback, was generally defined as an intentional feedback to improve thinking and modify behavior to improve learning (Shute, 2007). The dependent variable, teachers' perceptions, was generally defined as the role theory of perception concerning teachers' viewpoints, the influences of internal and external factors, training, the experience of the teacher, and how the control variables of usefulness, accuracy, credibility, and responsiveness were statistically controlled in this study (Grobgedl, Teichman-Weinberg, Wassermann, & Ben-Av, 2016). This study focused on a sampling

of convince of teacher perceptions. The purpose of this casual comparative perceptual study was to determine from a sample of convivence of teacher perceptions the usefulness, credibility, accuracy, and responsiveness as it relates to feedback from principals who had participated in the MLDS model.

This research may add to the professional learning of principals and help determine if adjustments to the knowledge base of the MLDS model need to be modified to help improve principal feedback. It may provide opportunities for reflection and how this model may be revised to meet the needs of principals and teachers as principals learn about best practices in providing feedback. Data were collected to identify teachers' perceptions of the usefulness, credibility, accuracy, and responsiveness of the formative feedback provided by principals who had participated in the MLDS to the teacher. Data were disaggregated into tenured and nontenured teachers, gender, and grade level. The purpose of this study was to research the differences in teachers' perceptions concerning the usefulness, accuracy, credibility, and responsiveness to formative feedback from principals who had participated in the MLDS model based on tenured and nontenured teachers, gender, and Pre-K to fifth grade teachers and non-Pre-K to fifth grade teachers.

### **Research Questions and Hypotheses**

This research sought to answer the following overarching question “What are teachers perceptions of the usefulness, accuracy, credibility, and responsiveness to formative feedback they received from their principal who has participated in the Missouri Leadership Development System?” In order to answer this question, the following sub questions were investigated:

1. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between gender?
2. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between gender?
3. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between gender?
4. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender?
5. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
6. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
7. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
8. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
9. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured career teachers?
10. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers?
11. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers?

12. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers?

In an effort to answer the mentioned research questions the following null hypotheses were investigated:

1. H<sub>01</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between gender.
2. H<sub>02</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between gender.
3. H<sub>03</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between gender.
4. H<sub>04</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender.
5. H<sub>05</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth grade teachers and non-Pre-K to fifth-grade teachers.
6. H<sub>06</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth grade teachers and non-Pre-K to fifth-grade teachers.
7. H<sub>07</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth grade teachers and non-Pre-K to fifth-grade teachers.

8. H<sub>08</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth grade teachers and non-Pre-K to fifth-grade teachers.
9. H<sub>09</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers.
10. H<sub>010</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers.
11. H<sub>011</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers.
12. H<sub>012</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers.

To collect data, principals from the state Missouri were contacted via e-mail distributed through QuestionPro. The email explained the purpose of the study and provided the principal with a link to review the survey. The email also included a link to a survey for principals asking the principal participated in the Missouri Leadership Development System. If the principal responded by indicating "no" the principal exited the survey. If the principal responded with "yes" the principal was provided a link to the teacher survey entitle Examining the Evaluators Feedback Survey. If building principals agreed to building teachers participating in the study, principals were asked to forward

the link to teachers. Once teachers received the link from the principal, teachers were asked to indicate agreeance to participate in the survey. If teachers agreed, teacher participants were asked demographic questions and questions referencing four feedback characteristics. The researcher sought to identify teacher perceptions on the usefulness, credibility, accuracy, and responsiveness of the feedback from their principal.

### **Limitations, Delimitations, and Assumptions**

#### Limitations.

The following were limitations of this study:

1. The number of principals who forwarded the survey request to their teachers.
2. The number of surveys returned to the researcher from participants.
3. Participant dropout of principals and teachers.
4. The nonrepresentative sample of principals in the state of Missouri.
5. The participants' honesty when answering the survey questions.
6. The receipt of the survey by principals and teachers due to the survey being sent through e-mail.
7. The data collection method.

#### Delimitations

The delimitations present in this study included:

1. The results of the survey were confidential providing an opportunity for those individuals participating in the survey to provide honest feedback.
2. This study was limited to asking permission to survey teachers from only those principals in the state of Missouri who participated in the MLDS.

3. This study was limited to teachers in the state of Missouri whose principals participated in the MLDS.
4. The principal and teacher relationship could have impacted the results of the survey.
5. Only teacher perceptions were collected.

#### Assumptions

1. It was assumed participants of the survey would answer truthfully.
2. Principals who participated in the MLDS were implementing the process with fidelity.
3. Teachers who participated in the survey had been evaluated and received feedback from their principal.
4. The results of the study were generalizable for the population of only those teachers whose principals participated in the MLDS.

#### **Design Controls**

This quantitative perceptual study used a survey to identify teacher perceptions of the usefulness, credibility, accuracy, and responsiveness of their principal's formative feedback. Missouri superintendents were identified through the Missouri Department of Elementary and Secondary Education (DESE). The survey was voluntary and confidential. The survey sought to clarify the perceptions of formative feedback teachers received from their principal who participated in the MLDS. Confidentiality was ensured in order to control for the assumption of honesty as well as perspectives on the feedback provided to them from their principal.

## **Definition of Key Terms**

**Accuracy** – an individual who receives feedback that is specific, frequent, and positive may perceive the feedback as more accurate (Kinicki, Prussia, Wu, & McKee-Ryan, 2004).

**Credibility** – trustworthiness and expertise of an individual who may be considered as an evaluator (Goldschmidt & Congdon, 2018).

**Formative feedback** – intended to improve thinking and modify behavior to improve learning (Shute, 2007).

**Missouri Leadership Development System** – system designed to help develop and support effective school leaders by identifying the competencies of a transformational principal (Rutherford et al., 2016).

**Responsiveness** - recipients of feedback respond when feedback is consistent, accurate, positive, and has a direct link on a focused task (Goldschmidt & Congdon, 2018).

**Usefulness** – feedback-rich environment providing timely, specific, frequent, and positive or negative feedback (Cherasaro, T., 2015).

## **Summary**

A culture of learning is enriched through the expectations of the principal and through the reflective lens of the learning mindset of the leader. Actionable feedback provides a direction of learning for teachers (Brookhart & Moss, 2013). This chapter presented the purpose to discover teacher perceptions of the usefulness, credibility, accuracy, and the responsiveness of formative feedback from principals who participated in the MLDS and the impact on teacher effectiveness. This study sought to determine

teacher perceptions of the usefulness, credibility, accuracy, and the responsiveness of feedback teachers receive from their principals.

Chapter Two will thematically present a literature review and a theoretical framework that will seek to develop a history of teacher evaluation process, define formative feedback through existing research and the impact of the principal as an instructional leader. The literature review will also examine teacher effectiveness and the characteristics of effective teachers. Chapter Three will describe the method of collecting quantitative data to identify educators' perceptions of formative feedback on teacher effectiveness. Chapter Four will outline the selection process for teachers who will participated in the study and describe how the researcher analyzed the data. Chapter Four will present the results of the study in tables and charts by explaining the findings of the study. Chapter Five will present study conclusions drawn from the data and recommendations for future research.

## CHAPTER TWO

### REVIEW OF LITERATURE

#### **Introduction**

Principals who lead educators are a critical component to improving the educational practices of teachers and the learning outcomes of students; therefore, leadership professional development for leaders is a necessity for principals to acquire the knowledge needed to lead learning for all learners effectively (Mestry, 2017). Kraft and Gilmour (2016) studied the perspectives of principals from a large urban school district. This study concluded in order for teacher development to occur, time and training for principals to provide effective feedback must be established in order for principals to conduct actionable evaluations resulting in teacher growth (Kraft & Gilmour, 2016). Allen and Weaver (2014a) believed school leadership could impact student achievement through a clear focus on teaching and learning; however, changes in leadership will take place due to retirement, changing of roles, or because some leaders of education choose to leave the profession. To retain principals, professional development is crucial to retention of administrative positions (Allen & Weaver, 2014a).

This chapter is thematically organized into five areas of research. The first area reviews a history of teacher evaluation. The second area narratively describes the Missouri Leadership Development System and defines transformational leadership. The third area outlines feedback in education, provides a purpose for feedback, and evaluates the impact of principal feedback. The fourth area will investigate the role of the principal in providing feedback as an instructional leader. Finally, the fifth area will examine characteristics of effective teachers by defining teacher effectiveness and consider the

influences school leaders have on teacher effectiveness. This review of literature will review the theoretical framework, narratively describe MLDS and leadership styles, review the history of teacher evaluation, define formative feedback in education, present the impact principals have as instructional leaders and how feedback can impact teacher effectiveness.

### **History of Teacher Evaluation and Performance Feedback**

In 2015, Barack Obama reauthorized the 1965 Elementary and Secondary Education Act (ESEA) as the Every Student Succeeds Act of 2015. This reauthorization allowed for more state and local agencies to gain a larger quantity of education authority, rather than the control of the federal government (Sharp, 2016). The announcement of Race to Top by the Obama Administration rewarded states with compensation for educational reform focused on four areas of development: assessment and standard development, developing a system to measure growth, retaining effective teachers and developing a system to reward teachers for their efforts, and emphasizing the turnaround of low performing schools in the state (Aguilar & Richerme, 2014).

In the past determining a teacher's effectiveness and/or ineffectiveness has been difficult because there is not a clear understanding of what effective and ineffective teaching encompass. In addition, teacher evaluations have not provided the support to individual teachers who are exemplar teachers by capitalizing on their skills (Marzano, 2012). Marzano (2012) indicated the system of teacher evaluation should be purposeful and distinguish between the measuring of teachers and the development of teachers. Teacher evaluations serve the purpose of measurement and growth. Evaluations are an avenue to measure teacher effectiveness through classroom observations, teacher

preparation, and student data evaluation. Summative evaluations review the tenure process and fulfillment of job responsibilities and provide feedback to teachers regarding teacher growth throughout the year. Principals perform formative evaluations to provide teachers with a path to professional growth (Bradley-Levine, Romano, & Reichart, 2017). The process of self-reflection through formative feedback begins with content-specific feedback provided by the evaluator. An evaluation system focused on growth creates a willingness to change to foster continuous improvement in teaching practices (Hunt, Gurvitch, & Lund, 2016).

Goe, Wylie, Bosso, and Olson (2017) conducted a study by surveying the nation's exemplary teachers from the National Teacher of the Year program. The purpose of this study was to review teacher perspectives pertaining to teacher evaluation, support provided to teachers, and specific examples that model the Council of Chief State School Officers Principles. Based upon the results of the study, three priorities were suggested to make adjustments to the evaluation and teacher support process: Priority 1 was that evaluators and teachers should be trained to understand the evaluation process, with an emphasis on targeted feedback. Priority 2 addresses the support systems in place to provide opportunities for growth with the understanding professional development opportunities should be differentiated. Priority 3 suggested much consideration should be leveraged into the teacher's contributions to students' learning and the data used to evaluate teachers (Goe et al., 2017).

Accomplished California Teachers (2015) proposed seven principles for a reliable system of evaluation indicating evaluations should first be based on professional teachers' standards with the opportunity to evaluate these standards through performance

assessments. Teacher performance should indicate evidence from students' outcomes through frequent evaluations conducted by trained evaluators who suggest useful feedback for the teacher and suggest professional development opportunities (Accomplished California Teacher, 2015).

As teachers invest in the development as a professional, a teacher's self-esteem and self-efficacy can increase; however, when a teacher receives feedback describing ineffective practices occurring in the classroom, feedback can change the teacher's self-efficacy perception (Reddy, Dudek, Kettler, Kurz, & Peters, 2016). Reddy, et al., (2016) suggested to preserve teacher self-efficacy and sustain accountability of teacher evaluation systems, stakeholders must understand the purpose of the evaluation process and how the process will help them to grow in their profession.

### **Missouri Leadership Development System (MLDS)**

In 2014 MLDS organized a group of stakeholders to investigate and design the development of effective transformational leaders and the essential components of providing support and development to school leaders of Missouri. With guidance from Mike Rutherford's (2013), *The Artisan Teacher*, the MLDS Design Team determined for an effective transformational leader to be successful, school leaders must exhibit five domains as the role of the principal. The MLDS defined a transformational leader as a leader who is a visionary, instructional, managerial, relational, and innovative leader (Rutherford et al., 2016).

### **Transformational Leadership**

A transformational leader can engage staff and students in learning with a clear concise vision focused on goals towards unifying staff and students towards a common

commitment (Allen, Grigsby, & Peters, 2015b). Transformational leaders develop insights to the future of the vision and impact the collective efficacy toward the commitments made to move the organization forward in a positive manner (Chai, Hwang, & Joo, 2017). Transformational leaders provide avenues for teachers to solve problems through risk-taking experiences and encouraging teachers to develop, reflect, and rediscover thinking (Sagnak, Kuruoz, Polat, & Soylu, 2015).

Transformational leaders motivate others towards a common goal for change. Researchers found individuals who can possess transformational leadership characteristics can positively impact groups of individuals because transformational leaders have higher rates of satisfaction due to the leader's belief their followers feel empowered and inspired by their leader (Money, 2017). Transformational leadership style creates an understanding of the unique characteristics and goals of the individuals he or she is leading, resulting in an appreciation of individualized growth. Transformational leaders should challenge their followers through innovative thinking and continuous high expectations of self-questioning from the leader's followers (Lamm, Sapp, & Lamm, 2016)

Transformational leadership can be a cornerstone leadership style to smoothly implementing a change initiative by redefining how others drive their thinking around being vision driven when they are solution seeking (Anderson, 2017). Transformational leadership is viewed as an antecedent to the development and sustainability of teacher collective efficacy and the impact teacher commitment can have on community relationships and beliefs (Lowery, 2014).

### **Managerial Leader**

Effective managerial principals are described to have technical, human, and conceptual skills to coordinate school activities and budgets (Cetinkaya, 2016).

Management of schools requires principals to understand the infrastructure of the school, budgeting of resources, and curricular needs to manage the vision and mission of the school (Kempa, Ulorlo, & Wenno, 2017). Managers focus their time and effort towards accomplishing tasks properly through an effective and efficient approach by using authority and control to ensure stability for the organization (Tobin, 2014).

### **Relational Leader**

Smit and Scherman (2016) described a relational leader as having the behavioral qualities of care, vision, collaboration, courage, empathy, vulnerability, and providing feedback. These characteristics can be observed through influential actions the leader embraces. Leaders of building relationships make quality connections and foster learning and growth, no matter the position of power (Smit & Scherman, 2016). Relational leaders establish skills to build a rapport, trust, and communication with individuals, groups of people, and organizations. Building a rapport requires leaders to invest in other's personal interest and care. The leader can build rapport through visibility and accessibility to others. Relational leaders develop a trusting relationship with others by showing the value of the individual and showing their vulnerability as a leader. Attending behaviors of the leader can communicate active listening and encourage communication between the leader and others (Lasater, 2016).

### **Innovative Leader**

As an innovative, globalized, educational autonomy leader, principals are viewed as the lead idea developers in school improvement and managerial breakthroughs in school (Kempa, Ulorlo, & Wenno, 2017). Innovative transformational leaders possess the ability to influence peers to change by establishing a vested interest in the individual's development and needs (Aguas, Zapata, & Arellano, 2017).

Marron and Cunniff (2014) described innovative leaders as possessing heart, empathy, learning, passion, strategy, and speed (HELPSS). An innovative leader who has heart leads with a compassionate attitude. Innovative leaders use empathy to understand and consult peers on a regular basis. Leaders of innovation hold the responsibility of being a perseverant leader who knows up-to-date pedagogical teaching and technological practices and then applies these practices using strategical instructional maneuvers with speed (Marron & Cunniff, 2014). Innovative leaders create an innovative learning environment by establishing financial opportunities to encourage risk taking with new ideas (Aguas et al., 2017).

### **Instructional Leader**

An instructional leader influences the learning of staff and students through utilization of reflective dialogue with the teacher to promote growth and by exhibiting relevant knowledge of learning strategies (Grobler, 2013). Leadership focused on instruction constructs a culture of learning by way of the leader's ability to show commitment to the responsibility of the learning staff and students (Murphy, Neumerski, Goldring, Grissom, & Porter, 2016).

Weigel and Jones (2015) suggested instructional leaders are effective when clear targets are designed to improve classroom instruction. Improving classroom instruction requires the principal to develop the context and culture within the building to influence instructional changes, while also seeing the big picture of classroom instruction. Instructional leaders are reflective in nature concerning the time and activities devoted to instruction taking place in classrooms (Weigel, & Jones, 2015). Naidoo and Petersen (2015) agreed instructional leaders are impactful when a clear vision for directing learning for students and staff is present. Instructional leaders know how to prioritize teaching and learning based upon context through learning opportunities focused on standards. The principal can influence classroom learning environments directly and indirectly. Communication with teachers after classroom observations provides constructive feedback and support for a positive learning environment (Sheng, Wolff, Kilmer, & Yager, 2017).

### **MLDS Design**

The Missouri Leadership Development System (MLDS) is a mentoring program formulated to support aspiring, emerging, developing, and transformational leaders through a principal's career. Aspiring level leaders are defined by the MLDS as those individuals who are in the preservice stage of their administrative certification. A first-year leader would be considered at an emerging level. Leaders with some subsequent years of experience develop leadership skills through self-reflection and refinement. Leaders are considered at the transformational level when they are responsive to student needs through leadership and coaching. A curricular continuum of learning progression competencies was designed to indicate mastery of the MLDS competencies. Learning

standards were modeled after the Professional Standards for Educational Leaders (Rutherford et al., 2016).

In preparation to design the MLDS, the Design Team used the adult learning theory as a guide to develop learning experiences based on four guiding principles. Guiding Principle 1 focuses on establishing the knowledge, skills, and attitudes (KSAS) needed to effectively coach, commit, and help others grow. Guiding Principle 2 reflects the skills of knowing the why before the what and how. Guiding Principle 3 is designed for sustainability with optimal learning occurring with support as expectations increase. Guiding Principle 4 focuses on Lev Vygotsky's Zone of Proximal Development to determine the optimal spacing of work with peers, relative experts and established experts. Unpacked learning competencies were designed with engaging learning experiences that were relevant to the principals who would be considered an adult learner (Rutherford et al., 2016).

MLDS implementation is facilitated by an MLDS facilitator, a distinguished transformational leader who provides learning experiences to leveled principals. Missouri principals can receive support through the MLDS experiential designed lessons through regional level network opportunities, one-to-one mentoring coaches, and state level networking based upon the level of accomplishment of the participating principal through mastery of the learning competencies (Rutherford et al., 2016).

The Andragogy theory guided the MLDS development of six learning experiences for the aspiring and emerging level leaders. Learning Experience 1 focused on developing critical firsts for the principals and on developing the managerial, relational, and innovative leader. Learning Experience 2 developed leaders to recognize effective

classroom instructional practice, develop strengths of personnel, and provide feedback after observations (Rutherford et al., 2016). Learning Experience 3 helps leaders to understand self-concept and how self-concept can be different for individuals. Learning Experience 4 focuses on decision making leaders endure. Learning Experience 5 develops the leader's ability to understand and drive school culture, whereas, Learning Experience 6 helps leaders to know the importance instructional leadership (Rutherford et al., 2016). Developing leaders experience Learning Experiences 1-6, but also engage in addition Learning Experiences 7, 8, and 9. Learning Experience 7 engages leaders in designing and leading change. Learning Experience 8 develops the leaders communication skills and the act of influencing and persuading skills. Learning Experience 9 empowers the leader through human resource leadership (Rutherford et al., 2016).

### **Formative Feedback in Education**

Feedback can be described as a systematic reflection process to improve a learner's behavior and capitalize on the strengths of the individual through performance growth (Leiva, Montecinos, Felipe, & Argvena, 2016). When principals spend time providing teachers with detailed feedback after observing a classroom, the curriculum and instructional output is positively affected through student gains (Lochmiller, 2016). As principals provide teachers with quality evidenced-based feedback, improvement of instructional practices on the delivery of classroom instruction results in an increase of student performance and teacher reflection (Cherasaro & Brodersen, 2016). Mezirow, a known scholar in the adult learning theory, theorized when providing feedback to teacher

it should be scaffolded appropriately. Feedback should also be technical orientated, practical for the teacher, and emancipatory (Watkins, 2015).

An important step to improving teacher performance is engaging teachers in thinking critically about the observation through reflection on specific student learning evidence gathered by the principal during a formative observation (Garza, Ovando, & O'Doherty, 2016). In education, feedback should be specific and clear, which should address the following questions: Where am I going? How am I doing? and Where to next? (Bergh, Ros, & Beijaard, 2013).

### **Defining Formative Feedback**

Drago-Severson and Blum-DeStefano (2014) defined the purpose of feedback as evolving growth in educators. Myung and Marinez (2013) described teacher feedback as an opportunity to participate in a self-reflection conversation focused on promoting increased learning opportunities. However, Myung and Martinez described how feedback can be viewed by teachers as threatening to their practice if it is not specific with clear purposeful expectations, does not provide teachers with resources to take next steps for improvement, does not affirm effective qualities of teaching, and fails to provide concrete evidential feedback aimed towards improving teaching practices.

Ongoing formative feedback can encourage teacher self-reflection on classroom instructional practices, but also encourages teachers to seek out professional development in areas of improvement. The facilitation of formative feedback by the principal can build effective relationships with the teacher and principal, resulting in growth of instruction in the classroom (Benigno, 2016). Growth feedback can be instrumental when the evaluator provides recognition of concrete examples and solutions. When

feedback supports opportunities for reflective practices that are conducted collaboratively with acknowledgement of a teacher's expertise, the feedback can be self-transforming for the teacher. Frequent feedback focused on teacher performance and goal setting provides opportunities for the teacher to observe growth. This observation validates the potential of the changed behavior based on the response to feedback (Kelley & Dikkers, 2016).

Coninx, Kreijns, and Jochems, (2013) agreed feedback should be immediate goal-oriented and linked to a teacher behavior in order to help the teacher progress towards understanding their current level of performance; as well as the potential the teacher has to meet goals through the support and feedback provided by the principal. Providing performance feedback can create a sense of integrity and an increased performance rate when feedback is provided on a daily basis (Sanette, Hagermoser, Fallon, Collier-Meeck, 2013). Eisenbach (2014) agreed feedback is imperative to teacher growth; however, for teachers to grow, positive feedback should be provided, thus improving teacher morale and showing support for the work of the classroom teacher.

### **Impact of Formative Feedback**

Specific feedback to teachers after an observation is critical to instructional improvement in the classroom. When feedback is targeted towards instructional behaviors of the teacher, the teacher understands their strengths and weaknesses impacting classroom practices (Rigby et al., 2017). Consolidating feedback to be systemic can be challenging for some principals; however, principals being prepared with the knowledge and tools to supply descriptive feedback helps foster teacher professional development and increased teacher self-efficacy (Leiva et al., 2016). When teacher self-efficacy is low, performance standards are unclear from the principal and ineffective

feedback towards performance can be viewed by some as negative when feedback is not effective or task based (Cavanaugh, 2013).

In the quantitative study by Winslow (2015), which reviewed feedback after classroom observations using the Danielson teacher evaluation system model, principals indicated a need for more opportunities to collaborate with staff to help improve teacher quality through implementing focused professional development sessions tied to best practices. Expectations of teacher evaluations have changed in the last decade, causing principals to spend time differently by becoming an effective instructional and managerial leader. With revamping of teacher evaluation systems principals spend more time in the classroom observing teachers and providing feedback (Mihaly et al., 2018). Hvidston and Mette (2015) studied principals' beliefs about formative observation and found formative observation is the most important part of any evaluation system. Having a growth-orientated mindset, using multiple measures to assess teachers, and focused continuous improvement will expand the breadth of teacher professional learning when provided with the appropriate critical feedback (Young et al., 2015).

Professional development and continuous improvement are reflective practices and practical methods of self-evaluation analyzing and critiquing performance leading to reflection in action (Richardson, Kalvaitis, & Delparte 2014). Roussin and Zimmerman (2014) argued if a sense of trust is not developed between the teacher and the principal, there will be a low impact on changing the behaviors of the teacher in the classroom. When trust is established the principals must then create a culture of how to receive and apply feedback through a growth mindset; however, some principals may face a feeling of an imbalance of power between the teacher and the principal. Mette et al. (2017)

agreed for feedback to be impactful, effective principals must first develop a trusting relationship with the teacher and focus with support on individual personal growth. Building trusting relationships with teachers creates an environment of valued personal growth and emphasizes teacher voice (Mette et al., 2017).

## **The Role of the Administrator in Providing Formative Feedback**

### **Administrators as Instructional Leaders**

The idea of principal responsibilities has shifted from an evaluator of teacher competence to a facilitator of teacher growth and learning. Instructional leadership happens when support for growth and learning forms a connection to improve learning for all present (DuPlessis, 2013). Instructional leadership requires the principal to encourage a culture of risk taking by supporting teachers' efforts to be innovative with classroom instruction (Day, 2017). A catalyst for leading learning in schools must be the principal, who not only leads the school through learning, but also the community (Gray & Lewis, 2013). Paterson, Pill, and Bell (2017) believed as an instructional leader a principal must have a positive worthy relationship with the teacher, built on respect for one another with open and honest feedback conversations centered on growth. Feedback conversations should focus on goal setting and the descriptors for performances to help grow the teacher (Paterson, et al., 2017). Feedback provided confirms the actions of the learner, but it should also expose the performance gap with provided improvement details on how to close the gap towards student learning (Newell, 2016).

Sheng et al. (2017) reviewed a meta-analysis completed by Robinson, Llyod, and Rowe et al. of the correlation between student achievement and the instructional leadership practices of principals. This study found significant statistical outcomes that

confirmed the correlation between principals as the instructional leaders and student achievement. As instructional leaders, a principals' mind frame must understand their purpose and responsibility to growing teachers and students. Principals should view themselves as change agents who focus on the development of teaching through evaluation and feedback, have challenging expectations for themselves and others, and leads discussions about evidence that challenges thinking on classroom practices (Hattie, 2015).

### **Developing Administrators as Feedback Providers**

Engaged principals focus on continuous improvement through reading and collaborating with others concerning current initiatives, signifying the importance of everyone learning (Ringler, O'Neal, Rawls, & Cumiskey, 2013). Brazer and Bauer (2013) argued a turnaround in teaching and learning will take place when principal development is focused on instructional leadership, where principals develop an understanding of the content knowledge and pedagogy of effective teaching and learning. Instructional leadership requires leaders to set high achievable academic learning goals, ensure a commitment to stakeholders, and listen to feedback from teachers and community members (Smith & Addison, 2013).

Rinehart (2017) argued if principals are not provided with the necessary training in content knowledge, they will have a disadvantage in matching the needs of a position, especially in the area of special education. Kraft and Gillmour (2016) conducted interviews with a group of principals concerning the purpose of evaluation of teachers and found the depth of feedback provided to teachers became narrow and infrequent due to the lack of training principals had received. Time spent and the type of extensive

actionable training principals received will affect the quality of the feedback provided to the teacher and the professional growth of the teacher (Kraft & Gilmore, 2016). A principal's ability to provide effective feedback can be affected by the professional development provided to the principal. When principals understand the needs of the classroom teacher their credibility of teaching and learning increases the likelihood of improving classroom instruction because the teacher sees the principal as a knowledgeable and trusted leader of learning (DeNisco, 2015).

Van Soelen (2013) suggested for principals to provide meaningful feedback to teachers, principals must be provided support to further their skills as an instructional leader. When principals are supported with quality professional development, they can have a clear focus and sustain actionable feedback impacting teacher growth. Providing principals with the opportunity to develop and foster the skills and understanding of providing specific feedback to teachers supports change initiatives impacting teaching and learning (Augustine-Shaw, 2015). Andersen (2016) found when principals provided feedback to teachers in a post conference setting, accompanied by written feedback, teachers were more likely to change classroom behavior due to the dialogue between the principal and teacher.

### **Formative Feedback from Administrators and the Impact on Classroom Instruction**

Learning can be directly and indirectly impacted by the principal's influences of school improvement initiatives and observations by giving teachers feedback that is constructive in nature, impressing upon the classroom (Sheng, et al., 2017). Fisher and Carylton (2014) reminded us that principals are responsible for providing opportunities for teachers to grow professionally and personally; however, for these opportunities to

take place, principals must have ongoing conversations about learning and teacher practice in the classroom. These discussions can reframe instructional thinking and teacher understanding about practices and growth (Fisher & Carlyon, 2014).

The principal can affect the classroom by creating an environment that is learner centered, resulting in positively impacting student achievement (G.Brown, 2016). The commitment of learning from the principal and teacher is essential for a collaborative atmosphere and for steering work towards the same purpose (Rodriguez-Campos, 2013) School districts and buildings should be very clear in their understanding of the vision the district has towards providing feedback in order to grow teachers and student achievement (Mombourquette, 2017). Teacher growth opportunities take place when a principal has a dialogue conversation with a teacher or team of teachers to discuss instructional strategies after an observation; for some principals, this task is challenging but can impact teacher thinking after debriefing of the lesson (Hindman, Rozzelle, Ball, & Fahey, 2015). However, constructing deficiency feedback concerning a behavior change can sometimes be difficult to convey, especially when principals believe the ability to change the behavior, will not help reach the desired goal (Goff, Goldring, & Birkman, 2014).

Marzano (2015) developed a survey to question teachers' experiences with feedback and to understand their perceptions or the usage of the feedback. The survey focused on these feedback characteristics: usefulness, accuracy, credibility, access to resources, responsiveness, and teacher performance. The results suggested when principals provided feedback in a timely manner it impacts teacher responsiveness to improvement (Cherassaro et al., 2015).

## **Examining Evaluator Feedback Survey**

In 2015 the Regional Educational Laboratory Central along with the Educator Effectiveness Research Alliance developed a national survey to examine teacher perceptions of the feedback they received from their administrator concerning the usefulness, accuracy, credibility, access to resources, and responsiveness. The results of this survey aimed to develop an understanding of areas that may suggest areas for improvement and development for evaluators. This survey focused on providing information to administrators on how teachers use feedback and their perceptions of the feedback provided to them. Perceptions of teachers could be used help administrators understand professional development needed by the teacher, a change in the duration

Teacher Effectiveness

## **Defining Teacher Effectiveness**

Effective teachers are defined as those teachers who produce one or more years of academic growth in their students, but also create a personal and economic impact on students in the classroom (Kaplan, 2013). Teacher effectiveness relates to the knowledge the teacher possesses about the content, preparation, and practice in some cases of student achievement, and the influential positive impact the teacher has on the students (Young, Range, Hvidston & Mette, 2015).

Johnson (2017) described a determinant of teacher effectiveness as including qualifications for teaching such as teacher credentials, certification, and years of experience. Teacher effectiveness influences academic growth and is ultimately affected by teacher behaviors, which can change instructional delivery and the potential to capture student thinking (Cinches, Russell, Chavez, & Ortiz, 2017). Darcel Boyer (2013)

conducted a qualitative study which found a highly effective teacher possesses an understanding of teaching strategies and how those strategies can be implemented into the classroom. These classroom instruction contributions can be linked to teacher and school performance and test scores.

To measure teacher effectiveness, quality teacher performance-based evaluation systems help to provide a vision of goals for growth that help teachers to refine teaching skills and reflect upon their performance, including student performance and implementing changes to improve teaching (C.S. Brown, 2017). As teachers develop as adult learners, teachers need support and opportunities to grow. Knowles (1984) defines pedagogy as the art and science of teaching; whereas, Andragogy is defined by the art of helping others to learn. Mezirow (1990) extended the Andragogy theory to transformative learning. Transformative learning occurs when the learner is able to reflect and make sense of their experiences. Leaders of adult learners have an important role of helping others make sense of their experiences, ultimately transforming the daily practices and solidifying system change (Brown, C. 2006).

### **Characteristics of Effective Teachers**

One skill of teacher effectiveness to be considered is self-awareness of strengths, weaknesses, and areas of improvement that can impact how some individuals respond to events in the classroom (Assali & Kushkiev, 2016). A teacher who has strong beliefs in effectiveness and the importance of the work completed in the classroom will persevere through obstacles to facilitate learning (Mehdinezhad & Mansouri, 2016). Paolini (2015) argued the most important characteristic in teacher effectiveness is the teacher consistently being student centered and building meaningful relationships with students

that are culturally and ideologically sensitive to learning. Since the effective teacher builds meaningful relationships, the teacher is able to challenge students with critical thinking and provide high-level feedback to students as trust and competency are already built between the teacher and student.

### **Influence of School Leaders on Teacher Effectiveness**

School performance can be impacted positively by principals' promotion of teacher collaboration, which focuses on the professional development of teachers and evaluation of curriculum; ultimately, this affects teachers' collective self-efficacy beliefs about their ability to enhance student learning (Dumay, X., Boonen, T., & Damme, J.V., 2013). Sebastian, Allensworth, and Huang (2016) stated distributive leadership can build upon a shared vision and collaborative efforts toward influencing teacher effectiveness. Using distributive leadership principals can involve teachers directly or indirectly in school improvement and bridge principal and teacher leadership (Sebastian et al., 2016).

Effective school leaders can impact teacher effectiveness by communicating a clear vision, being goal centered, and by focusing on supporting staff through change efforts. When teachers are included in making instructional or organizational changes they have an understanding of the shared vision for instructional improvement (Woods and Martin, 2016). Kadji-Beltran, Zachariou, & Stevenson (2013) agreed a shared vision for instruction and improvement must be identified; however, the authors suggested principals need to understand how teachers learn and know how to use professional development in order to ensure strategic thinking is centered on teaching pedagogy. Reddy, Dudek, Kettler, Kurz, & Peters (2016) suggested formative feedback on teacher performance is necessary to develop teacher effectiveness by providing feedback that is

immediate, useful, and specific. Through a collaborative dialogue, principals can differentiate feedback to teachers to promote organizational learning (Reddy et al., 2016).

### **Summary**

This chapter presented research centered on formative feedback to address the perceptions of educators and the impact of formative feedback on teacher effectiveness. The chapter first defined and outlined the purpose of formative feedback in education and described the impact formative feedback can have in the classroom and on teacher effectiveness. This chapter also disclosed research describing the role of the administrator in providing formative feedback to teachers. Research included viewing the principal as an instructional leader, the development of the principal to provide teachers with meaningful feedback, and impact of feedback on classroom instruction. The chapter reviewed teacher effectiveness by outlining characteristics of teacher effectiveness and the influence school leaders have on teacher effectiveness.

Chapter Three will outline the quantitative method to identify principals in the state of Missouri who participated in the MLDS and will describe how teachers were identified to participate in the study. Chapter Four will provide survey results from principals' and teachers' perceptions of the impact of formative feedback on teacher effectiveness. Chapter Five will present the significant findings from the study and impact on education.

## CHAPTER THREE

### METHODOLOGY

#### **Introduction**

This quantitative comparative perceptual study sought to determine teachers' perceptions of the usefulness, credibility, accuracy, and responsiveness of the feedback teachers are provided from their principal. A survey gathered perceptions from Missouri teachers whose principals participated in the Missouri Leadership Development System. Teachers' perceptions evaluated the credibility, accuracy, usefulness, and responsiveness of formative feedback from their principal. The researcher reviewed the perceptions of teachers to answer the following questions:

Research questions:

1. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between gender?
2. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between gender?
3. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between gender?
4. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender?
5. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K-5<sup>th</sup> grade teachers and non-PreK-5<sup>th</sup> grade teachers?

6. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
7. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers?
8. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K-5<sup>th</sup> grade teachers and non-Pre-K to fifth-grade teachers?
9. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured career teachers?
10. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers?
11. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers?
12. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers?

The researcher hypothesized there would be no difference in teachers' perceptions of feedback with reference to the usefulness, credibility, accuracy, and responsiveness between tenured and nontenured teachers, gender, and Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

1.  $H_{01}$ : There is no statistically significant difference in teachers' ~~teacher's~~ perceptions of feedback received in the area of **usefulness** between gender.

2. H<sub>02</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between gender.
3. H<sub>03</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between gender.
4. H<sub>04</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender.
5. H<sub>05</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
6. H<sub>06</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
7. H<sub>07</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
8. H<sub>08</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
9. H<sub>09</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers.

10. H<sub>010</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers.
11. H<sub>011</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers.
12. H<sub>012</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers.

### **Selection/Sampling**

The population of this study included feedback perceptions from only Missouri public school teachers whose principals participated in the MLDS. Teachers who participated in this study included Pre-K through twelfth-grade teachers. Participants of this sampling of convenience, were identified through public-school principals in the state of Missouri. Principals were provided a survey link through QuestionPro asking the principal if they participated in MLDS. This sampling of convenience of Pre-K through twelfth-grade public school principals in the state of Missouri were contacted through a distributed email via QuestionPro. A link was provided to principals asking principals if they had participated in the Missouri Leadership Development System. If the principal responded with "no" the principal exited the survey. If the principal responded with "yes" principals were provided with a link to the Examining Evaluators Feedback Survey. If principals agreed to teachers participating in the survey, principals were asked to forward the survey to building teachers.

A total of 2,077 principals were contacted. There were 272 principals who responded. In this study, 184 principals responded with “no” the principal did not participate in MLDS and 88 principals affirmed participation in MLDS. The 88 principals were asked to forward a link to the Examining Evaluator’s Feedback Survey to each building certified teacher. After forwarding the survey to teachers, 105 teachers completed the survey. There were 324 teachers who viewed the survey. There were 190 teachers who started the survey with 85 dropouts. A 55.26% completion rate occurred.

This study did not include private, charter, or online schools. Participants of the survey were asked demographic questions. Other survey questions asked were based upon a 5-point Likert scale. The Likert scale asked survey participants to reveal their agreement or disagreement with statements provided in the survey. The survey also asked participants about their perceptions of the different characteristics of evaluator feedback (Cherasaro et al., 2015). The survey had five designated sections: demographic information, characteristics of feedback, the importance of these characteristics, perceptions of instructional improvement, and teacher demographics. QuestionPro was chosen by the researcher to collect data, which allowed participants to answer the survey questions anonymously. Documentation to the Research Review Board (RRB) was submitted on March 26<sup>th</sup>, 2019 and approved on April 2<sup>nd</sup>, 2019. Surveys were sent to participants in April of 2019 with the timeframe for collecting data open until the first with of May 2019.

### **Research Setting**

The setting for this study included school districts in the state of Missouri. The districts that participated in the study were limited to only those districts where principals

participated in the MLDS. Superintendents were provided with the purpose of the survey, a request for permission for teachers to participate in the survey and to identify principals in their district who participated in MLDS. Those principals who participated in MLDS were sent an e-mail explaining how the survey would ask survey participants about their perception of the usefulness, credibility, accuracy, and responsiveness to the feedback provided to the teacher by the principal.

### **Research Design**

This casual comparative perceptual study used a *t* test to compare the results of survey usefulness, credibility, accuracy, and responsiveness between tenured teachers and nontenured teachers, gender, and Pre-K through fifth-grade teachers and non-Pre-K through fifth-grade teachers. Teachers whose principals indicated they implemented the feedback model provided through MLDS were surveyed. A reliable and valid survey was used to determine the perceptions of the usefulness, credibility, accuracy, and responsiveness of the feedback provided to teachers from their principal. Survey participants received an e-mail explaining the purpose of the survey and provided a deadline by which time the survey needed to be completed. The data were collected April 2019 through May 2019.

After the survey date closed, data were separated into three categories. Category 1 reviewed the usefulness, credibility, accuracy, and responsiveness of feedback as it pertained to tenured and nontenured teachers. Category 2 sought to determine if there was a difference between gender teacher perceptions. Category 3 represented the difference of teacher perceptions between Pre-K and fifth-grade teachers and non-Pre-K and fifth-grade teachers.

Once data were collected, a *t* test was used to compare the results of each category. This was completed through Statistical Package for Social Sciences (SPSS) to determine the difference between the variables.

### **Instrumentation**

In 2015, the Regional Educational Laboratory Central and Educator Effectiveness Research Alliance developed a survey called the Examine Evaluator Feedback Survey to gather the perceptions of teachers regarding the feedback they received after an evaluation. The purpose of this survey was to help administrators understand the perceptions of teachers concerning the feedback they received from their principal. The survey included four characteristics of teacher perceptions concerning the usefulness, accuracy, credibility, access to recourses and responsiveness of the feedback teachers received from their principal (Cherasaro et al., 2015). However, for the purpose of this survey the research only surveyed teacher perceptions of the usefulness, accuracy, credibility, and responsiveness of feedback teachers receive from their principal. The results of the survey may provide information to leaders about usage of the feedback teachers receive and it may also suggest adjustments to the feedback process.

The survey asked teachers to provide information in five main categories: demographic information, four feedback characteristics (usefulness, accuracy, credibility, and responsiveness), importance of feedback characteristics, their belief about instructional improvements, and teacher demographic. Teachers were asked about their perceptions on a 5-point Likert scale and to indicate the importance of some of the aspects of principal feedback.

The reliability and validity of the survey were tested by the authors through an initial interview panel to develop the questions and then a Rasch analysis was conducted on the category questions to determine if the participants responded as the questions were intended to be answered. It was determined participants had a difficult time in determining the response option of *somewhat disagree* and *somewhat agree*. These options were then changed to *neither agree nor disagree*. The structure of the survey was confirmed through a factor analysis. The reliability and validity of the survey can be found in Table 1. See appendix C for the complete survey.

Table 1

*Examining Evaluator Feedback Survey Scale Descriptive Statistics and Reliabilities, by Category*

Category	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation	Cronbach alpha
Usefulness	188	1.00	5.00	3.41	0.91	.929
Accuracy	187	1.00	5.00	3.65	0.84	.849
Credibility	187	1.00	5.00	3.75	0.94	.939
Access to resources	186	1.00	5.00	3.25	0.87	.824
Responsiveness	188	1.00	5.00	3.72	0.80	.917

*Note.* Authors' analysis based on pilot survey data. Adapted from "The Examining Evaluator Feedback Survey," by Adapted from "The Examining Evaluator Feedback Survey" by T.L. Cherasaro, R.M. Brodersen, D.C. Yanoski, L.C. Welp, M.L. Reale, and Marzano Research (2015). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance U.S. Department of Education.

### **Survey Administration**

The Research Review Board (RRB) reviewed the survey for approval. After the RRB approved the survey, the survey was sent to superintendents in the state of Missouri whose principals participated in the MLDS explaining the purpose of the survey and to

request permission to send the survey to principals within the district who participated in MLDS. After receiving permission from superintendents, the researcher contacted principals through e-mail explaining the granted permission from the principal's superintendent for permission for teachers to participate in the survey, an explanation outlining the purpose of the study, and a request for principals to forward the e-mail to their certified teachers in their building. See appendix A for the principal's consent to participate. The e-mail to teachers included a consent form, a description of the purpose of the survey, the directions to the survey, and an explanation of confidentiality. The e-mail provided a survey link that directed the participant to QuestionPro. See appendix B for the teacher's consent to participate in the survey.

### **Data Analysis**

This quantitative casual comparative study compared the differences in the perceptions of different groups of teachers regarding the usefulness, credibility, accuracy, and usefulness of the feedback teachers received from principals who participated in MLDS. A survey was provided to a sampling of teachers in the state of Missouri whose principals participated in the MLDS. The results were analyzed by the characteristics of feedback: usefulness, credibility, accuracy, and responsiveness. Survey participants were provided a series of statements referencing the usefulness, credibility, accuracy, and responsiveness. Survey participants utilized a Likert scale to provide responses to the survey questions. Survey Question 5, Letters A-G, answered the previous research question concerning teacher perceptions. Question 6 of the survey addressed the feedback characteristic of accuracy. Teachers' perceptions of the responsiveness of

principal feedback were evaluated with Question 9. Data were collected on each question and analyzed.

An independent samples *t* test was used to determine if a statistical difference occurred between tenured teachers and nontenured teachers concerning the usefulness, credibility, accuracy, and responsiveness of principal feedback. An independent samples *t* test compared gender responses referencing the usefulness, credibility, accuracy, and responsiveness of principal feedback. An independent samples *t* test was also completed to measure if there was a statistically significant difference between Pre-K to fifth-grade teachers compared to non-Pre-K to fifth grade teachers in the areas of the usefulness, credibility, accuracy, and responsiveness of principal feedback. These two-tailed independent *t-tests* were completed to determine the perceptions of teachers concerning the feedback characteristics of the usefulness, credibility, accuracy, and responsiveness between tenure and nontenured teachers; the gender of teachers; and Pre-K to fifth- grade teachers compared to non-Pre-K to fifth-grade teachers. Assumptions for testing purposes include the following:

1. In this study, dependent variables are measured by a Likert Scale.
2. The independent categorical *t* test groups include two groups: gender (male or female), tenure (tenured or nontenured teachers), and grade split (PreK-5<sup>th</sup> grade teachers and non-PreK-5<sup>th</sup> grade teachers).
3. Participants of this study cannot participate in one or more groups of each *t* test conducted.

4. Significant outliers of this study were reviewed. After SPSS analytics were conducted recommendations of the outliers were determined by the researcher and the impact on the study. Boxplots were used to detect outliers.
5. A test for normality by Shapiro-Wilk will be used and a review of Normal Q-Q Plots will be used by the researcher.
6. Using SPSS the researcher will interpret the results of each t test to ensure homogeneity of variances.

### **Summary**

Chapter Three outlined the methodology for the process of determining teachers' perceptions of the usefulness, credibility, accuracy, and responsiveness of formative feedback from their respective principals on classroom instruction. Surveys were administered to teachers whose principals participated in the MLDS. Data collected will be presented in Chapter Four. Chapter Five will present a summary of the impact feedback and future studies to be addressed.

## CHAPTER FOUR

### ANALYSIS OF DATA

#### **Introduction**

Chapter Four will present the findings of this study by answering the overarching question of “What are teachers’ perceptions of the usefulness, accuracy, credibility, and responsiveness to formative feedback received from the teacher’s principal who participated in the Missouri Leadership Development System?” Differences in results between gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers, and tenured teachers and nontenured teachers will be presented based upon the four feedback characteristics of usefulness, credibility, accuracy, and responsiveness. Chapter Four will analyze the data collected through the process described in previous chapters. Chapter Five will present conclusions from this study, professional implications of the study, and recommendations for future research.

Building capacity in leaders requires a district to support building administrators with systems and policies to sustain the changing roles of the principal. Providing principals with opportunities of effective professional development helps build capacity in others through feedback and development (Van Vooren, 2018). In 2016, the state of Missouri began offering principals support through the MLDS). MLDS is a professional development opportunity for principals focused on growing principals into transformational leaders. Through the MLDS process, principals develop the skill of providing feedback to teachers. This study sought to determine teachers’ perceptions of the usefulness, credibility, accuracy, and responsiveness of feedback provided to teachers from principals who had participated in the MLDS.

The researcher described procedures for conducting the study in Chapter Three. This description included participants and the selection process for participants. A detailed description of the setting of this study, which included public school teachers in the state of Missouri whose principals participated in MLDS, is described in this chapter. The design of the research study and the treatment of data are also described. An invitation of participation was sent to 2,077 public school principals in the state of Missouri asking the respondent to indicate “yes” if the respondent participated in MLDS or “no” if the respondent did not participate in MLDS. A total of 272 principals responded. Principal respondents indicated 88 participated in MLDS and 184 had not. If the respondent indicated a “yes” response, the researcher requested the respondent to copy a link and send the provided link to the respondent’s building teachers.

This chapter will analyze the data through the use of data tables. The results were compiled and analyzed through the IBM Statistical Package for Social Sciences (SPSS) program. Inferential and descriptive statistics were used to determine if a statistically significant difference occurred between groups. The purpose of this casual comparative perceptual study was to determine from a sample of convenience teacher perceptions of the usefulness, credibility, accuracy, and responsiveness as they relate ~~it relates to~~ feedback from principals who participated in MLDS. The researcher sought to distinguish if a difference in perceptions occurred between gender, Pre-K-5<sup>th</sup> grade teachers and non-Pre-K-5<sup>th</sup> grade teachers, and tenured and nontenured teachers concerning four principal feedback characteristics of usefulness, credibility, accuracy, and responsiveness.

## Research Questions

The researcher examined Missouri public school teachers' perceptions of the usefulness, credibility, accuracy, and responsiveness of feedback received from principals who participated in the MLDS. Guiding research questions for this study included the following:

1. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between gender?
2. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between gender?
3. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between gender?
4. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender?
5. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?
6. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?
7. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

8. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?
9. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers?
10. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers?
11. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers?
12. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers?

The quantitative data analyzed inferential statistics of perceptions of teachers whose principals had participated, whose principals participated in MLDS concerning the usefulness, credibility, accuracy, and responsiveness of the feedback provided to the teacher from the principal. An independent samples *t* test was used to test the hypothesis.

### **Null Hypotheses**

The researcher hypothesized there would be no difference in teachers' perceptions of feedback with reference to the usefulness, credibility, accuracy, and responsiveness between tenured and nontenured teachers, gender, and Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

The researcher hypothesized there would be no difference in teachers' perceptions of the feedback received from their principal who participated in MLDS with relevance to the usefulness, credibility, accuracy, and responsiveness.

1.  $H_{01}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between gender.
2.  $H_{02}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between gender.
3.  $H_{03}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between gender.
4.  $H_{04}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender.
5.  $H_{05}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
6.  $H_{06}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
7.  $H_{07}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
8.  $H_{08}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
9.  $H_{09}$ : There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers.

10. H<sub>010</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers.
11. H<sub>011</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers.
12. H<sub>012</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers.

QuestionPro was used by the researcher to distribute a survey questionnaire to public school principals in the state Missouri asking if they had participated in the MLDS. Principals who indicated participation in MLDS by a response of "yes" were provided a link to the teacher perceptual survey in reference to the usefulness, credibility, accuracy, and responsiveness to principal feedback. If principals agreed with teachers participating in the study, principals were asked to forward the provided link to building teachers. Once principals forwarded the link to the survey to building teachers, the survey was populated through QuestionPro. The survey asked the participant for consent to participate in the survey, provided survey directions, and explained confidentiality of the survey.

Chapter Four will provide teacher perceptual findings of principal feedback in the areas of usefulness, credibility, accuracy, and responsiveness. The chapter will also will present information about the participants, demographics, findings from the null hypotheses, and the conclusions of the chapter.

## **Data Analysis and Findings**

Inferential statistics and descriptive statistics were used by the researcher to analyze the data. This study sought to determine the perceptions of teachers whose principals participated in MLDS in reference to the usefulness, credibility, accuracy, and responsiveness of the feedback principals provided to teachers. After closure of the survey window, survey responses were downloaded from QuestionPro to Excel documents. The researcher then cleaned the data by deleting unused columns and information. Responses were grouped into sections titled tenure, gradesplit, and gender. After combining of data occurred, data were ~~was~~ uploaded into IBM SPSS) program for analysis. After the researcher requested principals who participated in MLDS to send a link to the Examining Evaluator Feedback Survey, 105 teachers in the state of Missouri completed the survey, resulting in a 55.26% completion rate. One hundred ninety~~190~~ teachers started the survey and 324 teachers viewed the survey.

## **Participants**

Participants of this study included public school teachers in the state of Missouri whose principal participated in MLDS. The researcher contacted 2,077 Missouri public school principals via e-mail through QuestionPro. Principals were provided a survey with one question asking “Did you participate in the Missouri Leadership Development System?” Principals were given the choice of “yes” indicating participation in MLDS or “no” the principal had not participated in MLDS. If principals responded with yes, they granted permission for teachers to participate in the survey by forwarding the provided link to Examining Evaluator Feedback Survey to teachers. There were 245 principals

who completed the survey, 88 respondents indicated participation in MLDS, and 184 principal respondents indicated no participation in MLDS.

The 88 principal respondents were asked to send the provided survey link to the Examining Evaluators Feedback Survey to the principals' building teachers. Teacher participation included 105 respondents. The data from teacher respondents were analyzed to determine the perceptual differences between gender, PreK-5<sup>th</sup> grade and NonPreK-5<sup>th</sup> grade teachers, and tenured and nontenured teachers encompassing the usefulness, credibility, accuracy, and responsiveness of principal feedback. The first research question asked the respondent to indicate gender. This question provided the researcher with information pertaining to the differences in responses when respondents answered questions in reference to the independent variables: usefulness (Question 8, a-g), credibility (Question 9, a-d), accuracy (Question 10, a-e), and responsiveness (Question 11, a-e).

### **Gender Analysis**

The first question on the survey requested participants to indicate gender. The researcher used this information to answer the first group of three research questions. Group statistics for gender regarding teacher perceptions of principal feedback concerning the usefulness, credibility, accuracy, and responsiveness were analyzed and results are shown in Table 2.

Table 2

*Group Statistics for Gender: Number, Mean, Standard Deviation, and Standard Error*

Feedback Characteristic	Gender	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Usefulness	Male	35	25.83	7.679	1.298
	Female	68	26.75	6.041	0.733
Credibility	Male	34	14.91	3.704	0.635
	Female	68	15.71	3.718	0.451
Accuracy	Male	35	19.97	4.328	0.732
	Female	65	20.80	4.005	0.497
Responsiveness	Male	35	15.97	2.595	0.439
	Female	65	16.46	2.878	0.357

Teacher perceptual responses of the feedback characteristics were analyzed and compared by gender. Utilizing an independent samples *t* test, Table 3 shows teacher perceptual responses in regards to principal feedback in the areas of usefulness, credibility, accuracy, and responsiveness.

Table 3  
*t Test for Gender*

Feedback Characteristic	<i>t</i>	<i>df</i>	<i>Sig.</i> (2-tailed)	<i>Mean diff.</i>	<i>SEM difference</i>	95% CI	
						<i>LL</i>	<i>UL</i>
Usefulness	-0.667	101	0.506	-0.921	1.381	-3.661	1.818
Credibility	-1.018	100	0.311	-0.794	0.780	-2.342	0.753
Accuracy	-0.959	98	0.340	-0.829	0.864	-2.543	0.886
Responsiveness	-0.840	98	0.403	-0.490	0.584	-1.648	0.668

RQ<sub>1</sub> - What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between gender?

H<sub>01</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between gender.

There were 35 male teachers and 68 female teachers who provided perceptions referencing the usefulness of principal feedback. An independent samples *t* test was utilized to determine if teacher perceptions of the usefulness of feedback from the principal differed between male and female teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data. Usefulness scores for male and female teachers were not normally distributed through a Shapiro-Welk test of normality (*p*-values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was homogeneity of variances, as assessed by Levene's test for equality of variances (*p* = .494). With a significance level set at *p* < .05 the results of the independent samples *t* test between male

teachers ( $M = 25.83, SD = 7.679$ ) and female teachers ( $M = 26.75, SD = 6.041$ ) determined no statistically significant difference between the two test groups,  $t(101) = -.667, p = .506$ ; therefore, the researcher failed to reject the null hypothesis ( $H_{01}$ ).

RQ<sub>2</sub> - What is the difference in teachers' perceptions of feedback received in the area of **credibility** between gender?

$H_{02}$  - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between gender.

There were 34 male teachers and 68 female teachers who provided perceptions referencing the credibility of principal feedback. An independent sample  $t$  test was utilized to determine if teacher perceptions of the credibility of feedback from the principal differed between male and female teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data.

Credibility scores for male and female teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .311$ ). With a significance level set at  $p < .05$  the results of the independent samples between male teachers ( $M = 14.91, SD = 3.704$ ) and female teachers ( $M = 15.71, SD = 3.718$ ) determined no statistically significant difference between the two test groups,  $t(100) = -1.018, p = .311$ ; therefore, the researcher failed to reject the null hypothesis ( $H_{02}$ ).

RQ<sub>3</sub> - What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between gender?

H<sub>03</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between gender.

There were 35 male teachers and 65 female teachers who provided perceptions referencing the accuracy of principal feedback. An independent samples *t* test was utilized to determine if teacher perceptions of the accuracy of feedback from the principal differed between male and female teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data. Accuracy scores for male and female teachers were not normally distributed through a Shapiro-Welk test of normality (*p*-values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was homogeneity of variances, as assessed by Levene's test for equality of variances (*p* = .340). With a significance level set at *p* < .05 the results of the perceptual differences between male teachers (*M* = 19.97, *SD* = 4.328) and female teachers (*M* = 20.80, *SD* = 4.005) determined no statistically significant difference between the two test groups, *t*(98) = -0.959, *p* = .340; therefore, the researcher failed to reject the null hypothesis (H<sub>03</sub>).

RQ<sub>4</sub> - What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender?

H<sub>04</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender.

There were 35 male teachers and 65 female teachers who provided perceptions referencing the responsiveness of principal feedback. An independent samples *t* test was utilized to determine if teacher perceptions of the responsiveness of feedback from the principal differed between male and female teachers. Outliers of the data were inspected

through a boxplot; not enough outliers existed to affect the statistical data.

Responsiveness scores for male and female teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption.

There was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .403$ ). With a significance level set at  $p < .05$  the results of the perceptual differences between male teachers ( $M = 15.97$ ,  $SD = 2.595$ ) and female teachers ( $M = 16.46$ ,  $SD = 2.878$ ) determined no statistically significant difference between the two test groups,  $t(98) = -0.840$ ,  $p = .403$ ; therefore, the researcher failed to reject the null hypothesis ( $H_{04}$ ).

## Pre-K to fifth-grade teachers and non-Pre-K to fifth grade teachers Analysis

Table 4

*Group Statistics for PreK-5<sup>th</sup> Grade and Non-PreK-5<sup>th</sup> Grade Teachers: Number, Mean, Standard Deviation, and Standard Error*

Feedback Characteristic	Gradesplit	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Usefulness	PreK-5 <sup>th</sup>	38	29.24	4.559	0.739
	Non-PreK-5 <sup>th</sup>	65	24.80	7.102	0.881
Credibility	PreK-5 <sup>th</sup>	37	17.14	2.750	0.452
	Non-PreK-5 <sup>th</sup>	65	14.48	3.861	0.479
Accuracy	PreK-5 <sup>th</sup>	37	22.49	2.950	0.485
	Non-PreK-5 <sup>th</sup>	63	19.35	4.281	0.539
Responsiveness	PreK-5 <sup>th</sup>	36	17.03	2.591	0.432
	Non-PreK-5 <sup>th</sup>	64	15.88	2.814	0.352

The second survey question asked respondents to indicate the current grade level taught by the respondent. For the purposes of this study, the researcher chose to compare the differences of the principal feedback characteristics of between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers. Groups' statistics for Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers can be found in Table 4.

Respondents' perceptions of principal feedback characteristics were analyzed by comparing Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teacher responses. The researcher utilized an independent samples *t* test to compare the differences between the responses of the two groups. The independent samples *t* test compared the groups'

perceptual responses in regards to the usefulness, credibility, accuracy, and responsiveness of principal feedback. Results are shown in Table 5.

Table 5

*Independent Samples t-test Results for Pre-K to Fifth-Grade and Non-Pre-K to Fifth-Grade Teachers*

Feedback Characteristic	<i>t</i>	<i>df</i>	<i>Sig.</i> (2-tailed)	<i>Mean diff.</i>	<i>SEM difference</i>	95% CI	
						<i>LL</i>	<i>UL</i>
Usefulness	3.858	100.047	0.001	4.437	1.150	2.155	6.719
Credibility	4.036	94.901	0.001	2.658	0.659	1.351	3.966
Accuracy	3.938	98	0.001	3.137	0.797	1.556	4.718
Responsiveness	2.022	98	0.046	1.153	0.550	0.021	2.284

RQ<sub>5</sub> - What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

H<sub>05</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between PreK-5<sup>th</sup> grade teachers and non-PreK-5<sup>th</sup> grade teachers.

There were 38 Pre-K to fifth-grade teachers and 65 non-Pre-K to fifth-grade teachers who answered survey questions indicating the differences of teacher perceptions concerning the usefulness of principal feedback. To determine if a difference occurred between Pre-K to fifth-grade and non-Pre-K to fifth-grade teacher perceptions resulting in the usefulness of principal feedback an independent samples *t* test was run. Outliers of

the data were inspected through a boxplot; not enough outliers existed to affect the statistical data. Usefulness scores for Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers were not normally distributed through a Shapiro-Welk test of normality (all  $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .001$ ). However, SPSS provided corrected values when equal variances were not assumed. The feedback from principals was more useful for PreK-5<sup>th</sup> grade teachers ( $M = 29.24, SD = 4.559$ ) compared to non-Pre-K to fifth-grade teachers ( $M = 24.80, SD = 7.102$ ), resulting in a statistically significant difference of 4.437 (95% CI, 2.155 to 6.719),  $t(100.047) = 3.858$ , " $p < .0001$ ." Using Cohen's  $d = (29.24 - 24.80)/5.967532 = 0.74$ , a medium effect size occurred indicating the null hypothesis ( $H_0$ ) was rejected.

RQ<sub>6</sub> - What is the difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

H<sub>06</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

There were 37 Pre-K to fifth-grade teachers and 65 non-Pre-K to fifth-grade teachers who answered survey questions indicating the differences of teacher perceptions concerning the credibility of principal feedback. To determine if a difference occurred between Pre-K to fifth-grade teachers and non-Pre-K to fifth grade teachers' perceptions of the credibility of principal feedback, an independent samples  $t$  test was run. Outliers

of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data. Credibility scores for Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers were not normally distributed through a Shapiro-Welk test of normality (all  $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .001$ ). However, SPSS provided corrected values when equal variances were not assumed. Principal feedback was perceived-as more credible by Pre-K to fifth-grade teachers ( $M = 17.14$ ,  $SD = 2.750$ ) compared to non-Pre-K to fifth-grade teachers ( $M = 14.48$ ,  $SD = 3.861$ ), resulting in a statistically significant difference of 2.658 (95% CI, 1.351 to 3.966),  $t(94.901) = 4.036$ ,  $p < .0001$ . Using Cohen's  $d = (17.14 - 14.48)/3.351852 = 0.793591$  a medium effect size occurred indicating the null hypothesis ( $H_{06}$ ) was rejected.

RQ<sub>7</sub> - What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

H<sub>07</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

There were 37 Pre-K to fifth grade teachers and 63 non-Pre-K to fifth-grade teachers who provided perceptions referencing the accuracy of principal feedback. An independent samples  $t$  test was utilized to determine if teacher perceptions of the accuracy of feedback from the principal differed between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade PreK-5<sup>th</sup> grade teachers. Outliers of the data were inspected

through a boxplot; not enough outliers existed to affect the statistical data. Accuracy scores for Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = 0.001$ ). However, SPSS provided corrected values when equal variances were not assumed. Principal feedback was perceived-as more accurate by Pre-K to fifth-grade teachers ( $M = 22.49$  ,  $SD = 2.950$ ) compared to non-Pre-K to fifth-grade teachers ( $M = 19.35$ ,  $SD = 4.281$ ), resulting in a statistically significant difference of 3.137 (95% CI, 1.556 to 4.718),  $t(98) = 3.938$ ,  $p < .001$ . Using Cohen's  $d = (22.49 - 19.35)/3.676239 = 0.854134$  a large effect size occurred indicating the null hypothesis ( $H_{07}$ ) was rejected.

RQ<sub>8</sub> - What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

H<sub>08</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

There were 36 Pre-K to fifth-grade teachers and 64 non-Pre-K to fifth-grade teachers who provided perceptions referencing the accuracy of principal feedback. An independent samples  $t$  test was utilized to determine if teacher perceptions of the responsiveness of feedback from the principal differed between Pre-K to fifth-grade

teachers and non-Pre-K to fifth-grade teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data.

Responsiveness scores for Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$  values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = 0.046$ ). However, SPSS provided corrected values when equal variances were not assumed. Principal feedback was perceived-as responsive by Pre-K to fifth-grade teachers ( $M = 17.03$ ,  $SD = 2.591$ ) compared to non-Pre-K to fifth-grade teachers ( $M = 15.88$ ,  $SD = 2.814$ , resulting in a statistically significant difference of 1.153 (95% CI, 0.021 to 2.284),  $t(98) = 2.022$ ,  $p < .046$ . Using Cohen's  $d = (15.88 - 17.03)/2.704799 = 0.42517$  a small effect size occurred indicating the null hypothesis ( $H_{08}$ ) was rejected.

### **Tenured and Nontenured Analysis**

The third survey question asked respondents to indicate the number of years of teaching experience of the respondent. The fourth question of the survey requested respondents to indicate if the respondent was a tenured teacher or a nontenured teacher. Groups statistics for tenured teachers and nontenured teachers can be found in Table 6.

Table 6

*Group Statistics for Tenured and Nontenured Teachers: Number, Mean, Standard Deviation, and Standard Error*

Feedback Characteristic	Tenure	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SEM</i>
Usefulness	Tenured	57	24.74	7.249	0.960
	Nontenured	46	28.54	5.072	0.748
Credibility	Tenured	56	15.23	3.756	0.502
	Nontenured	46	15.70	3.687	0.544
Accuracy	Tenured	54	20.19	4.585	0.624
	Nontenured	46	20.89	3.504	0.517
Responsiveness	Tenured	55	15.76	2.969	0.400
	Nontenured	45	16.93	2.406	0.359

Respondents' perceptual responses of principal feedback characteristics were analyzed by comparing tenured and nontenured teacher responses. The researcher utilized an independent samples *t* test to compare the differences between the responses of the two groups. The independent samples *t* test compared the groups' perceptual responses in regards to the usefulness, credibility, accuracy, and responsiveness of principal feedback. Results are shown in Table 7.

Table 7

*t-Test Results for Tenured and Nontenured Teachers*

Feedback Characteristic	<i>t</i>	<i>df</i>	<i>Sig.</i> (2- tailed)	<i>Mean</i> <i>diff.</i>	<i>SEM</i> <i>difference</i>	95% CI	
						<i>LL</i>	<i>UL</i>
Usefulness	-3.128	99.142	0.002	-3.807	1.217	-6.221	-1.392
Credibility	-06.25	100	0.533	-0.464	0.741	-1.934	1.007
Accuracy	-0.853	98	0.396	-0.706	0.827	-2.348	0.936
Responsiveness	-2.131	98	0.036	-1.170	0.549	-2.236	0.103

RQ<sub>9</sub> - What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured career teachers?

H<sub>09</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers.

There were 57 tenured teachers and 46 nontenured teachers who answered survey questions indicating the differences of teacher perceptions concerning the usefulness of principal feedback. To determine if a difference occurred between tenured and nontenured teacher perceptions resulting in the usefulness of principal feedback, an independent samples *t* test was run. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data. Usefulness scores for tenured teachers and nontenured teachers were not normally distributed through a Shapiro-Welk test of normality (all *p*-values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not

homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .002$ ). However, SPSS provided corrected values when equal variances were-not assumed. Feedback from principals was more useful for nontenured teachers ( $M = 28.54$ ,  $SD = 5.072$ ) compared to tenured teachers ( $M = 24.74$ ,  $SD = 7.249$ ), resulting in a statistically significant difference of  $-3.807$  (95% CI,  $-6.221$  to  $-1.392$ ),  $t(99.142) = -3.128$ ,  $p < .0002$ . Using Cohen's  $d = (28.54 - 24.74)/6.255925 = 0.607424$  a medium effect size occurred, indicating the null hypothesis ( $H_{09}$ ) was rejected.

RQ<sub>10</sub> - What is the difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers?

H<sub>010</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers.

There were 56 tenured teachers and 46 nontenured teachers who provided perceptions referencing the credibility of principal feedback. An independent samples  $t$  test was utilized to determine if teacher perceptions of feedback credibility from the principal differed between tenured and nontenured teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data.

Credibility scores for tenured teachers and nontenured teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .533$ ). With a significance level set at  $p < .05$  the results of the independent samples between tenured teachers ( $M = 15.23$ ,  $SD = 3.756$ ) and nontenured

teachers ( $M = 15.70, SD = 3.687$ ) determined no statistically-significant difference between the two test groups,  $t(100) = -0.625, p = 0.533$ ; therefore, the researcher failed to reject the null hypothesis ( $H_{010}$ ).

RQ<sub>11</sub> - What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers?

$H_{011}$  - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers.

There were 54 tenured teachers and 46 nontenured teachers who provided perceptions referencing the accuracy of principal feedback. An independent samples  $t$  test was utilized to determine if teacher perceptions of the accuracy of feedback from the principal differed between tenured and nontenured teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data.

Accuracy scores for tenured teachers and nontenured teachers were not normally distributed through a Shapiro-Welk test of normality ( $p$ -values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was homogeneity of variances, as assessed by Levene's test for equality of variances ( $p = .396$ ). With a significance level set at  $p < .05$  the results of the independent samples between tenured teachers ( $M = 20.19, SD = 4.585$ ) and nontenured teachers ( $M = 20.89, SD = 3.504$ ) determined no statistically significant difference between the two test groups,  $t(98) = -0.853, p = 0.396$ ; therefore, the researcher failed to reject the null hypothesis ( $H_{011}$ ).

RQ<sub>12</sub> - What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers?

H<sub>012</sub> - There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers.

There were 55 tenured teachers and 45 nontenured teachers who provided perceptions referencing the responsiveness of principal feedback. An independent samples *t* test was utilized to determine if teacher perceptions of the responsiveness of feedback from the principal differed between tenured and nontenured teachers. Outliers of the data were inspected through a boxplot; not enough outliers existed to affect the statistical data.

Responsiveness scores for tenured teachers and nontenured teachers were not normally distributed through a Shapiro-Welk test of normality (*p*-values less than .05); however, the researcher used a visual inspection of the Q-Q plots to satisfy the normality assumption. There was not homogeneity of variances, as assessed by Levene's test for equality of variances (*p* = .036). However, SPSS provided corrected values when equal variances were not assumed. Principal feedback was perceived-as not responsive by tenured teachers (*M* = 15.76, *SD* = 2.969) compared to nontenured teachers (*M* = 16.93, *SD* = 2.406, resulting in a statistically significant difference of -1.170 (95% CI, -2.236 to -0.103), *t*(98) = -2.131, *p*<.036. Using Cohen's *d* = (16.93 – 15.76)/2.702203 = 0.43298 a small effect size occurred indicating the null hypothesis (H<sub>12</sub>) was rejected.

## Raw Data Analysis

The survey asked teachers to indicate the teacher's designated evaluator. Table 8 shows the number of respondents who indicated which individual was the teacher's designated evaluator based upon the district's teacher evaluation system.

Table 8  
*Designated Evaluator*

District designated evaluator	Number of Respondents	% of Respondents
Principal	81	77.14
Assistant Principal	23	21.90
A Peer	0	0
Department chair	0	0
Coach	0	0
Other	1	0.95

There were 81 or 77.14% participants indicated the principal was the designated evaluator for the current school year. Twenty-three-or 21.90% indicated the assistant principal was the designated evaluator for the current school year. There were 0 respondents indicated the teacher's peer, department chair, or coach was the designated evaluator for the school year. One-participant indicated other as the designated evaluator for the school year.

The survey asked teachers to indicate how often the teacher had a feedback conversation with the teacher's designated evaluator during the current school year. Table 9 shows the number of respondents who indicated how often the teacher had a feedback conversation with the teacher's designated evaluator.

Table 9

*Frequency of a Feedback Conversation*

Frequency of a feedback conversation	Number of Respondents	% of Respondents
Never	9	8.57
Once	5	4.76
Twice	16	15.24
Three times	15	14.29
Four times	19	18.10
Five times	5	4.76
More than five times	36	34.29

There were nine or 8.57% of participants indicated never. Five or 4.75% indicated once. Fifteen or 15.24% of participants recorded meeting with the evaluator twice during the current school year. Fifteen or 14.25% of participants responded with three times a year. Nineteen or 18.10% of participants recognized a meeting with the designated evaluator four times during the school year and five or 4.75% of participants met five times a year. Thirty-six or 34.29% of participants indicated the evaluator had a feedback conversation with the teachers more than five times during the year.

The survey asked teachers to indicate how often the teacher received written feedback from the teacher’s designated evaluator during the current school year. Table 10 shows the number of respondents who indicated how often the teacher received written feedback from the teacher’s designated evaluator.

Table 10

*Frequency of Written Feedback*

Frequency of written feedback	Number of Respondents	% of Respondents
Never	8	7.62
Once	10	9.52
Twice	15	14.29
Three times	18	17.14
Four times	21	20
Five times	11	10.48
More than five times	22	20.95

The survey asked participants to indicate how often the teacher received written feedback from the teacher’s designated evaluator through the current school year. Eight or 7.52% of participants indicated never. Ten or 9.52% indicated once. Fifteen or 14.25% of participants recorded receiving written from the designated evaluator twice during the current school year. Eighteen or 17.14% of participants responded with three times a year. Twenty-one or 20% of participants recognized receiving written feedback from the designated evaluator four times during the school year and eleven 11 or 10.45% of participants met five times a year. Twenty-two or 20.95% of participants indicated the evaluator provided written more than five times during the year.

The survey asked teachers to indicate how the feedback received from the teacher’s designated evaluator improved instruction. Table 11 shows the number of respondents who indicated how feedback improved instruction.

Table 11

*Improvement of Instruction*

Improvement of Instruction	Number of Respondents	% of Respondents
Not at all	13	12.75
A little	45	44.12
A lot	44	43.14

When teacher participants were asked the question “To what extent did the feedback you received from your designated evaluator improve your instruction?” 13 or 12.75% of teacher responded with not at all. There were 45 or 44.12% of teachers indicated the feedback improved instruction a little and 44 or 43.14% responded the feedback received improve instruction a lot.

**Summary**

Chapter Four analyzed the results the survey and determined the findings of the study. The researcher contacted 2,077 public school principals in the state of Missouri asking if the principal had participated in the MLDS. Of those, 245 principals responded with 184 responding with “no” and 88 responded with “yes.” Principals who responded with “yes” were provided a link to the Examining Evaluator Feedback Survey for building teachers to respond in reference to teacher perceptions of the feedback characteristics of usefulness, credibility, accuracy, and responsiveness of the feedback teacher receive from their principal who participated in MLDS. Data were disaggregated by principal feedback characteristics (usefulness, credibility, accuracy, and responsiveness) by gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade

teachers, and tenured and nontenured teachers. Hypotheses results can be found in Table 12.

Table 12

*Hypotheses Results*

Statistical Group	Feedback Characteristic	Failed to Reject the Null	Null Hypothesis Rejected
Gender	Usefulness	X	
	Credibility	X	
	Accuracy	X	
	Responsiveness	X	
Gradesplit	Usefulness		X
	Credibility		X
	Accuracy		X
	Responsiveness		X
Tenure and Nontenure Teachers	Usefulness		X
	Credibility	X	
	Accuracy	X	
	Responsiveness		X

*Note.* X = Group statistics results for the four-feedback characteristic.

To analyze data, the researcher used the SPSS program to evaluate the inferential statistics and to determine if a statistically significant difference occurred between group responses. The researcher found a statistically significant difference occurred between perceptions of the usefulness and responsiveness of principal feedback between tenured teachers and nontenured teachers. A statistically significant difference in teacher perceptions occurred between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade

teachers regarding the usefulness, credibility, accuracy, and responsiveness of principal feedback. The researcher failed to reject the null hypotheses of the four feedback characteristics of usefulness, credibility, accuracy, and responsiveness between two testing groups of male and female. The researcher failed to reject the null hypotheses of credibility and accuracy since a statistically significant difference did not occur between the two testing groups of tenured teachers and nontenured teachers. Chapter Five will summarize the findings of the study and conclusions from the data will be drawn. The researcher will also make recommendations for future research studies.

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### **Introduction**

In Chapter Five, the researcher will provide a summary of the methods used to collect and analyze data. A summary of findings will be included in Chapter Five to answer the overarching research question of this study: “What are teachers’ perceptions of the usefulness, accuracy, credibility, and responsiveness to formative feedback teachers received from their principal who participated in the Missouri Leadership Development System?” The researcher will propose implications to the profession of education and recommendations for future research to be conducted. Last, Chapter Five will provide the researcher’s conclusions to the study.

The purpose of this research study was to answer the overarching question, “What are teachers’ perceptions of the usefulness, accuracy, credibility, and responsiveness to formative feedback teachers received from their principal who has participated in the Missouri Leadership Development System?” To understand the differences in perceptions the researcher used sub-research questions to determine if a statistically significant difference occurred in perceptions of feedback between gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers, and tenured and nontenured teachers. Since the implementation of MLDS in 2016, little research has been conducted to determine teacher perceptions of principal feedback received by the teacher.

The developers of MLDS and the review of literature support transformational leadership as an advocated leadership style to influence a shared vision, climate, and culture of a building, staff members, and most importantly, closing the learning gaps for

student achievement (Allen, Grigsby, & Peters, 2015b). Federal and state levels have increased a focus on developing high-quality leadership supports due to research linking student outcomes and achievement to high-quality school leadership (Osborone-Lampkin & Folsom, 2017). Different types of leadership styles can implicate the school improvement process, furthermore, complicating the professional growth of teachers and students. Guskey (2014) claimed when evaluating the effectiveness of professional development activities there are five levels of evidence to examine: the reactions of the participants to the activities, participants' learning of new knowledge and skills, organizational support and change, participants' use of new knowledge and skills, and student learning outcomes (Guskey, 2014).

As previously stated in the review of literature, when principals understand the value of feedback provided to teachers and how this feedback can impact teacher self-efficacy, this can influence student achievement through teacher growth. Growing teachers can be affected by the professional development opportunities offered to principals to develop the principals' skill of providing quality feedback to teachers. Trust and credibility from the teacher will increase when the principal understands the needs of the classroom and the professional growth opportunities of teachers.

The purpose of this casual comparative independent samples study was to compare perceptions of teachers' whose principals participated in MLDS based on four feedback characteristics: usefulness, credibility, accuracy, and responsiveness. This study provided an avenue to review the usage of principals' new or current knowledge of feedback skills based on the perceptions of the usefulness, credibility, accuracy, and responsiveness by teachers. This study attempted to understand the usefulness,

credibility, accuracy, and responsiveness of the feedback MLDS principal participants provided to building teachers. Chapter Five will present a summary of methods and findings for the research, professional implications for education, suggested future research, and conclusions of the study.

### **Summary of Methods**

This quantitative research study was conducted after the approval of the Research and Review Board, which was approved in March of 2019. Upon approval, the researcher obtained a list of Missouri public school principals in the state of Missouri from the Missouri Department of Elementary and Secondary Education. A list of principals and e-mails was uploaded to QuestionPro. The researcher used QuestionPro as an avenue to disseminate the e-mail. Principals were asked to complete a one-question survey requesting principals to indicate if they participated in MLDS. Those principals who indicated “yes” were asked to forward a link to the teacher survey where teachers’ perceptions of principal feedback were then collected. The quantitative data was collected and analyzed using IBM SPSS software. Independent samples *t* tests were utilized by the researcher to determine if statistically significant differences occurred. Using this information, the researcher then determined the need to reject or fail to reject null hypotheses.

### **Summary of Findings**

The overarching research question of this study was “What are teachers’ perceptions of the usefulness, accuracy, credibility, and responsiveness to formative feedback teachers received from their principal who participated in the Missouri Leadership Development System?” To determine if there was a difference in perceptions

in the usefulness, credibility, accuracy, and responsiveness of principal feedback the researcher determined the differences between gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers, and lastly, tenured and nontenured teachers. The following is a list of research questions that guided the study.

1. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between gender?
2. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between gender?
3. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between gender?
4. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender?
5. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?
6. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?
7. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade and non-Pre-K to fifth-grade teachers?
8. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers?

9. What is the difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured career teachers?
10. What is the difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers?
11. What is the difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers?
12. What is the difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers?

The following null hypotheses were used to guide this study.

1. H<sub>01</sub>: There is no statistically significant difference in teacher's perceptions of feedback received in the area of **usefulness** between gender.
2. H<sub>02</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between gender.
3. H<sub>03</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between gender.
4. H<sub>04</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between gender.
5. H<sub>05</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
6. H<sub>06</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.

7. H<sub>07</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
8. H<sub>08</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers.
9. H<sub>09</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **usefulness** between tenured teachers and nontenured teachers.
10. H<sub>010</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **credibility** between tenured teachers and nontenured teachers.
11. H<sub>011</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **accuracy** between tenured teachers and nontenured teachers.
12. H<sub>012</sub>: There is no statistically significant difference in teachers' perceptions of feedback received in the area of **responsiveness** between tenured teachers and nontenured teachers.

**Gender research conclusions of the usefulness, credibility, accuracy, and responsiveness of principal feedback:**

The researcher sought to determine if a statistically significant difference occurred between gender, male or female respondents, based upon the four principal feedback characteristics of usefulness, accuracy, credibility, and responsiveness. Data were collected

and an independent samples  $t$  test was run for each area of principal characteristics. After analyzing the data, the researcher accepted the null hypothesis for each area of principal characteristics. A statistically significant difference did not occur between the gender of teachers and their perceptions of the usefulness, credibility, accuracy, and responsiveness of principal feedback.

The researcher indicated in previous chapters, that a limitation to this study included the return rate of the respondents who were provided the survey by the principal, along with the number of surveys completed by the respondents. When comparing the population pool of respondents from this testing group, there were only 35 male respondents and 70 female respondents. The population pool resulted in a male representation of 33.33% of the population of this testing group and a female representation of 66.67%; therefore, more than half of the respondents were female. The researcher did not find studies comparing the differences in gender concerning teacher perceptions of the usefulness, credibility, accuracy, and responsiveness of feedback.

**Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers research conclusions of the usefulness, credibility, accuracy, and responsiveness of principal feedback:**

The researcher used Research Questions 5-8 to understand if statistically significant differences occurred between PreK-5<sup>th</sup> grade teachers and non-PreK-5<sup>th</sup> grade teachers in reference to the four principal feedback characteristics of usefulness, credibility, accuracy, and responsiveness. An independent samples  $t$  test was run on the perceptions of teachers. After analyzing the data, the researcher identified a statistically significant difference in perceptions of teachers in the area of usefulness “ $t(100.047) =$

3.858,  $p < .001$ ,” credibility “ $t(94.901) = 4.036, p < .001$ ,” accuracy “ $t(98) = 3.938, p < .001$ ,” and responsiveness “ $t(98) = 2.022, p < .046$ ” resulting in a rejected null hypotheses. Pre-K to fifth-grade teachers ( $N = 38, M = 29.24, SD = 4.559$ ) scored numerically higher. Non-Pre-K through fifth-grade teachers scored numerically lower ( $N = 65, M = 29.24, SD = 7.102$ ). In addition, perception results for credibility between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers resulted in a statistically significant difference. Pre-K to fifth-grade teachers ( $N = 37, M = 17.14, SD = 2.750$ ) scored numerically higher. Non-Pre-K to fifth to fifth- grade teachers ( $N = 65, M = 14.48, SD = 3.861$ ) scored numerically lower. Teacher perceptions of the accuracy of principal feedback between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers resulted in a statistically significant difference. Pre-K to fifth-grade teachers ( $N = 37, M = 22.49, SD = 2.950$ ) scored numerically higher. Non-Pre-K to fifth to fifth- grade teachers ( $N = 65, M = 19.35, SD = 4.281$ ) scored numerically lower. Teacher perceptions of the responsiveness of principal feedback between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers resulted in a statistically significant difference. Pre-K to fifth-grade teachers ( $N = 36, M = 17.03, SD = 2.591$ ) scored numerically higher. Non-Pre-K to fifth to fifth- grade teachers ( $N = 64, M = 15.88, SD = 2.814$ ) scored numerically lower.

The adult learning theory of andragogy presented by Malcom Knowles (1980) recognizes a facilitator of learning may have some understanding of the subject areas but the facilitator does not have all of the knowledge needed. The purpose of a facilitator of learning is to encourage adults to make connections between experiences and analyze results of those experiences, thus, helping the teacher to close gaps with instructional

practices in the classroom. This is contradictory to the results of this study. PreK-5<sup>th</sup> grade teachers and Non-Pre-K-5<sup>th</sup> grade teachers provided perceptions of the usefulness, credibility, accuracy, and responsiveness of principal feedback. This study found Pre-K-5<sup>th</sup> grade teachers perceived the feedback from principals as more useful, credible, accurate, and responsive compared to non-Pre-K to fifth-grade teachers. An interesting note to consider with this testing group is that non-Pre-K to fifth-grade teachers in this group could be departmentalized. If teachers are departmentalized, teachers in this test group may perceive feedback from principals as not as useful, credible, accurate, or responsive because the feedback provided may or may not pertain to the specific subject area the teacher teaches. As noted by Myung and Martinez (2013), feedback must be specific with opportunities for teachers to self-reflect on next steps of progressing forward.

In this study, accuracy could be viewed by an individual as one who receives feedback as specific, frequent, and in a positive manner; in this case, one may perceive feedback as more accurate (Kinicki, et al. 2004). Raw data from the survey question “How often did you have a feedback conversation with your designated evaluator throughout the current school year?” indicated 34.29% of respondents received feedback from their designated evaluator more than five times, 4.76% received feedback five times, and 18.10% received feedback four times during the current school year. This raw data could be evidence that some principals who have participated in MLDS were providing frequent feedback to teachers, allowing the teachers to perceive the feedback with more accuracy.

**Tenured and nontenured research conclusions of the usefulness, credibility, accuracy, and responsiveness of principal feedback:**

Research Questions 9-12 were used to determine if a statistically significant difference was present between the perceptions of tenured and nontenured teachers in reference to the principal feedback characteristics of usefulness, credibility, accuracy, and responsiveness. Results from the independent samples *t* test indicated a statistically significant difference between tenured teachers and nontenured teachers in the area of usefulness ( $H_{09}$ ). Numerically, nontenured teachers ( $N = 46, M = 28.54, SD = 5.072$ ) scored higher compared to tenured teachers ( $N = 57, M = 24.74, SD = 7.249$ ) who scored numerically lower, resulting in the researcher rejecting the null hypothesis ( $H_{09}$ ). Teacher perceptions of the responsiveness of principal feedback between tenured teachers and nontenured teachers resulted in a statistically significant difference. Tenured teachers ( $N = 55, M = 15.76, SD = 2.969$ ) scored numerically lower. Nontenured teachers ( $N = 45, M = 16.93, SD = 2.406$ ) scored numerically higher. After further analyzing of the data, null hypotheses for credibility ( $H_{010}$ ) and accuracy ( $H_{011}$ ), were accepted due to no statistically significant difference being found.

As stated earlier in this study, a national problem of recruitment for qualified candidates of principals is a recognized growing problem by the United States Bureau of Statistics (Bryant, et al., 2017). The average length of time a principal retains a leadership position is 4 years (Kachel, 2018). The role the principal plays in developing teacher growth and creating an environment focused on learning and instructional design, along with emotional support provided by the leader to the teacher, can be key to teacher retention. In this study, a contributing factor to tenure teachers' perceptions of principal

feedback being not as useful or responsive compared to nontenured teachers could be caused by the continuous turnover that occurs with a principal. A lack of trust, value, and credibility from tenured teachers may be a component of the differences in perceptions of the usefulness and responsiveness of principal feedback received by the teacher.

### **Implications**

This study aimed to understand the perceptions of teachers in reference to the usefulness, credibility, accuracy, and responsiveness of the feedback teachers receive from principals who participated in MLDS. Since MLDS was implemented in 2016, there has been little research conducted to understand the perceptions of teachers concerning principal feedback. After analyzing the data, it was evident a statistically significant difference occurred between Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers. Evidence from the data shows Pre-K to fifth-grade teachers perceive the usefulness, credibility, accuracy, and responsiveness of principal feedback differently than non-Pre-K to fifth-grade teachers. In this study, non-Pre-K to fifth-grade teachers perceived the feedback provided by the principal as not as useful, credible, accurate or responsive when compared to Pre-K to fifth-grade teachers. If teachers do not value the feedback from the principal as useful, credible, accurate, and responsive classroom instructional changes and advancements could be impacted by the perception of teachers; thus, hindering the improvement of student achievement. As previously mentioned in the literature review, principals can positively impact student achievement when the principal provides detailed, specific, evidence-based feedback to teachers focused on the improvement of instructional delivery by the teacher coupled with conversations spurring teacher self-reflection. Evidence from this study suggest the importance of the skill of

differentiating feedback based on teacher needs. Differentiating feedback can assist the principal in building credibility and a learning relationship with the teacher. Therefore, principals will need to take time to understand the mental models of each teacher and know how to leverage feedback by recognizing how to reinforce and balance feedback to progress organizational development.

As MLDS continues to grow transformational leaders, it may benefit MLDS designers to approach the instruction of the feedback model differently for non-Pre-K to fifth-grade principals compared to Pre-K to fifth-grade principals. As teachers are provided a voice in the needs from the principal, the credibility and trust of the principal becomes essential to the improvement of instructional changes in the classroom. Focusing on building the credibility and trust between the principal and teacher can also develop the engagement of the teacher in feedback conversations, specifically when the principal has a sense of the content knowledge and the pedagogical skills of teaching. Increasing the engagement of the teacher in feedback conversations can prompt teacher self-reflection resulting in the development and change of instructional design in the classroom.

Engagement by the teacher in feedback conversations can take place when principals, district officials, and MLDS designers make an effort to initiate conversations with non-Pre-K to fifth-grade teachers concerning why non-Pre-K to fifth-grade teacher's perceive feedback from principals as not as useful, credible, accurate, and responsive when compared to Pre-K to fifth-grade teachers. Gathering qualitative data from non-Pre-K to fifth-grade teachers will provide evidence and an opportunity for MLDS developers, district officials, and principals to understand the type of feedback teachers

need, how principals can make feedback relevant and useful to non-Pre-K to fifth-grade teachers, and provide avenue's for principals to understand how to target feedback for non-Pre-K to fifth-grade teachers.

The results of the study also revealed a statistically significant difference in teacher perceptions of the usefulness and responsiveness of principal feedback between tenured and nontenured teachers. Nontenured teachers perceived feedback from principals as more useful and responsive compared to tenured teachers. The results of this comparative data could have a negative impact on teacher growth, specifically tenured teachers. Self-efficacy of teachers can be increased by the principal when the principal is equipped with the knowledge and tools to help provide descriptive feedback fostering teacher professional development (Leiva et al., 2016). Consequently, student achievement is impacted when teacher self-efficacy and professional growth do not exist. For this reason, the development of supports put into place to enhance the feedback skills of principals should strongly consider the adult learning theory of andragogy to ensure measures and standards are in place to transform principals into distinguished feedback providers to support teachers in professional growth.

Additionally, the personal mastery of teachers can be impacted when the principal provides specific, evidenced-based feedback to teachers through feedback conversations. Probing tension between teacher's personal vision and current reality provides a creative atmosphere to seek resolutions (Senge, 2006). This creative tension encourages teachers to understand the purpose to their work and how their work can be impactful to personal development (Senge, 2006). As the principal provides teachers with feedback and creative tension is developed; teachers initiate innovative risks and self-reflect upon the

current instructional practices in the classroom. However, probing personal mastery for teachers will be difficult for principals if they are not provided with professional learning opportunities on a consistent basis. District officials and principals need to make a conscious effort to create an environment of professional growth for administrators by ensuring quality supports are in place for principals to conduct feedback conversations triggering professional growth opportunities with tenured and nontenured teachers.

This study affirms the need for continued support and professional learning opportunities for principals; therefore, policy makers, district officials, and principals will need to make financial commitments to growing principals. For some districts, this could negatively impact the district financially; however, this commitment could positively increase the principal retention rate in districts. Principals are the instructional leaders of the building and can accomplish this goal through ensuring a vision for the building exists; without a vision, the opportunity for teacher growth, building growth, and district growth is impacted.

This study affirms the professional learning opportunities MLDS has created for principals as an essential component of the development of principals to provide feedback to improve teacher growth as it relates to the accuracy and responsiveness of feedback received by the teacher from principal. As principals develop feedback skills, the principal becomes the instructional leader. When teachers view the principal as an instructional leader, opportunities for instructional changes to the organization increase. The culture of the building begins to shift to a collaborative effort of learning between the teacher and the principal. Furthermore, this shift can lead to peer to peer observations

focused on growing as a teacher; ultimately leading to collaborative learning conversations between colleagues.

As MLDS continues to grow leaders, a reflection upon changes, modifications, or additions to how principals provide feedback to teachers at various grade spans and years of experience (tenure) could impact the perceptions of teachers from this study. As more principals understand the feedback model, it will be imperative for principals to understand how specific feedback to teachers can be impactful on teacher growth, but most importantly on student achievement. Furthermore, if principals are providing tenured teachers and non-Pre-K to fifth-grade teachers with feedback that is not relevant and useful to growing instructional practices in the classroom, the credibility and trust of the principal will be sacrificed. As a result of this, the vision of the building administrator could be derailed by the lack of focus and drive for continuous improvement; ultimately impacting the advancement of the vision of the organization.

### **Recommendations for Future Research**

To advance this study further, the researcher makes the following recommendations for future research:

1. Future research should review and investigate what types of feedback Pre-K to fifth-grade and non-Pre-K to fifth-grade would like to receive by comparing the differences.
2. Future research should survey tenured teachers to understand what type of feedback would be useful for tenured teachers.

3. Future research should review how those principals who participated in MLDS and the impact principals have had on student achievement compared to principals who have not participated in MLDS.
4. A replica of this study could be completed by adding an opportunity for qualitative responses from teachers in response to the feedback teacher receive from their principal.

### **Conclusions**

The purpose of this casual comparative perceptual study was to determine from a sample of convivence of teacher perceptions the usefulness, credibility, accuracy, and responsiveness as it relates to feedback from principals who had participated in MLDS. Participants in this study included Missouri public school teachers whose principals participated in MLDS. A link to the teacher survey was provided to principals when the principal indicated a “yes” representing the principal participated in MLDS, therefore, allowing the principal to send the survey to the principals’ building teachers. The quantitative results of this survey allowed the researcher to understand the differences in teacher perceptions pertaining to the usefulness, credibility, accuracy, and responsiveness of principal feedback who participated in MLDS. For this study the researcher used a *t* test to understand teacher perceptual differences of the usefulness, credibility, accuracy, and responsiveness based upon gender, Pre-K to fifth-grade teachers and non-Pre-K to fifth-grade teachers, and tenured and nontenured teachers. Chapter Five described conclusions of the research, implications of the study, and recommendations for future studies.

Previous research revealed the importance of principals focusing on continuous instructional improvement. Continuous improvement can take place when supports for principal development targets building the principal's knowledge of teaching and learning (Brazier & Bauer, 2013). The credibility of a principal will increase when principals understand the needs of the classroom and teacher instructional needs, further emphasizing the importance of ensuring principals are provided with opportunities to enhance teacher feedback skills (DeNisco, 2015). Since the full implementation of MLDS with principals in 2016, there has been minimal research conducted to identify the perceptions of teachers concerning teachers' perceptions of the usefulness, credibility, accuracy, and responsiveness of formative feedback teachers receive from principals.

As a result of this study, a research gap of understanding the usefulness, credibility, accuracy, and responsiveness of principal feedback perceptions of teachers was identified, specifically from public school teachers in the state of Missouri whose principal participated in MLDS. This gap in research may provide opportunities for improvement in the MLDS process of implementation and provide further information to strengthening feedback skills of principals. This research provided an avenue to reflect upon the professional learning supports provided to principals centered on developing principal feedback skills through MLDS. This gap in research also recognized teachers who are tenured do not perceive principal feedback as useful and Non-Pre-K to fifth-grade teachers do not perceive principal feedback as useful or credible. This research can help principals help principals and the developers of MLDS to create supports for principals to understand how to differentiate feedback provided to teachers who have more experience in the classroom and to teachers at different grade levels.

As referenced previously, a principal's ability to provide effective feedback can be affected by the professional development provided to the principal. When principals understand the needs of the classroom teacher the principal's credibility of teaching and learning increases the likelihood of improving classroom instruction because the teacher sees the principal as a knowledgeable and trusted leader of learning (DeNisco, 2015). The instructional growth of a teacher is imperative to student growth in the classroom; however, when teachers are not provided with useful, credible, accurate, and responsive feedback by the principal inconsistent and stagnate growth can occur. For this reason, ensuring principals are provided with an avenue to enhance feedback skills is essential to the development of teachers, classroom instruction, and most importantly student achievement.

As avenues for principals to enhance feedback skills are developed and implemented, the adult learning theory of andragogy is a tool to reference when designing development opportunities for adults to learn new knowledge and the apply the knowledge learned. As leaders are expected to be continuous goal-orientated learners, support for principal development must be focused on the "why" of learning by making it relevant and applicable to real-world situations. For principals to be goal-oriented learners, sustainment through competency-based development categories of performance, centered on learning standards, directs professional learning for the principal and the teacher. When principals are devoted to learning, a distinct present of motivation occurs, resulting in self-directed learning by the principal.

In conclusion, in reviewing the theoretical framework this research addressed parts of the theoretical framework of the adult learning theory of andragogy, which

targets adult learners to understand the assimilation and application of new knowledge. Principals are often viewed as instructional facilitators of teacher learning. As previously discussed in the literature review, formative feedback to teachers is imperative to the reflection process of teachers and the occurrences of instructional changes in the classroom. For a principal and facilitator of learning, an understanding of how adults learn can be a turning point in the scaffolding process of formative feedback provided to teachers. When principal feedback to teachers is clear and concise, critical thinking about the evidence of student learning and real-world experiences can support professional growth for the teacher. The andragogy theory recognizes the need for adult learners to be encouraged and assured of current learning and practices. As a feedback provider, the principal can confirm teacher choices of instruction in the classroom, but also provide avenues for the teacher to explore new learning opportunities; thus, helping the teacher to close performance gaps in student learning.

A system to support principals to grow teachers and close achievement gaps in students must be a top priority for district, state, federal, and university leadership programs. Professional development and learning for principals must be focused on creating transformational and visionary leaders who provide specific clear feedback to affect instructional improvement. In addition, principal leadership programs will need to support the leader in the understanding of how adult learners learn by understanding the adult learning theory of andragogy. Without a conscious focus on developing and supporting current and future leaders of school systems, continued results of inconsistent leadership and turnover are inevitable, forecasting a postponement of the advancement of school leaders and the educational system.

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## APPENDICES

### *Appendix A*

#### Principal Email Consent

Dear Principals,

My name is Andria Hodge and I am a doctoral student with Southwest Baptist University located in Bolivar, Missouri and I am an assistant principal with School of the Osage Upper Elementary. To complete my studies and dissertation, I am researching perceptions of teachers, whose principals have participated in the Missouri Leadership Development System (MLDS). Results of this study will review the perceptions of teachers concerning the usefulness, credibility, accuracy, and responsiveness of the feedback principals provide to teachers. This research may add to the professional learning of principals and help determine if adjustments to the knowledge base of the MLDS model need to be modified to help improve principal feedback.

The following yes or no question asks if you participated in the Missouri Leadership Development System. If you respond with yes, indicating you have participated in the Missouri Leadership Development System, I am kindly requesting that you forward a provided survey link to your teachers. If there is additional approval needed for teachers to participate in the survey please forward the contact information to me.

The survey will take teachers 10-15 minutes to complete. Responses to this survey are confidential and the information gathered is not identifiable. The survey has 17 questions. Questions are divided into five sections including: background information, four feedback characteristics, importance of feedback characteristics, belief about instructional improvement, and teacher demographics. A copy of the survey is attached for you if you would like to review it. I have also attached the letter of consent for teachers to participate in the survey.

If you have other questions you may contact me by email [hodgea@osageschools.org](mailto:hodgea@osageschools.org). The completed study would be available through Dissertation abstracts or through the Southwest Baptist University. I appreciate your consideration and help in gathering information regarding this study.

Thank you for your time and consideration,

Andria Hodge  
Doctoral Student at Southwest Baptist University, Bolivar, Missouri

### *Appendix B*

#### Informed Consent

#### CONSENT TO PARTICIPATE IN RESEARCH

EDUCATORS' PERCEPTIONS ON THE USEFULNESS, ACCURACY,  
CREDIBILITY, AND RESPONSIVENESS OF  
PRINCIPAL FEEDBACK

You are asked to participate in a research study conducted by Andria Hodge, a student enrolled in the doctoral Educational Administration program at Southwest Baptist University and an assistant principal at School of the Osage Upper Elementary. You are invited to participate in this research project because you are a teacher. The purpose of this research project is to identify the perceptions of teachers concerning the usefulness, credibility, accuracy, and responsiveness of the formative feedback teachers receive from their principals. You have been asked to participate in this survey because your principal(s) have participated in the Missouri Leadership Development System.

Your participation in this research study is voluntary. You may choose not to participate or skip any question that you are not comfortable in answering. If you decide to participate in this research survey, you may withdraw at any time. If you decide not to participate in this study or if you withdraw from participating at any time, you will not be penalized.

The procedure involves completing an online survey that will take approximately 10-15 minutes. As this is an online survey, participants can complete the survey in the location of his/her choice. Your responses will be confidential and we do not collect identifying information such as your name, email address or IP address.

The questions presented in the survey are focused on understanding teacher perceptions concerning the usefulness, accuracy, credibility, and the responsiveness of feedback provided by principals. The questions are designed to solicit information about the differences between tenured and nontenured teachers, Pre-K to fifth-grade teachers and non-Pre-K to fifth grade teachers, and gender.

Data gathered will be completely confidential. All data is stored in a password protected electronic format. To help protect your confidentiality, the surveys will not contain information that will personally identify you. The results of this study will be used for scholarly purposes only.

If you have any questions or concerns about the research study, please contact Andria Hodge [hodgea@osageschools.org](mailto:hodgea@osageschools.org). You may contact the RRB for questions or concerns regarding this study at [rrb@sbuniv.edu](mailto:rrb@sbuniv.edu). The researcher will add the date as to the approval date by the RRB. This research has been approved by the RRB on April 2nd, 2019.

Clicking on the “agree” button below indicates that:

- You have read the above information.
- You have voluntarily agree to participate.
- You are at least 18 years of age.

If you do not wish to participate in the research study, please decline participation by clicking exit survey.

*Appendix C*

Survey Instrument

What is your gender?

1. Male
2. Female

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

1. Early Childhood Pre-K
2. Kindergarten
3. Grade 1
4. Grade 2
5. Grade 3
6. Grade 4
7. Grade 5
8. Grade 6
9. Grade 7
10. Grade 8
11. Grade 9
12. Grade 10
13. Grade 11
14. Grade 12

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

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

Are you a tenured or nontenured teacher?

1. 1. tenured teacher
2. 2. Non tenured teacher

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

1. 1. My principal
2. 2. My assistant principal
3. 3. A peer
4. 4. My department chair
5. 5. My coach
6. 6. Other

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

1. 1. Never
2. 2. Once
3. 3. Twice
4. 4. Three times
5. 5. Four times
6. 6. Five times
7. 7. More than five times

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

1. 1. Never
2. 2. Once
3. 3. Twice
4. 4. Three times
5. 5. Four times
6. 6. Five times
7. 7. More than five times

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

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

Indicate your level of agreement with the following statements.

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

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

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
...knowledge of my content/subject to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...knowledge of how my students learn to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...knowledge of effective teaching practices to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...understanding of the curriculum being observed to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...understanding of the established teacher evaluation system to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
...I tried new instructional strategies in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I tried new classroom management strategies in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I sought professional development opportunities (formal or informal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...I changed the way I plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

	Unimportant	Slightly Important	Important	Very Important	Critical
...from a different evaluator if they reviewed the same evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...if my evaluator had examined different evidence (e.g., if they observed additional lessons or reviewed additional evidence).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Unimportant	Slightly Important	Important	Very Important	Critical
...knowledge of my content/subject to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...knowledge of how my students learn to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

...knowledge of effective teaching practices to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...understanding of the curriculum being observed to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...understanding of the established teacher evaluation system to effectively evaluate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

1. 1. Not at all
2. 2. A little
3. 3. A lot