

PRINCIPAL AND TEACHER PERCEPTIONS OF THE EFFECTIVENESS OF
LOOK 2 LEARNING

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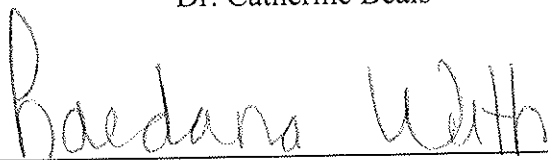
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This research is dedicated to my parents, Robert R. and Rhoda Olson, who have always been interested in my profession and encouraged me to pursue a doctorate in education. Better late than never!

ABSTRACT

The term *management by walking around* (MBWA) has been used in the business setting by chief executive officers as a method of checking in with their employees and monitoring the continuing work of the business. President Lincoln practiced this same theory by getting out of his office to see the troops. The classroom walk-through is an educational technique used to monitor instructional teaching practices and curricular decisions by teachers. This mixed-methods research project was designed to study the effectiveness of a walk-through process to improve instruction through the perceptions of building administrators and classroom teachers. The walk-through program studied was Look 2 Learning (L2L). L2L is nonevaluative and collects data from talking with students about their learning rather than through the observation of teachers. Data are collected by teachers and building administrators and cumulative data are shared through a reflection process. Perceptions of L2L were collected through a Likert-scale survey, an open-ended question, and interviews from elementary and secondary educators. The data were collected from elementary teachers, secondary teachers, elementary building administrators, and secondary building administrators from two large school districts in the western states. Generally, educators were positive about L2L. Elementary educators were generally more positive than secondary educators. All groups agreed that classrooms were visited more since the implementation of L2L, data from L2L were used to discuss instructional strategies, most teachers were open to other teachers visiting their classrooms, and professional development activities had resulted from the implementation of L2L. Elementary building administrator, secondary building administrator, and elementary teacher perceptions were positive that the implementation of L2L had increased their knowledge about instruction.

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Chapter I

Introduction

Instructional leadership has been a consistent topic of interest and research since the early 1980s with the advent of Effective School Research. Several studies have identified the importance of the principal being an instructional leader, yet principals are buried under numerous other responsibilities and demands that leave little time for the instructional leadership role (Fullan, 2008b; Gilson, 2008; Hallinger, 2011; Horng, Klasik, & Loeb, 2010; Jenkins, 2009; Spillane & Hunt, 2010; Voices From the Field, 1999). In addition, a principal's typical way to address teacher instruction is through observing teachers in their classrooms, completing requirements for supervision and evaluation, and attending district-directed professional development (Bushman, 2006; Graczewski, Knudson, & Holtzman, 2009; Grisson & Loeb, 2011). Principals continue to face the challenge of devoting enough time to being instructional leaders and assisting teachers with improving instruction. This research project was designed to study the effectiveness of a learner-focused, walk-through process to improve instruction through the perceptions of principals and classroom teachers.

The learner-focused, walk-through program studied was Look 2 Learning (L2L) (Antonetti & Garver, 2011). L2L provides building administrators and teacher-leaders with a structure for gathering classroom data school-wide. The visits are nonevaluative, brief, frequent, and focus on the student. Data are collected, reported, and discussed as cumulative data. Cumulative data are presented graphically and shared with teachers to analyze, reflect, and plan for improvement.

Downey and Frase (2001) identified the following reasons for conducting brief classroom walk-throughs:

- Frequent sampling of a teacher's actions gives greater validity to the visitors' observations.
- Frequent visits often lower teacher apprehension over time.
- The visitor becomes familiar with teaching patterns and decisions that teachers make on a daily basis.
- The more that is observed, the more that is learned about teaching and learning.
- The identification of common areas of decisions might prove useful for a staff meeting, department meeting, or grade-level groups.
- Short visits make it possible to see all classrooms on a regular basis, rather than just a few per month.
- A frequent visitor can determine whether and how staff development endeavors are having an impact on teaching and learning in the classroom. (p.6)

L2L focuses on the learner and the learning rather than on the teacher. The brief classroom visits target student learning look-fors. These look-fors focus on student learning, engagement, and work rather than on teaching. Data are collected directly from the students by asking them about their learning. Collected data includes analysis of curriculum alignment, levels of thinking, engaging qualities of student work, learner engagement, and the instructional cycle (Antonetti & Garver, 2011). Principals and teachers have the opportunity to work together on collecting, analyzing, reflecting, and planning for improvement (Antonetti & Garver, 2011; Downey & Frase, 2001). Over time, L2L visits lower teacher apprehension regarding the examination and discussion of instruction. Sharing the cumulative data from L2L visits provides a nonthreatening approach for sharing information with teachers. It opens communication lines among teachers about learning practices occurring in the classroom (Antonetti & Garver, 2011). This discussion

regarding instructional practice sets the stage for creating a collaborative community of learners among the staff and planning for improvement (York-Barr, Sommers, Ghere, & Montie, 2006).

Statement of the Problem

Student achievement is a primary focus for teachers and principals. Fullan (2008b) suggested principals should understand the importance of the instructional leadership role in assisting to improve instruction. Yet, with the number of managerial tasks, bureaucratic paperwork, and numerous initiatives to implement, instructional leadership often is put on the back burner. One supportive tool to help principals focus on instruction is the classroom walk-through. Management by walking around is a successful business-model strategy that allows presidents, chief executive officers, and managers to get out of their offices and walk around unexpectedly to gain a better understanding of the operations of the business (Peters & Waterman, 1982). Classroom walk-throughs mean approximately the same in the educational world as building administrators get out of their offices, go to classrooms, and get a firsthand look at the curriculum and instruction in action. There are numerous models of classroom walk-throughs that schools use. The purpose of the walk-throughs and the look-fors is as varied as the models (Kachur, Stout, & Edwards, 2010).

Most of the classroom walk-through models involve observing the teacher (Kachur et al., 2010). The researcher was unable to locate other studies that research the effectiveness of an L2L walk-through model. This study examines the perceptions of building administrators and teachers of the effectiveness of a walk-through model that collects data from the students.

Background to the Study

For the purposes of this study, pseudonyms will be used instead of the true identity of the school districts that participated in the research study. The researcher is also a principal in the

Olson (pseudonym for district in Idaho) School District. Instruction and student learning have been an interest since the beginning of the researcher's career, and it continues today while operating as a principal.

After many years as a principal, the researcher determined supervisory visits and the formal evaluation process did not result in lasting instructional change with experienced teachers. Numerous hours were spent in the supervisory role, and the researcher believed observations and follow-up visits with teachers were improving instruction. However, after reviewing observation forms, walk-through data, and anecdotal notes, the suggestions for improvement year to year were very similar. At this point, the researcher believed there was a need to find another system, process, or strategy to help teachers improve their instruction and ultimately improve student learning. After reading books, looking online, and talking to colleagues, the researcher came across a flyer for a conference that was introducing a new and unique walk-through process. This process was different in that it focused on collecting data directly from the student (the learner) in the classroom. The description of this walk-through process peaked the researcher's interest.

In October 2008, with two colleagues, the researcher attended the Lessons From the Learner conference and spent a week learning about L2L and becoming a certified trainer. L2L was designed and published in 2007, and it was the first walk-through model that used the strategy of collecting data by specifically talking to the students (Kachur et al., 2010). Following the conference, a building staff meeting was held at the researcher's site. The teachers were asked to try a different approach to the classroom walk-through. L2L was introduced, questions answered, fears dispelled, and assistance requested in giving this new process a try without concern about evaluation. Implementation was slow, yet response to the data and the

conversations by teachers about instructional strategies increased. The process was very different than anything the school had done during the researcher's time as a principal. For the first time, the researcher observed teachers talking together about instruction, listening to each other, trying new strategies, asking for input on different lessons, and requesting specific professional development. Overall, teachers focused on student learning as a whole, rather than just student by student. The researcher believed the culture of the building changed, as instruction and learning became a focus.

After having initial success with L2L at the researcher's school, a meeting was requested with the district administration with the goal to propose the Olson School District pilot L2L with a few schools. Following the five-school pilot, all schools were introduced to L2L during the 2009–2010 school year and implementation began district-wide. Implementation support has continued each year with a visit from the L2L author and ongoing training for principals and teachers. L2L is now a part of Olson School District's strategic plan and culture.

Supporting principals in the instructional leadership role, assisting teachers in using research-based instructional strategies, modeling shared leadership, and helping to improve student learning were considered results of the implementation of L2L. Results from this study will assist the Olson School District and colleagues with the implementation of L2L. In addition, the results will be given to Noslo (pseudonym for district in Texas) School District and the authors of L2L for their review and reflection. From the results, the researcher hopes to find areas and strategies for success, as well as learn about the challenges that leadership faces with the implementation of L2L. In the researcher's experience, L2L is a process that helps building administrators work in a shared instructional leadership role, build a strong culture with a focus on instruction and student learning, and promote teachers working together collaboratively.

L2L was implemented in the Olson School District and Noslo School District in September 2009. All schools in the Olson School District and secondary schools in the Noslo School District used L2L as a way to collect school-wide data and discuss the instructional strategies being used at their schools. The principal and teacher-leaders are a part of the team that visits classrooms, and teachers examined the cumulative data to discuss instructional strategies and make decisions for school improvement and professional development.

The internal structures of the school districts in this study were different. The Olson School District operated as a single unit, meaning that what professional development took place at one level would take place at all levels of the schools in the district. In the Noslo School District, the instructional leadership was divided between the elementary and secondary schools. Therefore, professional development initiative decisions were made independently, meaning an initiative at the secondary school may or may not have been implemented at the elementary schools.

The purpose of this study was to investigate the perceptions of the effectiveness of L2L, a classroom walk-through model that gathers data from the students' perspective. L2L can facilitate a quick, nonevaluative collection of data. This efficient process allows for principals, assistant principals, and teachers the time to get into the classrooms, collect data, and allow the staff to analyze and determine a plan for professional development based on the data (Antonetti & Garver, 2011).

After reviewing and studying many research designs, it was decided that a descriptive mixed-methods research design would fit the needs of determining and interpreting the perceptions of building administrators and teachers using L2L. Marshall and Rossman (2011) described descriptive research as discovering what is taking place, finding themes, identifying

patterns, unearthing relationships, and creating possible hypotheses for future research.

Descriptive research takes place with topics or experiences that have not been researched or fully understood.

With the foundation of descriptive research, this study focused on the efficacy of L2L in improving instruction through the perspectives of principals and classroom teachers. The study determined if L2L benefits principals by scheduling time for the instructional leadership role, assisting teachers in improving instruction, and identifying implementation factors that impact successful use of this type of model. From the teachers' perspectives, the study determined if L2L was effective in planning meaningful professional development, improving their use of researched-based instructional strategies in the classroom, and identifying implementation factors that helped them buy into the process. Ultimately, this study investigated if teachers and principals viewed L2L as an effective process as one way to improve instruction.

Research Questions

Creswell (2005) stated,

Research questions are questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer. Unlike the single statement found in a purpose statement, researchers typically state multiple research questions so that they can fully explore a topic. (p. 117)

The overarching research question addressed was “What is the efficacy of L2L in improving instruction through the perspectives of principals and classroom teachers?” Individual research questions helped the researcher to investigate the topic deeply. The questions for this study were the following:

1. What are the benefits of L2L?

2. How do the perceptions of elementary and secondary educators compare?
 - a. How do the perceptions of elementary and secondary teachers compare?
 - b. How do the perceptions of elementary and secondary building administrators compare?
3. How do the perceptions of teachers and building administrators compare?
 - a. How do the perceptions of elementary teachers and elementary building administrators compare?
 - b. How do the perceptions of secondary teachers and secondary building administrators compare?

Description of Terms

In most fields, including education, there are many terms, definitions, and acronyms that are commonly used, yet definitions and use vary depending on the field of study. Creswell (2005) stated, “Many definitions of variables are possible, such as a dictionary definition, but researchers use an operational definition. An operational definition is the specification of how you will define and measure the variable in your study” (p. 153). The following terms and operational definitions are used in this research study:

Benefit. The advantage, value, and good of L2L.

Building Administrator. An administrator is the principal or assistant principal of a school.

Classroom walk-through. Kachur et al. (2010) defined the classroom walk-through as a process that gives feedback to teachers through informal, brief visits involving the principal or other instructional leaders and teachers; are not intended for formal evaluation purposes; quick snapshots of classroom instructional and curricular activities;

focused on look-fors that emphasize improvement in teaching and learning; student achievement is the goal. (p. 3)

Evaluation. A formal process, determined by state law or regulation, completed by a building administrator to determine proficiency of an individual for quality assurance and accountability of performance based on a predetermined set of standards (Danielson & McGreal, 2000).

Professional learning community. Dufour, Dufour, Eaker, and Many (2006) stated professional learning communities are

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.

Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. (p. 217)

Limited English proficient (LEP). A student's primary language is not English.

Look 2 Learning (L2L). L2L is a nonevaluative, learner-focused, walk-through program that was created by John Antonetti and Dr. Jim Garver.

Look-fors. Information about student learning collected during a walk-through.

Supervision. A process for the purpose of improving the professional skills of teachers through giving constructive feedback, reinforcing outstanding practice, and providing direction for staff development (Danielson & McGreal, 2000).

Walker. A teacher trained in L2L who goes into other teachers' classrooms to collect data by asking students questions about their learning (Antonetti & Garver, 2011).

Significance of the Study

Multiple studies support that principals want to spend more time being instructional leaders and supporting teachers who are learning the most effective instructional strategies for their students. However, principals do not have enough time to dedicate to the instructional leadership role (Edmonds, 1979; Fullan, 2008b; Hallinger, 2005; Jenkins, 2009; McVoy, 2011; Spillane & Hunt, 2010). Darling-Hammond and Richardson (2009) stated that teachers want to have time to collaborate with their colleagues to learn the most effective instructional strategies. L2L may have the potential to assist principals and teachers in improving instruction and student learning. Although, mixed-methods research is not often generalizable, this study has potential for other schools and districts, as L2L is useable at all grade levels in a public school setting. It may provide evidence that L2L can be used effectively in schools, including alternative, vocational, and private schools. L2L is being used in school districts around the country, including Arizona, Arkansas, California, Florida, Idaho, Illinois, Indiana, Maryland, Massachusetts, Nevada, and Texas. It is also being implemented in Alberta and Ontario, Canada (Antonetti & Garver, 2011).

Closer to home, information from this research study will assist the Olson School District and individual schools to review the results and discuss benefits, perceptions of teachers and building administrators on improving instruction, and compare the similarities and differences among elementary and secondary teachers and building administrators. The results will be given to the Noslo School District for their review.

The researcher only found minimal research on the use of a learner-focused, walk-through process, and none was found on the use of this particular framework. The limited evaluation research will be discussed in Chapter II. This research study began a base for further

research on the implementation of this type of a student-focused, walk-through model to improve instruction.

Overview of Research Methods

The research design for this study was a mixed-methods approach. Qualitative research attempts to understand and make sense of experiences, trends, and interests (Merriam & Associates, 2002). Through the response to the open-ended question, the participants explained their experiences with L2L, and some accepted an opportunity to volunteer to be interviewed. Quantitative data collected through a Likert-scale questionnaire were analyzed through the use of descriptive and nonparametric statistics. Mixed-methods research has become more popular because researchers feel it enriches quantitative results (Hanson, Creswell, Clark, Petska, & Creswell, 2005).

Participants are current building administrators and teachers in the Olson School District in Idaho and the Noslo School District in Texas. All participants have had experience with the L2L walk-through process as a building administrator, as a classroom teacher collecting data, or as a teacher experiencing the walk-through of a classroom.

Chapter II

The Literature Review

Introduction

Marzano, Waters, and McNulty (2005) reviewed 35 years of research by conducting a meta-analysis to determine the effect of leadership on student achievement. The study used quantitative techniques to synthesize studies in the area of school leadership. The meta-analysis included 69 studies that were completed or published from 1978 to 2001. Of the 69 studies, 39 of them involved elementary schools, six involved middle–junior high schools, 10 involved high schools, eight involved K–8 schools, and six involved K–12 schools. Overall, the meta-analysis included over 2800 schools. The study examined the relationship between the leadership of the building principal and student academic achievement. The meta-analysis revealed 21 responsibilities of the principal, including culture building; student discipline; knowledge of and involvement in curriculum, instruction, and assessment; supervision and evaluation; management; situational awareness; and professional development, to name a few (for a complete list of the 21 responsibilities see Appendix A). Although several of the identified 21 responsibilities dealt with some phase of instructional leadership, monitoring and evaluating was directly related to the role of the principal. Marzano et al. (2005) defined monitoring and evaluating as “monitors the effectiveness of school practices and their impact on student learning” (p. 43). Monitoring and evaluating had the third highest correlation with student achievement.

The purpose of the study described in this dissertation was to determine the usefulness and effectiveness of L2L in assisting principals with instructional leadership and assisting teachers to improve their instruction. The review of literature will provide an overview of the

historical perspective of leadership as well as various leadership models. The review of literature will illustrate how instructional leadership, supervision of instruction, and student achievement improvement are a part of every leadership style. Lastly, the review of literature will identify the importance of classroom walk-through models and their purpose of improving instruction.

Theoretical Framework

Theories are expressed to clarify, comprehend, and extend existing knowledge around a certain set of considerations. The theoretical framework is the foundation that can support a theory of a research study. The theoretical basis introduces and describes the theory around why the research questions exist (Creswell, 2005). In this study, the theory is built around the business model of continuously improving the product.

Continuously improving, working together, viewing mistakes as opportunities, and circumventing blame were some elements of W. Edwards Deming's work helping Japanese export industries to recover following World War II. It was important to Deming to include all parts of the organization or system in the continual improvement process. In addition, he said that decisions should be based on facts and data, not opinions or perceptions. Deming is most known for the "Plan-Do-Check Act" (PDCA) cycle. He taught large organizations and businesses how to improve design, service, quality, testing, and sales through the PDCA cycle, as well as through the use of statistical methods. The PDCA cycle is a recurring process to determine the next action. The cycle is a method to collect and test information before making a decision. The four steps are plan (design an experiment or course of action), do (implement the plan), check (verify the data or results), and act (make a new plan based on the data). The cycle

is ongoing and provides employees a system for monitoring the organization and its purpose (Walton, 1986).

Deming suggested 14 key principles for managers to transform business effectiveness. Several of the principles are applicable to schools in their constant pursuit of improving learning through the use of classroom walk-throughs, including the following (Walton, 1986):

- Create constancy of purpose toward improvement.
- Improve consistently and forever.
- Originate training on the job.
- Institute leadership among all.
- Drive out fear.
- Break down barriers between departments.
- Eliminate work standards (quotas) and institute a desire for quality (pp. 34–35).

Walton (1986) also shared Deming's "Seven Deadly Diseases," with four fitting into schools that use classroom walk-throughs for improvement. These include lack of constancy of purpose, emphasis on short-term gains, evaluation by annual review of performance, and the operation of a company on visible figures alone (p. 36). In addition, Deming discussed several other obstacles to improvement, including neglecting long-range planning, relying on technology to fix problems, seeking examples to follow rather than developing solutions, and using excuses and placing blame on others. The PDCA cycle, key principles, and deadly diseases all contributed to Deming's success in Japan and America. These can be applied to other fields, including education.

This study focused on the value of the classroom walk-through process. There are many different leadership styles, and each principal manages the instructional leadership role within

those styles differently. Regardless of the leadership style, the classroom walk-through process has value and fits within all the leadership styles (Downey, Steffy, English, Frase, & Poston, 2004). The term “management by walking around” refers to a style of business management that involves business leaders, managers, and chief executive officers walking around in an unstructured, random manner to check in with employees and the ongoing work of the business. It has also been termed “roving leadership,” being in touch and getting out among the customers and valuing the human contact (Fullan, 2008b; Peters & Waterman, 1982). The classroom walk-through is an educational technique used to monitor curricular and instructional teaching practices (Downey et al., 2004; Kachur et al., 2010). Even President Abraham Lincoln practiced management by walking around, getting out of the office, and circulating among the troops. President Lincoln used his time out of the White House and among the troops to give him firsthand knowledge of the actions taking place in the fields and to learn from others while on the job (Phillips, 1992).

Fullan (2008b) believed school administrators must use management by walking around (MBWA) to create stronger connections with the staff while collaboratively changing a school culture to improve students’ outcomes. The classroom walk-through has been the most common tool used by educators to monitor curricular and instructional decisions made by the teacher. Typically, the classroom walk-throughs are conducted by the administration. Through his own leadership experiences as a high school principal, Bushman (2006) determined that the traditional evaluation model did not help teachers become reflective and improve their practice. He began conducting short visits to the classrooms to identify the teacher’s instructional objective, instructional decisions being made, and the level of cognition being asked of the students. Next, Bushman wanted the teachers to see what he saw and invited some of them to

conduct the walk-throughs with him. The discussions that Bushman had with his teachers were more reflective in nature, rather than evaluative. From this point on, staff meetings and professional development activities were based on the walk-throughs. Bushman believed that a classroom walk-through process was far more valuable in assisting teachers to improve their practice.

Historical Perspective of Leadership

School leadership has been researched steadily over the past 40 years. There are many areas a principal oversees, including curriculum and instruction, student discipline, attendance, student achievement, supervision and evaluation, parental involvement, budget, schedules, special education, professional development, as well as the unpredictable day-to-day happenings. Yet, the area that has generated the most research has been around the role of the principal as the instructional leader (Edmonds, 1979; Fullan, 2008a; Hallinger, 2005; Lezotte, 1991). The same assertions about instructional leadership in 1967 (Bridges, 1967) continued to be heard 15 years later at the beginning of the Effective Schools era (Edmonds, 1979; Hallinger, 2011; Lezotte, 1991; Sweeney, 1982).

In the early 1970s, at the request of the Michigan Department of Education, W. B. Brookover and L. W. Lezotte studied eight Michigan schools to define the difference between schools that were declining and schools that were improving. Of the eight schools, six were improving and two were declining. Many school personnel were interviewed and completed questionnaires administered by trained personnel. The interviews and questionnaires were designed to uncover the differences between improving and declining schools. Although there were 10 areas identified as differences, over half of the areas included the principal as an integral part of the improving schools. Specifically, one area dealt directly with the principal's role. In

the improving schools, the principal was an instructional leader, was influential in the leadership role, and took responsibility of student achievement (Edmonds, 1979).

The Effective Schools Research began in 1966, led by researcher R. Edmonds, who studied achievement data around the nation in major cities where populations of students consisted of backgrounds of poverty to determine if there were schools where poor children were learning. Edmonds and others found schools where poor children were learning, yet their study did not yield why some students were learning and others were not (Association of Effective Schools Inc., 1996). Throughout the 1980s, Edmonds and others continued their search to identify characteristics of schools that were high performing regardless of the makeup the student population. These characteristics became known as the Correlates of Effective Schools. The Association of Effective Schools Inc. (1996) identified seven correlates that outline the characteristics of high-achieving schools. They are known as

safe and orderly environment; climate of high expectations for success; instructional leadership; clean and focused mission based on learning for all; opportunity to learn and student time on task; frequent monitoring of student progress; positive home–school relations. (p. 2)

As listed, one of those correlates is instructional leadership. According to Edmonds, in the effective school, the principal is the lead instructional leader and communicates the mission of learning to all stakeholders. The principal takes sole responsibility for the effectiveness and management of the instructional programming of the school. Strong instructional leadership from the principal has been repeatedly identified as the hallmark of effective principals to improve student achievement (Fullan, 2008b; Gilson, 2008; Hallinger, 2011; Horng et al., 2010; Jenkins, 2009; Spillane & Hunt, 2010; Voices From the Field, 1999).

Following the first generation of Correlates of Effective Schools, Lezotte added a second generation of correlates that were considered next steps once the first generation of correlates was implemented. Instructional leadership again was a correlate, but it expanded the leadership role to include teachers, parents, and patrons. The instructional leadership role was more distributed and was defined as a “leader of leaders” (Lezzotte, 1991).

Principals who were successful at devoting extensive time to the instructional leadership role were seen as heroic (Fullan, 2008a; Hallinger, 2005). Hallinger reported evidence based on experiments and firsthand observations. He defined the core characteristics of instructional leadership based upon the conceptual developments and his investigation. Hallinger described three roles that are a part of instructional leadership, including defining the school’s mission, managing the instructional program, and promoting a positive school learning environment. Defining the school’s mission is determining the central purpose of a school and then working with the staff and school community to communicate the purpose, the goals, and how the goals will be monitored. Although framing and developing the school’s goals is important, Hallinger found that the outcome of the goals is far more important. He believed it is imperative that the academic goals be clear, measurable, and a part of the staff’s daily practice.

Managing the instructional program is found in the implementation and supervision of instruction and curriculum. According to Hallinger (2005), this required the principal to be committed and engaged in supervising and monitoring the teaching and learning in the school. In addition, the principal must have a high level of expertise in teaching and learning. Supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress are all elements of managing the instructional program of a school.

The final role defined by Hallinger (2005), promoting a positive school learning climate, includes several factors. These factors are protecting teacher instructional time, supporting and sponsoring professional development, being highly visible, and giving incentives for teachers and their learning. A culture of continuous learning by the teachers and the principal is a characteristic of instructionally effective schools. Finally, Hallinger (2005) cautioned that the principalship and instructional leadership cannot be studied without reference to resources available, constraints, student population makeup, community involvement, teacher experience, size of the school, and fiscal resources.

Sweeney (1982) and Jackson (2011) believed that the principal's instructional role takes commitment and a desire to dig deeper by creating a focus on achievement, learning new instructional strategies, frequently evaluating student progress, orderly atmosphere, supporting teachers, and building capacity for continual learning. The studies reviewed by the researcher revealed that instructional leadership is a key role in a school's effectiveness. More recent studies have branched out to research the effectiveness of other models, besides Effective Schools, to make the instructional leadership role more manageable (Hallinger, 2003; Horng et al., 2010; Masumoto & Brown-Welty, 2009; Olson, 2000). There are many supporting leadership models, including transformational, distributed, organizational, change leadership, and the development of professional learning communities. The studies not only define these roles, but also discuss how the leadership style impacts student learning (Hallinger, 2011; Masumoto & Brown-Welty, 2009).

Instructional Leadership

Instructional leadership primarily focuses on improving classroom practices of teachers in order to impact student achievement. Numerous research studies demonstrate that

instructional leadership and teacher effectiveness are the top two related factors affecting student achievement (Graczewski et al., 2009; Horng & Loeb, 2010; Marzano et al., 2005; McVoy, 2011).

The meta-analysis completed by Marzano et al. (2005) identified 21 leadership responsibilities that correlated to student achievement. The meta-analysis included 69 studies, which used a quantitative approach to provide the most objective results. Of the 21 leadership responsibilities identified, six are related to the following benefits of walk-throughs (Kachur et al., 2010):

- **Communication.** Walk-throughs open the lines of communication with and among teachers and students.
- **Culture.** Walk-throughs foster a sense of community and cooperation.
- **Focus.** Walk-throughs establish clear goals and keep those goals as the focal point.
- **Intellectual Stimulation.** Walk-throughs support the teachers in learning the most current practices and strategies and make sure they are discussed regularly.
- **Monitoring–Evaluating.** Walk-throughs help to monitor the use of research-based instructional strategies and their impact on student learning.
- **Visibility.** Walk-throughs increase the principal’s visibility with teachers and students (p. 16).

Stronge, Richard, and Catano (2008) completed a synthesis of research on effective principal practice as linked to student achievement. This study grouped the principal’s responsibilities into eight major categories. Although classroom walk-throughs contribute to all of the categories, two of them have a strong connection (Kachur et al., 2010). The two categories are instructional leadership and the principal’s role in student achievement. Instructional leadership

includes building and sustaining a school vision and monitoring curriculum instruction. The principal's role in student achievement includes an indirect influence on student achievement as walk-throughs work positively to influence instructional practice. Instructional leadership also includes sharing leadership and leading a learning community. The principal's role in student achievement includes a focus on school goals and achievement. Walk-throughs help to maintain a focus on student achievement. Lastly, instructional leadership uses data to make instructional decisions. The principal's role in student achievement also uses data to guide the school. Walk-throughs generate data that can be used to make instructional decisions (Kachur et al., 2010).

As identified in many studies, the principal and the instructional leadership roles are critical to improving classroom practices of teachers. Crucial to instructional leadership is the principal's involvement in the curriculum, instruction, and assessment efforts across the school, as well as the protection of instructional time (Bloom, 2009; Deike, 2009; Jenkins, 2009; Minus, 2010; Range, Scherz, Holt, & Young, 2011; Timperley, 2005; Yavuz & Bas, 2010).

May and Supovitz (2011) completed a longitudinal investigation with a slightly different view on instructional leadership. Their study examined the scope of the principal's efforts to improve instruction. The key to this study is the definition of scope. Scope refers to the extent to which principals target or distribute their instructionally oriented work with teachers. The study hypothesized that principal instructional leadership activities occur across a continuum that ranges from broad influence (school-wide change) to highly targeted influence (a small number of teachers.) In addition, it hypothesized that leadership efforts that are broad are less likely to produce significant shifts in instructional practice than with a targeted approach. May and Supovitz studied the instructional work of 51 principals from 30 elementary schools, 10 middle

schools, eight high schools, and three alternative–special education schools for over two years. The results of the study supported the findings of other studies in that principals spend very little time (less than 8%) on instructional leadership activities. The results indicated that the principal’s influence on teachers’ instructional improvement is significantly related to their targeted contact with teachers. The study showed that the amount of time a principal spends on instructional leadership is not significantly related to instructional change in the school as a whole. May and Supovitz concluded that the most effective instructional leaders are those principals who can create a balance between broad, school-wide, and targeted activities. They also suggested that targeted activities should be focused on those teachers who are receptive to assistance.

According to Fullan (2010a), effective principals are engaged in four areas of strategic interaction with teachers “as a resource provider, as an instructional resource, as a communicator, and as a visible presence” (p. 11). The majority of Fullan’s work was completed in Ontario, Canada, where he is professor emeritus of the Ontario Institute for Studies in Education of the University of Toronto (Fullan, 2008a). Fullan (2010a) identified seven actions of principals as instructional leaders, including offering job-embedded learning, building relationships, modeling lifelong learning, providing resources, communicating, participating in capacity building, celebrating achievements, and building on success. Although Fullan had worked with over 4000 elementary schools in Ontario Canada, he based these findings on his work with two specific schools. One school was Crosby Heights, a K–8 school of over 600 students in a community north of Toronto, Canada. Over a 3-year period of working with Crosby Heights, the third grade reading, writing, and math proficiency scores jumped from scores of 40% proficiency to scores over 80% proficiency. The other school Fullan used as an

example in his findings was Armadale Public School also located just north of Toronto, Canada, which had more than 80% immigrants. In just 12 months, the achievement scores rose 20–25% in reading, writing, and math. From this work in the two schools, Fullan identified the seven actions that principals performed as an instructional leader to increase student learning.

Planning, promoting, and attending professional development activities was another area of instructional leadership that was identified by several studies as critical to successful instructional leadership and improved student results (Olson, 2000; Reeves, 2010; Sahin, 2011). In the book, *Transforming Professional Development Into Student Results*, Reeves (2010) used student achievement data gathered from schools during 2005–2008 in the United States and Canada to represent the correlation between student achievement in reading and math and school performance on the dimensions of planning, implementation, and monitoring. Reeves used the Planning, Implementation, and Monitoring (PIMTM) rubric scores to determine the connections. Reeves found that when there was a high level of collaboration to reach the highest levels of Planning, Implementing, and Monitoring, schools also had high student achievement. Reeves' (2010) position on leadership suggests that growing teachers through formative feedback and identifying areas of strengths will improve student learning through school improvement planning.

Building instructional capacity in a school was the focus of a recent qualitative study of two urban middle schools in the same school district with similar diverse student populations, yet the study yielded very different results (Jaquith, 2013). Through observations of 43 teacher meetings, 23 classrooms, 22 interviews, and 108 hours of professional development sessions in both schools, Jacquith found that teachers need structure and guidance during professional learning situations to improve instruction and student learning. Principals who understand the

definition of instructional capacity are able to improve instruction and student learning outcomes. “Instructional capacity refers to the collection of resources for teaching that a district, school, or grade level or subject area team has to support instruction and, most important, the ability to effectively use these resources” (p. 58).

In addition, Jacquith’s study revealed that a school needs four types of instructional resources, including instructional knowledge, instructional tools or materials, and instructional relationships and organizational structures. Principals need to know where these resources are in their own buildings and then create structured and guided opportunities for teachers to use the instructional resources to improve instruction and student learning (Jacquith, 2013).

Transformational Leadership

Transformational leadership had its beginnings in the educational picture during the 1990s (Hallinger, 2003). It is characterized as a shared leadership model between the teachers and the principal. Transformational leadership focuses on developing the organization’s capacity to innovate. This leadership model does not focus on direct coordination and control, but rather on the support of the development of changes to practices of teaching and learning, including motivation (Downey, 2002; Hallinger, 2003; Leithwood & Strauss, 2008; Pielstick, 1998; Sun & Leithwood, 2012). This model was grounded in understanding the needs of the individual staff rather than coordinating and controlling them towards the organization’s goals. Downey (2002) identified transformational motivational strategies as the key to sustaining lasting improvement. Conventional motivational strategies do not result in lasting change and include extrinsic motivation: controlling environment, hierarchical structure, rewards and punishments, and compliance. Transformational motivational strategies result in intrinsic motivation: a desire to grow and improve, a sense of personal responsibility, and gaining joy from work. Downey

suggested that the way to high productivity is to move the staff toward achieving intrinsic motivation and gaining the capability and authority to bring about change. Transformational motivational strategies incorporate intrinsic motivation, provide a growth environment, emphasize a learning community, develop personal responsibility, and build commitments. Teachers should be reinforced and rewarded based on the development of new skills, skill improvement, quality improvement ideas, and process (Downey, 2002). Transformational leaders in schools provide a workscape where people stand the best opportunity to motivate themselves successfully and foster teachers' sense of ownership in the school mission and a strong belief in its importance (Frase, 1992).

Leithwood and Strauss (2008) researched the leadership practices of four elementary and four secondary schools involved in *turnaround process* to help improve students' academic performance. Through interviews with principals, vice principals, and teachers, focus groups with parents and students, phone interviews with central staff, and surveys with teachers and principals, they were able to determine four core leadership practices that were necessary to successfully turn around a school. The four core leadership practices include setting direction, developing people, redesigning (transforming) the organization, and managing the instructional program. Leithwood and Strauss also stressed in their results that effective turnaround school leadership is transformational and narrowly distributed.

Results from the doctoral dissertation *Principal leadership and student achievement: What is the effect of transformational leadership in conjunction with instructional leadership on student achievement?* (Greb, 2011) were not consistent with other studies on the increase of student achievement as related to the principal's instructional role. The research question was "What is the effect of transformational leadership in conjunction with instructional leadership on

student achievement?” (p. 8). Thirty-one public school principals and 31 teachers from the state of Wisconsin completed the Principal–Teacher Instructional Management Rating Scale and Multifactor Leadership Questionnaire. No statistically significant relationships were determined between instructional leadership and transformational leadership and higher student academic achievement (Greb, 2011).

Pielstick’s (1998) research found seven major themes that emerged from the analysis of transformational leadership, including the following: creating a shared vision, communicating the vision, building relationships, developing a supporting organizational culture, guiding implementation, exhibiting character, and achieving results. Classroom walk-throughs support each of these themes, while four of the themes demonstrate a strong connection (Kachur et al., 2010):

- Creating a shared vision. Classroom walk-throughs can create a shared vision as the teachers and the principal jointly walk the classrooms, collect data, analyze the data, and plan professional development from the data.
- Communicating the vision. Classroom walk-throughs are meant to open the lines of communication with and among teachers and students about learning.
- Building relationships. Classroom walk-throughs are nonevaluative, and this creates an environment for open and professional relationships to discuss instruction and student learning.
- Guiding implementation. Leaders provide opportunities for their followers to learn and grow. The leader treats subordinates as equals, while providing encouragement for their professional development. Classroom walk-throughs can be a shared model if both teachers and principals conduct the walk-throughs (p. 17).

Instructional and transformational leadership have common characteristics, yet they also have distinct differences. Both of these models create a shared sense of purpose and focus on developing a climate of high expectations (Hallinger, 2003; Pielstick, 1998; Sun & Leithwood, 2012). The school culture is centered on the improvement of teaching and learning. In both models, the principal is a visible presence and organizes and provides staff development (Hallinger, 2003, 2005; Pielstick, 1998; Spillane & Hunt, 2010). One of the conceptual differences is the target of change. The instructional leader influences decisions that directly impact the quality of curriculum and instruction delivered to students, and a transformational leader increases the capacity of others in the school to impact the instruction (Hallinger, 2005; Jenkins, 2009; Yavuz & Bas, 2010). Another conceptual difference is the strategy for leading. An instructional leader utilizes a control strategy, and a transformational leader utilizes an empowerment strategy (Hallinger, 2003, 2005; Lineburg, 2010). The final difference is where the leadership is located. The instructional leader's approach is as an individual, and the transformational leader's approach is a shared approach (Hallinger, 2003; Masumoto & Brown-Welty, 2009).

Transformational leadership is not any easier than instructional leadership. Both models focus on improving instruction and student learning. The instructional leadership role tends to be a more top-down approach than the transformational model (Hallinger, 2003; Masumoto & Brown-Welty, 2009). The transformational model focuses on teachers and building capacity to improve. Hallinger (2003) suggested an integrated approach to leadership—both transformational and instructional—when working with teachers to improve instruction and achievement.

Distributed Leadership

Distributed leadership is leadership that is dispersed to many individuals in the organization. The tasks of leadership are performed through the interaction of multiple individual leaders. Distributed leadership is not the delegation of tasks or dividing up of responsibilities. The interactions of the school's teachers are a key aspect of distributed leadership. The leadership model is built on task expertise and the context of the problem at hand. Accessing each person's strengths for the good of the whole organization is a characteristic of distributed leadership. Sharing goals and a purpose requires a shift in thinking in leadership (Angelle, 2010; Masumoto & Brown-Welty, 2009). Distributed leadership is sharing the authority and giving tasks and responsibilities to those who hold the greatest expertise (Angelle, 2010, Masumoto & Brown-Welty, 2009; Yager, Pedersen, & Yager, 2010).

Spillane, Camburn, and Pareja (2007) defined distributed leadership as utilizing both positional and informal leaders as a part of the distribution of responsibilities. Their study focused on viewing the distribution of leadership through the lens of the school principal's workday. Spillane et al. (2007) used experience sampling logs, end-of-day principal's logs, principal questionnaires, principal interviews, and principals' responses to open-ended scenarios with 42 principals in a mid-sized school district in the southeastern United States to determine the distribution of responsibilities. In the school district where the research was conducted, they found that teacher-leaders and classroom teachers (informal leaders) were more likely than assistant principals and other professional staff (positional) to perform with principals on curriculum and instruction. Formal leadership positions were more likely to engage in management-type activities involved with budgets, personnel management, schedules, student discipline, and facilities. The results showed that the principals shared the curriculum and

instructional activities such as reviewing data, discussing teaching strategies, planning professional development, and reviewing student classroom work. These activities were typically co-led with the principal and shared with classroom teachers. Spillane et al. (2007) concluded that the work of the principal involves distributing the responsibilities among several individuals with both designated and undesignated leadership positions. They also found that the distribution of responsibilities, although different from school to school, was common among the principals. They also determined that the principals were a part of the distributed responsibility; yet in approximately 31% of the time, they were not leading the activity. In a similar study, it was found that expert principals (as identified by peer review nominations) were more likely to distribute the leadership than the average principals (Brenninkmeyer & Spillane, 2008).

Yager, Pedersen, and Yager (2010) completed a study of four schools to determine how distributed leadership affects school improvement through the implementation of a school-wide professional development initiative. The study demonstrated that when teachers view their principal as a learner (learning about good teaching alongside them), the depth of implementation is dramatically increased. Yager found the absence of top-down mandates results in high levels of motivation for implementation. The strength and desire for implementation come from the teachers.

A climate of trust must permeate the organization in order for responsibilities to be shared, decisions jointly made, and where the principal and teachers work side by side. The principal and the teachers have a reciprocal relationship of trust and professionalism (Angelle, 2010; Yager et al., 2010). Outcomes from this type of leadership include greater teacher efficacy in their abilities to meet the needs of their students, increased levels of trust, and greater job satisfaction for teachers and administrators (Angelle, 2010).

Involving teachers in classroom walk-throughs is a characteristic of distributed leadership. Responsibilities of walking through classrooms, collecting data, reflecting on the data, and developing a professional development plan are shared between the principal and the teachers (Kachur et al., 2010). From a principal's perspective, teachers functioning as walk-through partners results in more insightful discussions, generates thought among teachers, and charges the principal with understanding instruction on more than just a cursory level (Antonetti & Garver, 2011; Kachur et al., 2010). In addition, through his own experiences, Bushman (2006) reported observing instructional improvement through the walk-through process more than with the traditional evaluation model.

Organizational Management

Organizational management includes managing budgets, hiring personnel, managing the facility, maintaining a safe school environment, networking with other principals, dealing with concerns from teachers, and scheduling. Organizational management is a strand of the leadership position where principals spend most of their time (Brown, Anfara, & Roney, 2004; Grisson & Loeb, 2011; Horng et al., 2010; Voices From the Field, 1999).

Horng, Klasik, and Loeb (2010) found that the principal's time spent on organizational management tasks was significantly and positively associated with overall student performance outcomes, gains in student performance, and teacher assessment of the school educational environment. In this study, principals spent 54% of the day in their own offices and another 9% percent elsewhere in the main office. On average, the principals spent only 8% percent of the school day in classrooms. Half of the time that principals were in classrooms was dedicated to day-to-day instructional tasks such as observing or coaching teachers. Horng et al. (2010)

revealed the organizational management tasks appeared very important, even more important than those associated directly with instruction.

Marzano et al. (2005) called the day-to-day management of the school, leadership for first-order change. First-order change is a result of the day-to-day operations of the school. Results of the meta-analysis indicated that all 21 responsibilities identified were connected and important to first-order change. Although, not all of the responsibilities were equally important, they all contributed to the daily life of a school. Marzano et al. ranked monitoring and evaluating as the number-one-ranked responsibility for the day-to-day management of the school. Yet, monitoring and evaluating did not have the highest correlation with student academic achievement. It had the third highest correlation. Monitoring and evaluating the school means to supervise the effectiveness of the curriculum, instruction, assessment, and other practices connected to student learning. A classroom walk-through is a form of monitoring and evaluating the school and, therefore, can be a part of the organizational management of a building (Downey et al., 2004; Kachur et al., 2010).

Change Leadership

Since the No Child Left Behind Act of 2001, with schools being held accountable for student achievement, change leadership has become a significant role for principals, where they must learn how to maneuver in order to help schools improve. Collaboration is central to the design and implementation of any improvement effort. Change is messy and difficult, and it is often faced with resistance (Fullan, 2010b; Reeves 2007). Relationships, trust, and respect are also seen as foundational to improving schools through change (Brazer & Bauer, 2011; Fullan, 2010b; Johnson, 1998; Shelden, Angell, Stoner, & Roseland, 2010).

Fullan (2008a) identified six secrets of what leaders do to increase the chances of bringing about deep and lasting change. He calls them secrets, not because they are to be kept hidden, but rather because they are hard to understand and extremely difficult to deliver in combination. His six secrets include the following:

- Love your employees.
- Connect peers with purpose.
- Capacity building prevails.
- Learning is the work.
- Transparency rules.
- Systems learn. (pp. 11–14)

Fullan (2010b) also described change leadership as leadership in motion. He explained that motion leadership is about improving the system, and schools can make positive changes in the face of overwhelming challenges. In addition to the six secrets, he added the following elements:

- Change itself
- Love, trust, and resistance
- Leadership for all. (p. 2)

Facilitating change leadership effectively is a challenge. To work through change effectively, it is important to build relationships, connect peers with a purpose, understand that capacity building is paramount, learn by working, rule by transparency, and share leadership with others (Fullan, 2010b).

Dufour et al. (2006) indicated change can take place within the framework of a professional learning community. A professional learning community is characterized by a

focus on learning, collaborative culture, learning for all, collective inquiry, action research, and solid commitment to continuous improvement. Principals who think like teachers, who think of themselves as teachers, and lead everyone in the school to be learners, create a school of improved teaching and learning (Fahey, 2013; Fullan, 2002). Professional learning communities are the vehicles for change that lead to improve student and adult learning (Dufour & Mattos, 2013; Lieberman & Miller, 2011; Supovitz & Christman, 2005).

The principal's position is autocratic by design, yet it is this specific leadership style that can help or hinder in leading a school. Research does not support the top-down approach to leadership (Fullan, 2010b; Reeves, 2007). The inability to delegate and empower teachers, build relationships, collaborate, seek expertise, communicate effectively, share a vision, and form a team will hinder change and improvement (Arif & Sohail, 2009; Hertberg-Davis & Brighton, 2006; Russell, 2008). Whether it is instructional, transformational, distributed, organizational, or change leadership, classroom walk-throughs are a part of monitoring school-wide practices and providing a process for principals and teachers to improve instruction (Antonetti & Garver, 2011; Downey et al., 2004; Hallinger, 2011).

Supervision and Evaluation in Public Schools

Supervision is the formative process in which principals attempt to improve and enhance the professional skills of teachers. Evaluation is the summative process that measures competence by defining specific classroom traits that teachers should exhibit. Retention, promotion, and tenure are determined through the supervision and evaluation process (Antonetti & Garver, 2011; Bushman, 2006; Danielson & McGreal, 2000; Range et al., 2011). Although important information is gathered by means of formal supervision and evaluation of teacher performance, researchers have found that the teacher evaluation process and practices have

minimal direct impact on improving teaching and learning (Frase, 1992; Kersten & Israel, 2005; Lineburg, 2010; Range et al., 2011). In addition, it has been discussed that reflection is an important practice for improvement that is not built into the current evaluation process (Bouchamma & Basque, 2012; Burrows, 2012; Kersten & Israel, 2005; York-Barr et al., 2006).

Frase (1992) studied five districts that varied in size, socioeconomic status, and ethnicity. Through observations of instruction in all five districts, interviews with teachers and administrators, and review of teacher evaluation data, Frase found that the teacher evaluation data and the observational and interview data were contradictory. The teacher evaluation data showed that no teachers were found to be below standard, and most of the teachers were rated well above standard. Yet, Frase's classroom observations revealed poor instructional practices of mainly low cognition level activities, minimal cooperative learning, low academic expectations, and students copied a lot of material from textbooks. Further, interviews with teachers and principals disclosed that these instructional practices were used frequently, and the principals said that the instructional practices were solid and teachers were doing a good job. Through his work, Frase offered suggestions for instructional improvement including, "shift the paradigm from the 'status quo is okay' to 'together we can do better'" (p. 179). Frase went more in depth in his description of shifting the paradigm to include everyone has room for improvement, constructive feedback is healthy, intrinsic motivation is powerful, and a person's dignity should be recognized.

Range, Scherz, Holt, and Young (2011) studied the perceptions of principals about teacher evaluation. In Wyoming, 143 principals completed a Likert-scale survey, yes and no questions, and an open-ended question to their perceptions of the supervision and evaluation process used in the state. The results indicated that principals preferred the supervisory approach

rather than the evaluative approach when monitoring teacher performance and improving instruction. Time, evaluation instrument, and the teachers' lack of willingness to change were cited as frustrations. In this study, 83% of the principals used the classroom walk-through protocol for instructional improvement because it allowed principals to gain a better picture of instruction and it eliminated teacher fear.

Marks and Nance (2007) studied the implications of principal influence on instruction and supervision. Data for the analysis came from a school-and-staffing survey completed in 1999–2000 by 8,524 elementary, middle school, and high school principals. The responses were represented by all 50 states and the District of Columbia. Principals responded to questions about their perceived impact and influence in the areas of supervision and instruction. Hierarchical linear modeling was the primary analytic technique. Marks and Nance found that the principal's influence in both supervisory and instructional domains was strongly related to that of the teachers' active participation in decision making, suggesting the benefits of shared leadership. It was also found that principals believed their influence on supervision and instructional domains was enhanced when teachers were involved in the process.

Similar results were found in a study completed on a smaller scale by Kersten and Israel (2005). An 18-item self-administered questionnaire, including both closed and open-ended questions, was given to 102 K–8 building administrators in North County, Illinois. Kersten and Israel found that administrators believed they could make a difference in teaching and student learning through increased communication, data-driven targeted school improvement, peer coaching, mentoring, and demonstration teaching rather than taking the time to complete the evaluation process. Principals believed that the current teacher evaluation system was inordinately time intensive and precluded other opportunities for leaders to work with teachers to

improve instruction. Leadership, in general, had a very high impact on the perceptions of teachers of the supervision and evaluation processes (Bloom, 2009; Frase, 1992; Tuytens & Devos, 2010; Young & Heichberger, 1975)

Classroom Walk-Through Models

The classroom walk-through represents an essential tool for awareness of classroom practices and for building capacity to be an effective instructional leader (Downey & Frase, 2001; Downey et al., 2004; Kachur et al., 2010). There are many models of classroom walk-throughs. The models vary in purpose, observers, look-fors, announced or unannounced visits, frequency, length of time, data gathering, and feedback. Some models are developed by individual schools, districts, or states; some are developed by educational research centers, while others are developed by educational companies. Classroom walk-throughs are referred to as learning walks, instructional walks, focus walks, e-walks, data walks, data snaps, mini-observations, rounds, quick visits, walks, reflective walk-throughs, and just plain walk-throughs (Downey & Frase, 2001; Kachur et al., 2010; Martinez-Miller & Cervone, 2008; Shuster, 2012; Sorenson, 2010). Classroom walk-throughs provide a snapshot of classroom, instructional decisions and student learning that, over time, build an album of the school's strengths, patterns of practice, and needs (Kachur et al., 2010).

C. J. Downey developed her own walk-through process based on her experiences as a principal. She believed that being in the classrooms was a good idea, yet there was more to being in the classrooms than just a mere presence. Through being in the classrooms frequently, she learned about many different strategies and techniques that she could share with the entire staff (Downey et al., 2004). Known as the 3-minute classroom walk-through, Downey et al. (2004) partnered the classroom walk-through process with meaningful dialogue and stated it

“was the most effective approach to focus on staff members’ professional growth” (p. 10).

Downey’s walk-throughs involved five key ideas:

- Short, focused, yet informal observation
- Possible areas for reflection
- Curriculum as well as instructional focus
- Follow-up occurs only on occasion and not after every visit
- Informal and collaborative. (pp. 2–4)

Downey’s et al. (2004) approach to the classroom walk-through model is about teachers collaborating, working together, and reflecting on their practice. It is not about evaluation, judgment, or criticism. The process is about principals spending a significant amount of time in the classrooms and then initiating teachers in collective reflection (Downey & Frase, 2001).

Collective reflection is a dialogue that honors teachers’ decisions, rather than specifically telling them what to do. Reflection brings about change through thoughtful and collaborative discussions. Change occurs when a person’s beliefs change, and this change is a result from reflection (Downey & Frase, 2001).

Supervision is the formative process in which principals attempt to help teachers improve instruction. Evaluation is the summative process that measures competence by defining specific classroom traits that teachers should exhibit. Retention, promotion, and tenure are determined through the supervision and evaluation process (Antonetti & Garver, 2011; Bushman, 2006; Range et al., 2011). Although important information is gathered by means of formal supervision and evaluation of teacher performance, researchers have found that the teacher evaluation process and practices have minimal direct impact on improving teaching and learning (Frase, 1992; Kersten & Israel, 2005; Lineburg, 2010; Range et al., 2011). In addition, it has been

discussed that reflection is an important practice for improvement that is not built into the current evaluation process (Bouchamma & Basque, 2012; Burrows, 2012; Kersten & Israel, 2005; York-Barr et al., 2006).

Classroom walk-through observations are intended to be nonthreatening to educators and a quick way to give administrators a snapshot of student learning (Downey et al., 2004; Kachur et al., 2010). Classroom walk-throughs range from three to 20 minutes, are designed to get principals in the classrooms more, are an effective use of the principals' time, and provide a basis for reflection and sharing effective practices with the staff as individuals and a faculty as a whole without it being a part of the evaluation process. Classroom walk-throughs are an important practice to support teachers to continually improve their practice. Research demonstrates classroom walk-throughs are a piece in the puzzle of increasing student learning (Sorenson, 2010).

Sorenson's (2010) causal-comparative study used observation data from walk-throughs completed in one school district at three middle schools. A causal-comparative study attempts to make a cause-effect statement based on the relationship of two or more groups. Statewide achievement data, summer school data, retention data, discipline referrals, and a student focus group were used to determine the relationship between walk-through data and student achievement on the Missouri Assessment Program standardized test in communication arts and math. Information was collected from 1052 walk-throughs conducted at the three middle schools over a 3-year span. The study indicated a relationship between these variables, but it did not surmise that the walk-throughs caused the improvement in student achievement scores. Sorenson (2010) reasoned that walk-throughs were a factor in the schools' efforts to improve student achievement.

A main purpose and use of nonevaluative classroom walk-throughs are to engage teachers in conversations about how to improve teaching (Antonetti & Garver, 2011; Brazeau, 2004; Education World, 2005; Moss & Brookhart, 2013). To make walk-throughs work, it is paramount to make teachers comfortable, establish trust, be transparent about the process, train the teachers, be consistent, use data to drive meetings, and incorporate the data into a school improvement or professional development plan (Antonetti & Graver, 2011; Education World, 2005).

Involving teachers in the walk-through process is a growing trend. Kachur, Stout & Edwards, (2013) collected information from 40 schools in 17 states and six schools from a school district in Canada to review walk-through models that included teachers in the process. Kachur et al. (2013) found that when teachers were a part of the walk-through process, teachers had opportunities to see other teachers' practices, felt motivated to improve, recognized possible areas of professional development, and participated in reflective dialogue with colleagues. Trust was also built among teachers, and the instructional capacity of a school was raised.

Conclusion

Get out of the office and circulate among the troops (Phillips, 1992). President Lincoln's purpose to be out of the office was to gain accurate knowledge of the workings and abilities of his armed forces. He also believed it provided firsthand knowledge to make informed, accurate decisions without having to rely on the words of others. The review of literature suggests that regardless of the leadership style, getting out among the troops and MBWA (or classroom walk-throughs) are beneficial in understanding what is taking place outside of the office (Downey et al., 2004; Fullan, 2008b; Kachur et al., 2010; Peters & Waterman, 1982; Phillips, 1992).

The review of literature shows that historically, school leadership and the principal have been key to school improvement (Edmonds, 1979; Fullan, 2008b; Hallinger, 2005; Lezotte, 1991). Strong instructional leadership is a part of every leadership style, including transformational, distributed, organizational, and change leadership. Classroom walk-throughs can contribute to and play a part in all leadership styles. Downey et al. (2004) asserted that the research since 1976 has captured and demonstrated the importance of MBWA practices. Downey et al. also noted that the literature provides the foundation for changes made in administrative practices. Classroom walk-throughs are a practice that administrators and teachers use frequently for a variety of purposes.

Chapter III will provide the readers with a description on the procedures for conducting the study, including design and methodology, the participants, data collection procedures, and analytical methods, as well as delimitations.

Chapter III

Design and Methodology

Introduction

The purpose of this descriptive, mixed-methods study was to uncover the perceptions of principals and teachers of a walk-through model called L2L, which collects data from speaking with the students. The following questions and subquestions were the focus of the study:

1. What are the benefits of L2L?
2. How do the perceptions of elementary and secondary educators compare?
 - a. How do the perceptions of elementary and secondary teachers compare?
 - b. How do the perceptions of elementary and secondary building administrators compare?
3. How do the perceptions of teachers and building administrators compare?
 - a. How do the perceptions of elementary teachers and elementary building administrators compare?
 - b. How do the perceptions of secondary teachers and secondary building administrators compare?

L2L is a classroom walk-through process that was introduced in 2007. It is unique in that it collects data from speaking with the students, rather than observing teacher behaviors (Antonetti & Garver, 2011). The researcher implemented this process in October 2009 at an elementary school. After several months, the researcher believed that L2L was bringing about positive instructional change. Following a staff meeting of reviewing the collected data, the researcher noticed teachers discussing the data and different instructional strategies to utilize. The researcher had not experienced these types of discussions about instructional strategies as a

result of information gathered from walk-throughs and the supervision process. In addition, the data collected through the process indicated that instructional changes were taking place. The researcher wanted to know if studies had been completed on the use of L2L. Through the review of literature, the researcher was unable to locate studies documenting the effectiveness of L2L. The researcher's study used the documented process of MBWA to research a classroom walk-through process that collects data from the students to improve students' outcomes (Antonetti & Garver, 2011).

This chapter contains a description of the research methods used to answer the questions that guided this study. The main method of gathering data to determine the perceptions of building administrators and teachers was conducting a survey that assessed participant-reported perceptions of their own observations, insights, and beliefs. Included is a description of the statistical methods required to analyze the data.

Research Design

The research design proposed was a mixed methods approach. Hanson, Creswell, Clark, Petska, and Creswell (2005) explained that mixed methods have become more popular because researchers feel it enriches quantitative results. In addition, Hanson et.al. (2005) stated the mixed methods designs are useful for attempting to confirm, validate, or corroborate findings. In concurrent triangulation design, quantitative and qualitative data are collected and analyzed at the same time. Priority is usually equal and given to both forms of data. Data analysis is separate and integration occurs at the data interpretation stage. Interpretation involves discussing the extent to which the data converge (Creswell, 2005; Creswell & Garrett, 2008; Hanson et al., 2005).

This study used descriptive research for its design. Descriptive research, including survey research, studies a population, phenomenon, characteristics of a situation, or relationships between variables (Creswell, 2005; Johnson & Christensen, 2000; Schwandt, 2007). Educators conduct descriptive research to learn about attitudes, opinions, perceptions, beliefs, thoughts, actions, and demographics. Researchers conducting descriptive research typically randomly select a sample from a defined population, determine the sample characteristics, and infer the characteristics of the population based on the sample. Researchers often use the survey method and interviews to conduct descriptive research (Gay, Mills, & Airasian, 2006; Johnson & Christensen, 2000).

Instrument

The researcher looked for an instrument that would measure teacher and building administrator perceptions of the use of L2L. The search failed to produce an instrument that would seek out teacher and building administrator perceptions. Subsequently, instruments were designed by the researcher to examine these perceptions. The researcher used experience, training, and discussion with the authors of L2L to create an instrument that included a 5-point Likert-scale survey and an open-ended question (see Appendices B and C). Interview questions were also developed by the researcher (see Appendix D).

Likert scales are commonly used to measure attitudes and opinions by asking participants to respond to a group of statements about a subject in terms of the degree to which they agree with them. Likert-scale responses show the degree of both direction and intensity of their attitudes, opinions, or perceptions. This type of survey reaches into the cognitive and affective components of attitudes (Bertram, 2011; Boone & Boone, 2012; McLeod, 2008). The 5-point Likert scale is considered the most reliable as it allows the participant to feel neutral towards a

topic. In other words, a 5-point Likert scale does not force an opinion. A 5-point Likert scale was constructed by the researcher to search out the perceptions of teachers and building administrators on the usefulness of L2L to improve instruction.

At the end of the Likert-scale survey, an open-ended question was created as a way to gain more information about L2L. An open-ended question was used to delve deeply into a topic and allow the individual to respond without a given predetermined response. Creswell (2005) stated, "It is ideal when the researcher does not know the possibilities of responses and wants to explore the options" (p. 364). Open-ended questions give the opportunity for the participants to respond solely on their experiences, not that of the researcher (Creswell, 2005).

Interview questions (Appendix D) were developed to give participants an opportunity to discuss L2L further. Interview questions are a popular and effective research practice in mixed-methods research design. The strength of interviews is identified by several researchers in that it allows the interviewees to share their experiences in their own words, increases the thoroughness of the data, and is adaptable as interviewers can ask clarifying questions and gain information that may not be gained through observation (Creswell, 2005; Gall, Gall, & Borg, 2010; Gay et al. 2006; Johnson & Christensen, 2000).

The Likert-scale survey, open-ended question, and interviews allowed the researcher to collect both quantitative and qualitative data and to gain a deep understanding of the use of L2L through the perspectives of building administrators and teachers surveyed. By using a mixed-method approach, the data sets were analyzed both separately and together. The Likert-scale data was analyzed separately. The interview data and open-ended question data were analyzed together. Hanson et al. (2005) suggested that the two sets of results can be compared and contrasted in the discussion, the data sets can be analyzed together, and discussion

can occur on how the data converges. Qualitative research can help develop quantitative measures and mixing methods can enhance and extend the logic of qualitative explanations (Creswell, Shope, Plano, Green, & Green, 2006).

The researcher submitted research proposals to both the Olson and Nolso School Districts. The research proposals included an introduction, proposed research questions, research methods, data collection techniques, and a desire and willingness to present the results of the data to the respective school districts where data was collected. In addition, a letter of support from the researcher's doctoral committee chairman was submitted (Appendix E). Approval for the study was gained in both school districts (see Appendices F and G). A human resources research committee proposal was submitted and approved by Northwest Nazarene University in June 2013.

Following the Human Resources Research Committee's approval, validation of the surveys, open-ended question, and interview questions was completed (Appendix H). Face validity asks the question, does the instrument appear to measure what it is supposed to measure? Content validity is the extent to which an instrument measures a planned content area (Gay et al., 2006). Within the content validity, Gay, Mills, and Airasian (2006) detailed the importance of item validity. Item validity is concerned with whether the instrument items are relevant to the measurement of the content area. The validity of the instruments was computed using the item content validity index (I-CVI) and the scale content validity index (S-CVI; Polit & Beck, 2006). The I-CVI was determined by securing a panel of experts who have extensive knowledge in L2L. A panel of 10 administrators evaluated and rated the survey items and open-ended question for the principals and assistant principals. A panel of 10 elementary and secondary teachers was created to evaluate and rate the survey items. Each item was rated on a 4-point scale of

relevancy. An I-CVI score of no lower than .78 was used as the standard for determining the validity of each item (Polit & Beck, 2006). Following the calculation of the I-CVI, the S-CVI was calculated to establish the overall validity of the scales used in the study. The S-CVI was determined to be at a rate of 0.9 or higher and accepted as valid. The survey and open-ended question for both the building administrator and teacher instruments were at or above 0.9 and determined to be valid.

The interview questions were piloted with three experts. Following the interviews, the experts provided suggestions for changes to the interview questions that they believed would help gain more in-depth information. The suggestions were carefully considered, and edits were made to the interview questions.

Participants

The participants in this study were building administrators, specifically principals assistant principals, and classroom teachers currently employed in the Olson and Noslo School Districts. These two school districts were selected for the study because of their implementation and use of L2L. The Olson District implemented L2L in 2009 district-wide in all schools. The Noslo District also implemented L2L in 2009 in its secondary schools, grades 9–12. The districts completed similar trainings by the creators of L2L, John Antonetti and Dr. Jim Garver. A trainer-of-trainers model was established so on-site certified L2L trainers supported the implementation and training in their respective districts. All of the participants had been trained and were familiar with L2L as a classroom walk-through process used to collect data to inform building administrators and teachers for instructional improvement.

The Olson School District located in Idaho served over 25,000 students, of which over 40% were low-income. After many years of growth, the population had leveled off. The

Limited English Proficient (LEP) student population was the fastest growing demographic in the Olson School District. Students from all over the world had relocated to Idaho and the Olson School District. In the 1990s, the population of LEP students was less than 100; at the time of this study, it was more than 2000. The significant increase in the LEP population was due to the opening of multiple refugee relocation agencies in Idaho. The Olson School District was founded in 1864 and is in an urban setting. The Olson School District included four comprehensive high schools, eight junior high schools, 31 elementary schools, an alternative high school, and a professional technical education center. There were over 70 building administrators and 1500 teachers at elementary, junior high schools, and high schools in the Olson School District. All of the building administrators (principals and assistant principals) were invited to participate in a survey of their experiences and perceptions of L2L. Surveys were sent to a stratified random sample of teachers. The strata were elementary teachers and secondary teachers with every fifth name invited for participation. The initial survey was followed up by a second differently worded e-mail to encourage participation from the building administrators and teachers in the Olson School District.

The Noslo school district located in Texas served over 24,000 students, of which over 40% were low-income. It was one of the fastest growing school districts in the state. Over the past 10 years, the district had averaged an increase of over 1000 students each year. The steady increase of students was due to the competitive housing market, abundance of job opportunities, and close proximity to two major cities. Noslo School District was home to two major universities, which attracted a diverse group of people from around the world. In recent years, the discovery of natural gas had also brought a lot of business and industry into this area. The Noslo School District was founded in 1882. The district encompassed 180 square miles and

contained all or parts of 16 cities. The Noslo School District included three comprehensive high schools, six middle schools, 23 elementary schools, an alternative high school, and an alternative disciplinary school. In the 2013–2014 school year, another middle school opened. There were over 40 building administrators and 800 teachers at the middle and high schools in the Noslo School District. All of the building administrators (principals and assistant principals) at the middle and high schools were invited to participate in a survey of their experiences and perceptions of L2L. The building administrators forwarded the survey to all the teachers under their supervision. The initial survey was followed up by a second differently worded e-mail by the Noslo School District's secondary director to encourage participation from the building administrators and teachers in the Noslo School District.

Data Collection

The purpose of this study was to determine the level of efficacy of L2L in improving instruction through the perspectives of teacher and building administrators. To ensure the researcher's influence as a district L2L trainer was minimized, the researcher's school administration and teachers were not a part of the research study.

The survey was sent electronically in early September 2013 to all participants via Qualtrics. At the conclusion of the survey, a question was added inviting participants to be interviewed. Over 80 teachers and 20 building administrators volunteered to be interviewed. Selection of interviewees was determined by the district and level of the school. Selection ensured there was one person from each category, including one elementary, one junior high, and one high school, as well as one elementary, one junior high–middle school, and one high school principal. Due to the large number of volunteers to be interviewed, the researcher assigned each volunteer a number and then used a random number generator application to select the

interviewees. If a principal or teacher volunteered to be interviewed to share more information and completed the informed consent form (Appendix J), a semi-structured interview was conducted to learn more about their perceptions. Interviews were conducted by phone, Skype, and face to face, and the data collected was confidential. The interview time and location were determined by the interviewee. All data were collected and stored electronically and handled by the researcher.

Analytical Methods

The primary purpose of descriptive research is to provide an accurate, detailed portrayal of the characteristics of involvement of the participants with a specific experience (Johnson & Christensen, 2000; Schwandt, 2007). Descriptive research typically relies on self-reporting studies such as surveys, questionnaires, and interviews for collecting data (Gay et al., 2006; Johnson & Christensen, 2000). For this study, a 5-point Likert-scale questionnaire with an open-ended question and interviews were used to collect data about building administrator and teacher perceptions about L2L.

Data from the 5-point Likert-scale items were reported as a percentage of positive and percentage of negative responses for each item. Comparisons of the group means were made between the responses from building administrators and teachers from the Olson and Noslo School Districts, elementary and secondary building administrators from the Olson School District, elementary and secondary teachers from the Olson School District, elementary teachers and elementary building administrators from the Olson School District and secondary teachers and secondary building administrators from the Olson and Noslo School District.

Weighted means were calculated and analyzed using Mann–Whitney *U* test of significance. The Mann–Whitney *U* test is a nonparametric test used with ordinal data to

determine if there is a significant difference between two independent groups (Gall et al., 2010; Tanner, 2012). The Mann–Whitney U test was run to determine if there were significant differences between the building administrator and teacher responses and elementary and secondary teacher responses. Significance was determined at a level of $p \leq .05$. For comparisons that were found to be significant ($p \leq .05$) the effect size of the difference in means was calculated using Cohen's d .

Cronbach's alpha is a statistical test that is administered on the survey questions to estimate internal consistency reliability when the survey is administered only once. The Cronbach's alpha determines how the survey items relate to all the other survey items and to the total survey (Gall et al., 2010; Gay et al., 2006; Tanner, 2012). The Cronbach's alpha was administered to the Likert-scale surveys for building administrators and teachers.

The purpose of qualitative data analysis was to generate theories, themes, and relationships among the data (Marshall & Rossman, 2011; Schwandt, 2007). The qualitative data, including the open-ended survey responses and the interview transcripts, were coded to search and uncover common themes to assist in explaining the building administrator and teacher perceptions of L2L. The first step in the analysis of the qualitative data was a preliminary exploratory analysis. This analysis was completed by reading all of the responses to the open-ended question and the interview transcripts. Creswell (2005) stated, "A preliminary exploratory analysis in qualitative research consists of exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of the data" (p. 237). The open-ended question and interview transcripts were read over thoroughly, and notes were taken in the margins. These notes included the researcher's thoughts, feelings, and ideas.

The next step was to code the data. Several researchers have described the first step to coding as open coding—the process of examining the data and marking words, sentences, and paragraphs to begin sorting various conceptual categories and themes (Creswell, 2005; Gay et al., 2006; Johnson & Christensen, 2000; Marshall & Rossman, 2011). Open coding allowed the researcher to identify sentences and phrases, assign codes, and begin interpreting the data.

Axial coding followed the open-coding process. Axial coding is the grouping of the codes into categories and themes and showing the relationships or commonalities between the categories (Creswell 2005; Johnson & Christensen, 2000; Marshall & Rossman, 2011). Axial coding assisted the researcher in grouping the responses to find collective thoughts and shared insights.

In addition to the exploratory, open, and axial coding, the researcher categorized the open-ended question responses and interview responses by each Likert-scale item. This helped the researcher to see the patterns of responses by the different groups, and it also revealed other perceptions that were not uncovered through the Likert-scale items.

Limitations and Delimitations

As with any research, there are certain limitations and delimitations, and this study was no exception. Marshall and Rossman (2011) defined delimitations as a reminder to readers “of what the study is and is not—its boundaries and how its results can and cannot contribute to understanding” (p. 76). Limitations are considered those influences that cannot be controlled. Delimitations are purposefully used by the researcher to establish boundaries of the study.

A significant delimitation of this study was that it took place in the Olson School District. The participants were principals and classroom teachers currently employed in the Olson School District. The researcher has served as a teacher and principal in the Olson School District for

over 20 years, and conducting research on a walk-through process adopted in the school district could have posed a bias in the research. Implementation of the L2L walk-through process in the Olson School District took place in fall 2009. Trustworthy relationships with district leadership, site leadership, and hundreds of teachers have developed over many years of service to the Olson School District. These relationships in the Olson School District could have helped or hindered the study due to it being district-wide requirement and the significant involvement of the implementation by the researcher. The level of involvement might have biased the participants' responses. In other words, participants might have responded to the questions by what they perceived to be *correct answers* because it was a part of the Olson School District's strategic plan. The administrative staff and teachers of the researcher's school was not a part of this study.

Another delimitation in the study was the difference in the district structure of the secondary schools in the Olson and Noslo School Districts. The Olson School District did not include sixth grade in the secondary schools and the Noslo School District included sixth grade in their secondary schools. The data will be analyzed the same regardless of the definition of a secondary school.

A random sample was used for elementary and secondary teachers and building administrators in the Olson School District. The researcher requested a random sampling in the Noslo School District, but it was not granted. the survey was sent to all secondary teachers and building administrators. This was a limitation as the sampling was not the same for both districts. The population was the elementary and secondary teachers and building administrators who have implemented the L2L classroom walk-through process.

Ideally, it would have been the most beneficial to conduct face-to-face interviews with both school districts as it would have provided an avenue for more in-depth information. It was determined by the researcher that logistics would not allow face to face interviews to take place with Noslo School District, therefore a delimitation. The interviews were conducted by phone with Noslo School District. The online survey accepted volunteers to be interviewed. The surveys were anonymous unless the participant volunteered to be interviewed. In that case, the survey and follow-up interview were confidential. The interview volunteers were numbered and then entered into an electronic number generator application by group. The random generator selected two numbers for an interview and one alternate from each group. The researcher wanted two representatives from each group including elementary teachers, secondary teachers, elementary building administrators and secondary building administrators. This would total eight interviews. Follow-up interviews were conducted for clarification and accuracy of responses. The researcher conducted one interview with a secondary teacher to pilot the interview and transcription process. The researcher hired a transcriptionist to transcribe all the interviews.

Chapter IV

Results

Introduction

This research study was designed to examine the effectiveness of a classroom walk-through program to improve instruction through the perceptions of building administrators and classroom teachers. Antonetti and Garver (2011) authored L2L, the classroom walk-through program studied. L2L provides building administrators and teachers with a structure for gathering classroom data school-wide. The visits are nonevaluative, brief, frequent, and focus on the student. Data are collected, reported, and discussed as cumulative data.

L2L focuses on the learner and the learning rather than on the teacher. Data are collected from the students by asking them about their learning. Principals and teachers have the opportunity to work together on collecting, analyzing, reflecting, and planning for improvement (Antonetti & Garver, 2011; Downey & Frase, 2001). Sharing the cumulative data from L2L visits provides a nonthreatening approach for sharing information with teachers. It opens communication lines among teachers about learning practices occurring in the classroom (Antonetti & Garver, 2011). This discussion regarding instructional practice sets the stage for creating a collaborative community of learners among the staff and planning for improvement (York-Barr et al., 2006).

This study examined the perceptions of building administrators and teachers of the effectiveness of the walk-through model L2L. Data were collected from building administrators and teachers in two school districts.

This research was designed as a mixed-methods study. Hanson et al. (2005) explained that mixed methods have become more popular because researchers have believed it enriches

quantitative results. In addition, Hanson et al. stated that the mixed-method designs are useful for attempting to confirm, validate, or corroborate findings. In concurrent triangulation design, quantitative and qualitative data are collected and analyzed at the same time. Priority is usually equal and given to both forms of data. Data analysis is separate and integration occurs at the data interpretation stage. Interpretation involves discussing the extent to which the data converge (Creswell, 2005; Creswell & Garrett, 2008; Hanson et al., 2005).

This study used descriptive research for its design. Descriptive research, including survey research, studies a population phenomenon, characteristics of a situation, or relationships between variables (Creswell, 2005; Johnson & Christensen, 2000; Schwandt, 2007). Educators conduct descriptive research to learn about attitudes, opinions, perceptions, beliefs, thoughts, actions, and demographics. Researchers conducting descriptive research typically randomly select a sample from a defined population, determine the sample characteristics, and infer the characteristics of the population based on the sample. Researchers often use the survey method and interviews to conduct descriptive research (Gay et al., 2006; Johnson & Christensen, 2000).

The Mann–Whitney U test was used to analyze the ordinal data of two independent groups. The purpose was to determine if significant differences existed between various groups of educators. The analysis used an independent two-tailed test to determine significance ($p \leq .05$). For the data indicating a significant difference, Cohen's d was calculated to determine practical significance between the two independent variables (groups). Determining the Cohen's d provided an effect size of the differences in the means of the groups. Cohen's d was only reported on items for which the difference in the means was statistically significant. Cohen's d was interpreted as follows:

- $d = 0.4$ or lower, the effect of the independent variable is “small;”

- $d = 0.5$ to $.07$, the effect size is “medium;”
- $d = 0.8$ or greater, the effect is “large.” (Cohen, 1992, p. 157)

The outcome of this research will contribute to an understanding of the efficacy of L2L in improving instruction through the perspectives of building administrators and teachers. In addition, the results may inform educators how to prepare training and implement L2L in a school district. The researcher examined the perceptions of elementary and secondary teachers and building administrators using L2L in two school districts. Quantitative data was collected through a Likert-scale survey using Qualtrics survey software. Randomly selected elementary and secondary teachers and all building administrators in a southwestern Idaho school district were invited to participate. The pseudonym Olson was used to identify the school district in Southwest Idaho. All secondary teachers and building administrators were invited to participate in a northeastern Texas school district. The Texas school district had implemented L2L only at the secondary level. The pseudonym Noslo was used to identify the school district in Northeast Texas. Qualitative data was collected through an open-response question in the survey and by conducting interviews. Participants in the Likert-scale survey were asked to rate 12 items that associated with their perceptions of the efficacy of L2L in improving instruction. The researcher developed, piloted, and modified the survey and interview questions. Likert-scale survey items were rated using a 5-point scale. The item responses were weighted with a numerical value from 1 to 5. The participants were asked to indicate their perceptions of L2L with a given statement using the following 5-point scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Neither Agree nor Disagree

- 2 = Disagree
- 1 = Strongly Disagree

The purpose of this study was to determine the level of efficacy of L2L in improving instruction through the perspectives of teachers and building administrators. The following questions and subquestions guided the analysis of the data:

1. What are the benefits of L2L?
2. How do the perceptions of elementary and secondary educators compare?
 - a. How do the perceptions of elementary and secondary teachers compare?
 - b. How do the perceptions of elementary and secondary building administrators compare?
3. How do the perceptions of teachers and building administrators compare?
 - a. How do the perceptions of elementary teachers and elementary building administrators compare?
 - b. How do the perceptions of secondary teachers and secondary building administrators compare?

Validity and Reliability

Face validity is a precursor to content validity. Face validity indicates the extent to which a test appears to measure what it states to measure. Gay et al. (2006) stated, “Although determining face validity is not a psychometrically sound way of estimating validity, the process is sometimes used as an initial screening procedure in test selection” (p. 135). The researcher used face validity as a first step in determining content validity.

To establish face validity, the survey instruments and interview questions were reviewed by two panels of experts, including teachers, administrators, and one of the authors of L2L. The

researcher sent the survey to the experts electronically for review and held a meeting with the experts to examine the interview questions. The interview questions were the same for the teachers and the building administrators. The experts provided suggestions for changes to the interview questions to help gain more in-depth information and support the Likert-scale survey items. The suggestions were carefully considered and edits were made to the interview questions.

Content validity is the extent to which an instrument measures a planned content area (Gay et al., 2006). Within content validity, Gay et al. detailed the importance of item validity. Item validity is concerned with whether the instrument items are relevant to the measurement of the content area. Polit and Beck (2006) indicated the validity of the instruments is computed using the I-CVI and the S-CVI. The I-CVI was determined by securing a panel of experts who had extensive knowledge in L2L. A panel of 10 administrators evaluated and rated the survey items and open-ended question for the principal and assistant principal instrument (Appendix H). Dr. Jim Garver, one of the authors of L2L, was a member of the panel of experts rating the survey items. A panel of 10 elementary and secondary teachers was created to evaluate and rate the survey items for the teacher survey. In addition, Dr. Jim Garver evaluated the teacher survey. For both instruments, each item was rated on a 4-point scale of relevancy to L2L and clarity of wording. Polit and Beck (2006) recommended an I-CVI score of no lower than .78 to be used as the standard for determining the validity of each item. Following the calculation of the I-CVI, the S-CVI was calculated to establish the overall validity of the scales used in the study. The S-CVI was determined for each instrument. The building administrator survey S-CVI was 0.98 and the teacher survey S-CVI was 0.93 and was accepted as valid (Appendix I).

Cronbach's alpha. Reliability is a hallmark of quality research. Reliability means dependability, trustworthiness, solidity, and sureness. The researcher's goal was to have a high

reliability and, therefore, confidence that the results represented what it was measuring, as well as the consistency of results (Gay et al., 2006). There are several types of reliability, including test–retest reliability, alternate forms reliability, inter-rater reliability, and internal consistency reliability (Creswell, 2005).

For purposes of this research, internal consistency reliability fits with the design of the study. Internal consistency is the relationship among all the results obtained from a single survey. Internal consistency reliability is calculated when an instrument is administered once, there is one version of the instrument, and each participant in the survey completes the instrument. For this study, there was one instrument for the building administrators and one for the teachers. The instruments were nearly the same to allow the researcher to compare the groups. The slight change in wording was to provide relevance to the differences in roles of the groups of participants. For example, item 2 for the teacher instrument stated, “My classroom is visited more since implementing L2L.” For the building administrator instrument, item 4 stated, “I visit classrooms more since implementing L2L. One statistical test for internal reliability is the coefficient alpha or Cronbach’s alpha. Reliability is expressed numerically as a reliability coefficient. A reliability coefficient closer to 1.00 indicates high reliability. A perfectly reliable survey would have a reliability coefficient of 1.00. In research, no instrument is perfectly reliable. High reliability indicates minimum error (Gay et al., 2006). A Cronbach’s alpha of 0.7 or higher is recommended, although higher values of Cronbach’s alpha are better (Laerd Statistics, 2013). George and Mallery (2003) provided the following general guidelines:

- > 0.9—Excellent
- > 0.8—Good
- > 0.7—Acceptable

- > 0.6—Questionable
- > 0.5—Poor
- < 0.5—Unacceptable (p. 231)

As seen in Table 1, Cronbach's alpha reliability score for the teacher survey was .906, and the building administrator survey score was .866. According to George and Mallery (2003), these scores rated as *excellent* and *nearly excellent* and were determined to be internally reliable.

Table 1

Cronbach's Alpha Results for Building Administrator and Teacher L2L Survey

Survey	N of Items	N of Respondents	Cronbach's alpha
Teacher	12	723	.906
Building Administrator	12	66	.866

Source: Statistical Package for the Social Sciences (2013)

Results

Building administrators and teachers of the Olson and Noslo school districts received an invitation to complete the L2L survey. This included 760 secondary and elementary teachers and 70 elementary and secondary building administrators from the Olson School District. From the Noslo School District, 880 secondary teachers and 33 secondary building administrators received the survey. In the Olson School District, the survey was sent to a stratified random sample of teachers and all building administrators. The groups for the random sample included elementary and secondary teachers. In the Noslo School District, the survey was sent to all secondary teachers and secondary building administrators. For both districts, the survey was sent to the participants' district e-mail addresses using Qualtrics survey software. The survey

window was open from September 15, 2013, through October 15, 2013. One additional e-mail was sent during this time frame to participants, encouraging them to complete the survey and also thanking those participants who completed the survey. At the close of the survey, a total of 723 teachers and 66 building administrators had completed the respective surveys (see Table 2).

Table 2

Percentage of Participants Completing the Survey

Participants	Total Invited	Total Completing	Percentage
Teachers	1630	723	44.3%
Olson School District	750	363	48.4%
Noslo School District	880	360	40.9%
Building Administrators	103	66	64.1%
Olson School District	70	42	60.0%
Noslo School District	33	24	72.7%

The results and analysis of the data were organized by research question. The Mann–Whitney U test was used to determine if data from the groups were statistically different. For those pairs that were determined to be statistically different, the practical significance (effect size) was calculated using Cohen’s d . The Likert-scale responses reflected the item percentage responses by grouping the *strongly agree* and *agree* together and the *strongly disagree* and *disagree* together and leaving out the neutral responses. The neutral responses were excluded to make the percentage of responses easier to interpret. Qualitative data from the open-ended response question on the survey and the interviews were intertwined with the quantitative data and summarized in research question one, “What are the benefits of L2L?” This allowed the

researcher to triangulate the data by establishing the relationships between the quantitative and qualitative data, as well as the groups of educators.

Research question 1: What are the benefits of L2L? This question was written to provide overall clarity and summary to the perceptions of educators who have used L2L. For this research study, the term *benefit* had a specific definition. Benefit was defined by the researcher as advantage, value, and the good of L2L. Through the perceptions of the different educator groups, this question was addressed with both qualitative and quantitative data. The researcher decided to answer this question at the end of the results section to bundle the data into a summary paragraph.

Research question 2: How do the perceptions of elementary and secondary educators compare? For this question, the analysis included only data from the Olson School District where data were collected from both elementary and secondary educators. Data from the Noslo School District were only collected from the secondary schools. The overall perceptions of elementary and secondary educators were mixed. The results of the elementary and secondary educators indicated significant differences on most items, with the significant difference ranging from $p = .000$ to $p = .016$ (see Table 3).

Table 3

Statistical Calculations Comparing Olson School District Elementary and Secondary Teacher Survey Results

Item Number	<i>U</i>	<i>p</i> value	Elementary Mean	Secondary Mean	Cohen's <i>d</i>
1*	11291.00	.000	3.36	2.80	.23
2	15367.50	.871	3.59	3.58	
3*	12604.50	.003	2.94	2.63	.16
4*	12936.50	.005	3.53	3.22	.15
5*	11374.50	.000	3.17	2.67	.23
6*	12884.00	.010	1.51	1.66	.14
7	14976.50	.835	3.58	3.61	
8*	13122.50	.016	3.07	2.77	.13
9*	12925.50	.007	2.63	2.34	.14
10*	11323.50	.000	3.19	2.73	.22
11*	11592.50	.000	3.60	3.19	.22
12*	12332.50	.002	3.12	2.76	.17

Note. *Significant differences ($p \leq .05$)

Generally, the responses by elementary educators were more positive than the secondary responses. These differences are described in the responses to the subquestions following.

Research question 2a: How do the perceptions of elementary and secondary teachers compare? On all but two of the 12 items on the Likert scale, the perceptions of elementary and secondary teachers were significantly different ($p \leq .05$). A total of 363

participants responded to the Likert-scale survey questions in the Olson School District (142 elementary teachers and 221 secondary teachers). Not all of the participants responded to each item. The survey directions included the following statement, “This is a voluntary questionnaire. If you do not feel comfortable answering one or multiple questions, please leave them blank” (see Appendix C). The number of responses per question ranged from 359–361. The Likert-scale questionnaire had a total of five possible responses, including *strongly agree*, *agree*, *neither agree nor disagree*, *disagree*, or *strongly disagree* and weighted with a 5 for strongly agree to 1 for *strongly disagree*.

As presented in Table 3, there were two items for which the mean responses were not significantly different, including items 2 and 7. These two items dealt with the perceptions of the frequency and openness to the classroom walks. The mean of the responses for both of these questions was not significantly different ($p = .871$ and $.865$). The elementary and secondary teachers responses to these items indicated the classrooms were visited more and most teachers were open to other teachers walking through their classrooms. The teacher interviews and open-ended question responses concurred with this, as teachers indicated that their classrooms were visited more by teachers and building administrators. In addition, it was shared that teachers enjoyed being in each other’s classrooms.

There were significant differences between the responses of elementary teachers and secondary teachers in the Olson School District when responding to their perceptions of L2L (see Table 3). The comparison between elementary and secondary teachers’ mean responses revealed 10 items had results that were noted as significantly different. A review of the data in Table 3 revealed that, in all but one instance, the means were higher for elementary teachers than secondary teachers. Overall, the elementary teachers were more positive concerning their

perceptions of L2L. The exception was for item 6, for which the mean of secondary teachers' responses was less negative. Item 6 (see Table 4) dealt with the use of reflective activities as part of L2L implementation. All significant items yielded a “small” effect size (0.23 or lower) between the responses of the two groups (elementary and secondary teachers).

Table 4

Elementary and Secondary Teacher Survey Items

Survey Number	Survey Statement
1*	The implementation of L2L has increased my knowledge about instruction.
2	My classroom is visited more since implementing L2L.
3*	The implementation of L2L has changed our school's culture.
4*	Data from L2L are used to discuss instructional strategies.
5*	I believe classroom instruction has improved due to the implementation of L2L.
6*	We have used a reflection activity, such as the 4 Rs (restate, react, remember, respond), to analyze L2L data.
7	Most teachers are open to other teachers walking through their classrooms.
8*	I value L2L as contributing to improving student learning.
9*	Most teachers value L2L in this building.
10*	Teachers are experimenting with new instructional strategies as a result of L2L.
11*	Professional development activities have resulted from the implementation of L2L.
12*	I believe L2L is one component that has helped improved student learning.

Note. *Significant differences ($p \leq .05$)

Table 4 includes the teacher survey items. The comparison of means, calculated significant differences, and Cohen's d gave one representation of the data. Another way to interpret the data was to look at the each item by percentage of responses. The Likert-scale items were written as positive statements.

The Likert-scale responses to the items by the elementary and secondary teachers are shown in Table 5. This table reflects the item percentage responses by grouping the *strongly agree* and *agree* together and the *strongly disagree* and *disagree* together and leaving out the neutral responses, which were excluded to make the percentage of responses easier to interpret.

Table 5

*Olson School District Elementary and Secondary Teacher Responses to Likert-Scale Survey**Items by Percentages*

Item Number	Elementary Strongly Agree Agree	Secondary Strongly Agree Agree	Elementary Strongly Disagree Disagree	Secondary Strongly Disagree Disagree
1*	62%	34%	25%	43%
2	65%	66%	13%	15%
3*	28%	20%	29%	44%
4*	65%	52%	20%	27%
5*	45%	25%	28%	46%
6*	4%	2%	94%	94%
7	67%	70%	18%	15%
8*	45%	29%	35%	39%
9*	20%	7%	45%	55%
10*	45%	25%	23%	42%
11*	70%	48%	16%	28%
12*	48%	27%	30%	4%

Note. *Significant differences ($p \leq .05$)

When responding to the items, the elementary teachers' *strongly agree* and *agree* responses were higher and thus more positive than the secondary teachers on all of the items that were significantly different (see Table 5). The response to item 6, "We have used a reflection activity such as the 4 Rs (restate, react, remember, respond) to analyze L2L data," was found to be statistically significant, yet both elementary and secondary teachers had the same percentage

(94%) of *strongly disagree* and *disagree*. The significant difference was due to the distribution of *strongly disagree* and *disagree* between the two groups. The difference was masked by combining the percentage for the two groups. The lack of sharing the data, seeing the data, or reflecting on the data was a consistent theme in the responses of the open-ended question and in the interviews. Multiple comments by secondary teachers were made regarding the data, including, “We have never gone over the data,” “My number one issue is that I’ve never been told what happens with all the data that is collected,” and “I do not really know what happens to data collected after the L2L walk occurs.” Similarly, an elementary teacher said, “Our school has not yet used any L2L data for looking at trends or strengths or needs.”

The greatest variance of percentages between the elementary teachers and secondary teachers was on item 1 (28%). Item 1 dealt with the perceptions that L2L had increased the teachers’ knowledge about instruction with more positive results from the elementary teachers. The next largest difference was on item 11 (22%). This item was about perceptions regarding professional development activities resulting from the implementation of L2L. Although both elementary and secondary teachers agreed to this statement, elementary teachers had a higher percentage of *strongly agree* and *agree* (see Table 5). Both elementary and secondary teachers interviewed shared that the L2L process had opened some doors to professional development by providing talking points. An elementary teacher stated, “The professional development resulting from L2L has improved my lessons. The engaging qualities workshops were the most beneficial.” A summarized secondary teacher response in the open-ended question indicated that the teacher’s school focused on one area of the data collection each year for professional development.

Research question 2b: How do the perceptions of elementary and secondary building administrators compare? The overall perceptions of elementary and secondary building administrators in the Olson school district were similar. A total of 42 building administrators responded to the Likert-scale survey questions (22 elementary building administrators and 20 secondary building administrators). Some of the items were not responded to as participants were not required to address each item. The survey directions included the following statement, “This is a voluntary questionnaire. If you do not feel comfortable answering one or multiple questions, please leave them blank” (see Appendix B). The Likert-scale survey had a total of five possible responses, including *strongly agree*, *agree*, *neither agree nor disagree*, *disagree* or *strongly disagree* and were weighted with a 5 for *strongly agree* to a 1 for *strongly disagree*.

Comparing all of the elementary building administrator Likert-scale responses to the secondary building administrator Likert-scale responses in the Olson School District revealed similar perceptions. One question yielded a significant difference in the building administrator perceptions of L2L in improving instruction (see Table 6). Question 4, “Data from L2L are used to discuss instructional strategies,” was significantly different ($p = .045$) between the Olson School District elementary and secondary building administrators. When determining practical significance (Cohen’s d), question 4 yielded a “small” effect size ($d = .31$) and it was determined not to be practically significant. While both means were positive (elementary 3.73, secondary 3.11) the elementary building administrator perceptions of discussing instructional strategies was more positive than the secondary building administrators. A written comment about discussing instructional strategies through L2L data by a secondary building administrator was,

L2L data has been used in guiding our professional learning community discussions. It has given teams a starting point. Since the L2L information shared has been general information, teachers are willing to discuss strategies to support student learning. As a result of L2L, teachers realized they are responsible for all students in their classrooms. One elementary building administrator wrote, “L2L data is a nice way to have a targeted conversation with teachers.” All building administrators interviewed concurred that they used data from L2L to discuss instructional strategies. For all of the means (see Table 6), except item 6, both group responses were on the positive side (above 3) of the 5-point Likert scale (range 3.11–4.36). The building administrator survey items are listed in Table 7.

Table 6

*Statistical Calculations Comparing Olson School District Elementary and Secondary Building**Administrator Survey Responses*

Item Number	<i>U</i>	<i>p</i> value	Elementary Mean	Secondary Mean	Cohen's <i>d</i>
1	193.50	.456	4.36	4.20	
2	194.00	.494	3.55	3.75	
3	192.50	.454	3.82	3.45	
4*	134.50	.045	3.73	3.11	.31
5	167.00	.171	4.00	3.68	
6	214.50	.831	1.50	1.50	
7	213.50	.832	4.00	3.95	
8	181.00	.399	4.19	3.85	
9	191.00	.438	3.32	3.15	
10	162.50	.163	3.90	3.55	
11	200.50	.763	4.05	4.05	
12	193.50	.632	4.05	3.80	

Note. *Significant Difference ($p \leq .05$)

Table 7

Elementary and Secondary Building Administrator Survey Items

Survey Number	Survey Statement
1	The implementation of L2L has increased my knowledge about instruction.
2	I am in classrooms more since implementing L2L.
3	The implementation of L2L has changed our school's culture.
4*	I use data from L2L to discuss instructional strategies.
5	I believe classroom instruction has improved due to the implementation of L2L.
6	We have used a reflection activity such as the 4 Rs (restate, react, remember, respond) to analyze L2L data.
7	Most teachers are open to other teachers walking through their classrooms.
8	I value L2L as contributing to improving student learning.
9	Most teachers value L2L.
10	Teachers are experimenting with new instructional strategies as a result of L2L.
11	Professional development activities have resulted from the implementation of L2L.
12	I believe L2L is one component that has helped improve student learning.

Note. *Significant difference ($p \leq .05$)

All of the Likert-scale items were written as positive statements, and the percentage of responses to these items gave the researcher another way to analyze the data. The Likert-scale responses to the items by the elementary and secondary building administrators are reported in Table 8. This table reflects the item percentage responses by grouping the *strongly agree* and *agree* together and the *strongly disagree* and *disagree* together and leaving out the neutral responses. The neutral responses were excluded to make the percentage of responses easier to

interpret. Identified as the means having a significant difference, item 4 (see Table 8), the elementary building administrators responded with 77% *strongly agree* and *agree* as compared to 45% of the secondary building administrators regarding data from L2L being used to discuss instructional strategies. During an elementary building administrator interview, it was shared that discussing instructional strategies through the L2L data were more welcome by teachers because it was not connected to an evaluation.

Table 8

Olson School District Elementary and Secondary Building Administrator Responses to Likert-Scale Survey Items by Percentages

Item Number	Elementary Strongly Agree Agree	Secondary Strongly Agree Agree	Elementary Strongly Disagree Disagree	Secondary Strongly Disagree Disagree
1	95%	90%	5%	5%
2	55%	65%	18%	15%
3	68%	60%	0%	20%
4*	77%	45%	5%	20%
5	91%	65%	0%	10%
6	14%	15%	86%	85%
7	95%	80%	5%	5%
8	91%	70%	0%	10%
9	50%	35%	14%	25%
10	82%	31%	55%	10%
11	86%	85%	0%	5%
12	82%	75%	5%	10%

Note. *Significant Difference ($p \leq .05$)

Other notable results for the elementary and secondary building administrator responses from Table 8, included item 1, item 7, and item 11. The elementary and secondary building administrators responses to these items were overwhelming positive. Item 1 dealt with the increase in knowledge about instruction with the implementation of L2L. The *strongly agree* and *agree* responses for the elementary and secondary building administrators were 95% and

90%, respectively. Items 7 and 11 perceptions were very positive with *strongly agree* and *agree* responses, ranging from 80% to 95% for both elementary and secondary building administrators. Item 7 was about the perceptions of teachers being open to other teachers walking through their classrooms. Item 11 measured the teachers' perceptions of professional development activities that resulted from the implementation of L2L. One elementary principal stated, "The fact that teachers are more comfortable with other teachers coming into the classroom is a major breakthrough."

Item 6, (using a reflection activity such as the 4Rs to analyze L2L data), in Table 8 stands out for both elementary and secondary building administrators as both groups reported a high percentage of *strongly disagree* and *disagree* (elementary 86%, secondary 85%). This negative response is of interest because reflecting on the collected data was identified as a critical element for the implementation of L2L (Antonetti & Garver, 2011). Compared to the teachers' comments, very few building administrators made comments regarding the reflection on the collected data. The comments shared were positive experiences of reflecting on the data with the teachers. Items 4 and 5 (see Table 8) had the widest variance of *strongly agree* and *agree* between the two groups. The difference between the elementary building administrators and the secondary building administrators of using L2L data to discuss instructional strategies was 32%, with the elementary building administrators more favorable at 77% *strongly agree* and *agree* and 45% *strongly agree* and *agree* for the secondary building administrators. Item 5 (see Table 8), perceptions regarding whether or not classroom instruction had improved due to the implementation of L2L, had a 26% spread between the two groups again with the elementary building administrators more favorable (91%) as compared to the secondary building administrators (65%). In Table 8, the positive response to item 5, classroom instruction has

improved due to the implementation of L2L, was also seen through the *strongly disagree* and *disagree* responses from the elementary building administrators (0%) and secondary building administrators (10%). Item 12 yielded positive results from both groups of building administrators. Elementary building administrators responded 82% and secondary building administrators responded 75% positively to L2L contributing to improved student learning. Through the interviews of building administrators, it was summarized that the improved student learning came about through the L2L training by the authors, collecting the data, discussing of the data, the professional development activities, and finally the teachers experimenting and having success with new instructional strategies.

Research question 3: How do the perceptions of teachers and building administrators compare? For this research question and subquestion 3b, data from both school districts were used for analysis. For subquestion 3a, data from the Olson school district were used because L2L was not implemented in the elementary schools in the Noslo school district. The survey instruments created by researcher were nearly identical. Two questions were worded differently to accommodate the role of a building administrator and the role of teacher, but it did not change the meaning of the item. The researcher determined it to be appropriate to compare the responses of the building administrators and the responses of the teachers on the individual items.

Overall, the perceptions of teachers and building administrators were very different as the means for 11 out of the 12 items were found to be significantly different ($p \leq .05$). This data included 723 teacher responses and 66 building administrator responses. As seen in Table 9, only the means of responses to item 2 were not significantly different. The statement for teachers was, “Classrooms are visited more since implementing L2L.” The building

administrator statement was, “I am in classrooms more since implementing L2L.” This statement yielded similar results, with a mean of 3.75 for the teachers and 3.79 for the building administrators, indicating positive perceptions to the classrooms being visited more since the implementation of L2L. The teachers responded with 65% *strongly agree* and *agree* and the building administrators responded with 71% *strongly agree* and *agree*.

As seen in Table 9, the items that yielded a significant difference in means had a p value from .000 to .049. Item 4 generated the least difference in means that attained significance with a p value of .049. For the teachers this item was, “Data from L2L is used to discuss instructional strategies.” The building administrator item was, “I use data from L2L to discuss instructional strategies.” The mean response for building administrator perceptions (3.58) was slightly more favorable than the teachers’ perceptions (3.33). Cohen’s d , calculated for each item for which the means were significantly different, was found to be a “small” effect between the two groups, as the effect sizes were .27 and below.

Table 9

Statistical Calculations Comparing Olson School District and Noslo School District Building Administrator and Teacher Survey Results

Item Number	<i>U</i>	<i>p</i> value	Building Administrator Mean	Teacher Mean	Cohen's <i>d</i>
1*	10711.50	.000	4.23	3.14	.27
2	23440.00	.707	3.79	3.75	
3*	14607.00	.000	3.59	2.93	.20
4*	19788.00	.049	3.58	3.33	.07
5*	12812.00	.000	3.83	3.01	.23
6*	19372.00	.008	1.58	1.62	.09
7*	18539.00	.001	4.02	3.63	.12
8*	12504.00	.000	4.08	3.18	.23
9*	14899.50	.000	3.35	2.69	.19
10*	14079.00	.000	3.71	3.06	.19
11*	15187.00	.000	3.98	3.37	.17
12*	12079.00	.000	3.94	3.06	.24

Note. *Significant Difference ($p \leq .05$)

The building administrators' response means ranged from 1.58 to 4.23, and the teachers' response means ranged from 1.62 to 3.75. The building administrators' and teachers' lowest mean was item 6, "We have used a reflection activity such as the 4 Rs (restate, react, remember, respond) to analyze data." This is also reflected in Table 10 as their percentage of *strongly disagree* and *disagree* is nearly the same for both groups. This was a relatively negative

response. This is of interest because a reflection activity (such as the 4 Rs) was identified as a critical element of the implementation of L2L by the program authors (Antonetti & Garver, 2011). The open-ended response question had multiple responses from the teachers regarding the lack of reflecting on the data. One teacher asked, “Why do you collect data if you are not going to share it?”

As documented in Table 9, all but one of the teacher and building administrator perceptions were significantly different. On all of the means of responses identified as significant, the building administrator perceptions were more favorable than the teacher perceptions, except item 6. Although the perceptions of building administrators and teachers were significantly different on 11 of 12 items, the perceptions on item 1, 4, 5, 7, 8, 10, 11, and 12, were more positive than negative for both groups (see Table 10).

Table 10

Olson School District and Noslo School District Building Administrator and Teacher Responses to Likert-Scale Survey Items by Percentages

Item Number	Building Administrator Strongly Agree	Teacher Strongly Agree	Building Administrator Strongly Disagree	Teacher Strongly Disagree
1*	91%	45%	6%	29%
2	65%	71%	14%	11%
3*	61%	28%	9%	30%
4*	67%	54%	9%	22%
5*	74%	36%	6%	32%
6*	9%	1%	91%	95%
7*	91%	68%	3%	14%
8*	85%	45%	5%	27%
9*	48%	20%	15%	40%
10*	68%	38%	6%	29%
11*	80%	55%	3%	21%
12*	85%	39%	6%	29%

Note. *Significant Difference ($p \leq .05$)

Overall, the building administrator comments and interviews were more positive than the classroom teachers. The building administrators commented often that L2L had increased their knowledge about instruction, increased the amount of times they were in classrooms, and they valued L2L as a contributing factor of improved student learning. The classroom teachers

comments were focused on their classrooms being visited more, teachers were open to other teachers being in their classrooms, and quality professional development activities had resulted from the implementation of L2L.

The means for item 6, a reflection activity was used, such as the 4 Rs, to analyze L2L data, were found to be significantly different. The perceptions of building administrators and teachers were both strongly negative. The building administrators responded 91% *strongly disagree* and *disagree* to using a reflection activity such as the 4 Rs to analyze L2L data and the teachers responded 95% *strongly disagree* and *disagree* (see Table 10). Item 6 is the only item that was very negative for both groups.

It is important to separate the building administrators and teachers by their level to determine if there are significant differences between elementary building administrators and elementary teachers, as well as secondary building administrators and secondary teachers. The perceptions of the building administrators and teachers by group will be discussed in the response to the following subquestions.

Research question 3a: How do the perceptions of elementary teachers and elementary building administrators compare? The perceptions of the elementary teachers and elementary building administrators were similar to the perceptions of all teachers and all building administrators, yet there were fewer significant differences. The data analyzed were from 22 elementary building administrators and 144 elementary teacher responses, all from the Olson School District. Some of the difference in p values between this and the previous comparisons could be from the difference in the size of the sample. A smaller sample requires more difference in means to attain statistical significance (Tanner, 2012).

Table 11

Statistical Calculations Comparing Olson School District Elementary Building Administrator and Elementary Teacher Survey Results

Item Number	<i>U</i>	<i>p</i> value	Building Administrator Mean	Teacher Mean	Cohen's <i>d</i>
1*	703.00	.000	4.36	3.36	.35
2	1510.00	.703	3.55	3.59	
3*	759.50	.000	3.82	2.94	.32
4	1429.00	.412	3.73	3.53	
5*	824.00	.000	4.00	3.17	.30
6	1253.50	.092	1.50	1.51	
7*	1186.00	.043	4.00	3.58	.08
8*	667.50	.000	4.19	3.07	.34
9*	923.00	.001	3.32	2.63	.25
10*	851.00	.001	3.90	3.19	.26
11*	1152.00	.048	4.05	3.60	.15
12*	777.00	.000	4.05	3.12	.29

Note. *Significant differences ($p \leq .05$)

All items in Table 11 found to be significantly different showed the administrator mean was higher than the teacher mean. If the lowest mean (1.50 and 1.51) was taken out of each group, the mean range for the administrators was 3.32–4.36, and for the teachers it was 2.63–3.60 on a 5-point scale.

The mean responses for items 1, 3, 5, 7, 8, 9, 10, 11, and 12 were found significantly different between the elementary building administrators and the elementary teachers. Table 12 lists all the items from the instrument and identifies the items that are significantly different.

Table 12

Elementary Building Administrator and Elementary Teacher Survey Items

Survey Number	Survey Statement
1*	The implementation of L2L has increased my knowledge about instruction.
2	I am in classrooms more since implementing L2L. (Building administrator) My classroom is visited more since implementing L2L. (Teacher)
3*	The implementation of L2L has changed our school's culture.
4	I use data from L2L as a way to discuss instructional strategies. (Building administrator) Data from L2L is used to discuss instructional strategies. (Teacher)
5*	I believe classroom instruction has improved due to the implementation of L2L.
6	We have used a reflection activity such as the 4 Rs (restate, react, remember, respond) to analyze L2L data.
7*	Most teachers are open to other teachers walking through their classrooms.
8*	I value L2L as contributing to improving student learning.
9*	Most teachers value L2L in this building.
10*	Teachers are experimenting with new instructional strategies as a result of L2L.
11*	Professional development activities have resulted from the implementation of L2L.
12*	L2L has contributed to improved student learning.

Note. *Significant differences ($p \leq .05$)

Table 13

Olson School District Elementary Building Administrator and Elementary Teacher Likert-Scale Survey Items by Percentages

Item Number	Elem. Admin Strongly Agree Agree	Elem. Teacher Strongly Agree Agree	Elem. Admin Strongly Disagree Disagree	Elem. Teacher Strongly Disagree Disagree
1*	95%	62%	5%	24%
2	55%	65%	18%	14%
3*	68%	28%	0%	29%
4	77%	66%	5%	20%
5*	91%	45%	0%	28%
6	14%	3%	86%	94%
7*	95%	66%	5%	17%
8*	91%	55%	0%	34%
9*	50%	20%	13%	45%
10*	82%	45%	5%	23%
11*	86%	70%	0%	16%
12*	82%	48%	5%	30%

Note. *Significant differences ($p \leq .05$)

Table 13 outlines the elementary building administrator and elementary teacher Likert-scale percentages of responses. In all of the items that were significantly different, elementary building administrators' *strongly agree* and *agree* percentages were higher than the elementary teachers' percentages. Item 6, dealing with using a reflection activity such as the 4

Rs, had a high percentage of *strongly disagree* and *disagree* for both the elementary building administrators (86%) and elementary teachers (94%).

The largest difference in positive perceptions was item 5, classroom instruction has improved due to the implementation of L2L. This item had a 46% difference. The elementary building administrators perceptions were 91% *strongly agree* and *agree* to the elementary teachers 45% *strongly agree* and *agree*, even though the elementary teachers perceptions of L2L increased their knowledge about instruction (item 1) was 62% *strongly agree* and *agree*. The elementary building administrator comments and interviews specifically identified that L2L had increased their knowledge about instruction and classroom instruction had improved. Building administrators explained that L2L had pushed them into the classrooms more and given them knowledge to help teachers improve their instruction. The elementary teacher interviews indicated that they believed the professional development from L2L had resulted in trying new strategies to improve learning, especially in the areas of the objective and engagement.

Another item of large difference was item 3, dealing with the implementation of L2L had changed the school's culture. The elementary building administrator perceptions were 68% *strongly agree* and *agree* as compared to the elementary teacher perceptions, which were 28% *strongly agree* and *agree*. No elementary building administrator disagreed with the item. In summary, the elementary building administrators wrote about L2L giving their school a focus for professional development and conversations. Also, many commented on the fact that L2L focused on the student, not the teacher, and this opened the door to professional conversations. One elementary principal wrote, "The fact that we can talk about learning, in a nonevaluative way, has improved our conversations about instructions." Although there were not comments written specifically about culture by the elementary teachers, one elementary teacher in the

interview shared, “With many leadership changes, L2L was the one constant. It made a big difference in holding us together and focusing on learning.”

The least amount of difference (11%) found between the elementary building administrators and the elementary teachers was in item 4, data from L2L were used to discuss instructional strategies. Both groups responded positively: 77% *strongly agree* and *agree* for the elementary building administrators and 66% *strongly agree* and *agree* for the elementary teachers. Item 2, classrooms were visited more since the implementation of L2L, had a 10% difference. In this case, the elementary teachers’ perceptions were more positive (66%) than the elementary building administrators (55%). Both groups commented in the open-ended question of the survey that there was an increase of discussion about instructional strategies between elementary building administrators and elementary teachers with the implementation of L2L.

Research question 3b: How do the perceptions of secondary teachers and secondary building administrators compare? The sample sizes were larger for this question because data from both school districts were used for analysis for this question. In the Noslo School District, L2L was implemented only in the secondary schools. The Likert-scale survey was completed by 44 secondary building administrators and 587 secondary teachers from the Olson and Noslo school districts. The perceptions of secondary teachers and secondary building administrators were similar to the elementary teachers and elementary building administrators. The Mann–Whitney *U* test calculated the means of responses to nine items significantly different for the secondary building administrators and secondary teachers (see Table 14). Cohen’s *d* was calculated for the significant items. The effect size on all the items was .25 or below and determined to have a small effect on the independent variable. For all of the items that were

significantly different, the secondary building administrators' mean rank was higher and, therefore, more favorable than the secondary teachers.

The researcher compared the means of elementary building administrators and elementary teachers (see Table 11) and secondary building administrators and secondary teachers (see Table 14) and found the items that were significantly different were the same for both groups.

Table 14

Statistical Calculations Comparing Olson School District and Noslo School District Secondary Building Administrator and Secondary Teacher Survey Results

Item Number	<i>U</i>	<i>p</i> value	Building Administrator Mean	Teacher Mean	Cohen's <i>d</i>
1*	5896.00	.000	4.16	3.09	.25
2	11830.50	.321	3.91	3.78	
3*	8631.50	.000	3.48	2.92	.15
4	10534.00	.142	3.50	3.27	
5*	7280.50	.000	3.74	2.97	.19
6	10874.50	.088	1.61	1.65	
7*	9990.50	.005	4.02	3.64	.11
8*	7281.50	.000	4.02	3.20	.20
9*	8094.50	.000	3.36	2.71	.17
10*	8018.50	.000	3.62	3.03	.16
11*	8016.50	.000	3.95	3.31	.17
12*	6647.50	.000	3.89	3.05	.22

Note. *Significant Difference ($p \leq .05$)

As noted with the other tables, the comparison of means, calculated significant differences, and Cohen's *d* gives one representation of the data. Another way to interpret the data was to look at each item by the percentage of responses. This analysis helped the researcher to understand the meaning of the data in another way. The Likert-scale items were written as positive statements.

Table 15 shows the results of the Likert-scale survey item *strongly agree* and *agree* percentages for each group, as well as the *strongly disagree* and *disagree* percentages. The neutral responses were left out of the table to make the data easier to review and analyze. In addition to reviewing the responses between the secondary building administrators and the secondary teachers, Table 15 can also be used to compare with Table 13 as the elementary building administrator and elementary teacher responses were similar to the secondary building administrator and secondary teacher responses.

Table 15

Olson School District and Noslo School District Secondary Building Administrator and Secondary Teacher Likert-Scale Survey Items by Percentages

Item Number	Sec Admin Strongly Agree Agree	Sec Teacher Strongly Agree Agree	Sec Admin Strongly Disagree Disagree	Sec Teacher Strongly Disagree Disagree
1*	88%	41%	3%	31%
2	70%	72%	5%	9%
3*	56%	28%	6%	30%
4	60%	51%	5%	23%
5*	65%	33%	4%	32%
6	7%	1%	40%	95%
7*	88%	69%	1%	13%
8*	81%	45%	3%	26%
9*	49%	20%	7%	39%
10*	60%	36%	3%	13%
11*	77%	52%	2%	22%
12*	86%	37%	3%	29%

Note. *Significant differences

Table 15 reveals the secondary building administrator perceptions are more positive than secondary teachers as 10 out of the 12 items *strongly agree* and *agree* responses were over 50% as compared to four of the 12 items that were over 50% *strongly agree* and *agree* responses for the secondary teachers. The four items over 50% *strongly agree* and *agree* for the secondary building administrators and secondary teachers perceptions were classrooms were visited more

since the implementation of L2L, data were used to discuss instructional strategies, most teachers were open to other teachers walking through their classrooms, and professional development activities have resulted from the implementation of L2L.

The elementary building administrator perceptions were similar to the secondary building administrator perceptions with 11 out of the 12 items *strongly agree* and *agree* responses as over 50% (see Table 13). The elementary teacher perceptions were more positive than the secondary teacher perceptions as six out of the 12 items were over 50% *strongly agree* and *agree* (see Table 13).

For six of the 12 items, the perceptions of secondary building administrators were over 70% *strongly agree* and *agree*. This included the implementation of L2L had increased their knowledge about instruction (88%), classrooms were visited more (70%), most teachers were open to other teachers walking through their classrooms (88%), L2L has contributed to improving student learning (81%), professional development activities have resulted from the implementation of L2L (77%), and L2L has contributed to improved student learning (86%). The secondary teachers had only one question with over 70% *strongly agree* and *agree*, which was item 2 that dealt with their classrooms being visited more since the implementation of L2L. This table clearly defines the secondary building administrators and secondary teachers have very different perceptions of L2L.

A consistent theme from the secondary building administrators in their comments to the open-ended question and the interviews was that L2L sparked professional conversations around research-based instructional strategies. One secondary building administrator said, “We have teachers talking more about objectives, thinking levels, engagement, concept development, activities, and strategies than ever before.” Another secondary building administrator said, “This

is the most enthusiasm and the most discussion around instruction that I have ever been involved in.”

Although not as frequent, secondary teachers did comment on the increase in the discussion around instruction. One teacher wrote, “I appreciate the professional conversations that have been stimulated by utilizing L2L.” Another secondary teacher stated, “L2L has been used to guide our professional learning community discussions; it has given teams a starting point.”

Comparing Tables 13 and 15, item 2, dealing with classrooms being visited more, and item 4, dealing with data from L2L used to discuss instructional strategies, were positive, ranging from 55% to 72% *strongly agree* and *agree* for all four groups. There were many comments written and expressed during the interviews regarding the increased amount of visits to classrooms. All of the comments were positive. One secondary teacher stated, “It is nice to see the administrators in our classrooms more.” Teachers and building administrators agreed that item 6 regarding the use of a reflection activity to analyze the L2L data were negative, ranging from 86 to 95% *strongly disagree* and *disagree* for all three of the groups, including elementary building administrators, elementary teachers, and secondary teachers. The secondary building administrators responded with 40% *strongly disagree* and *disagree* and 7% *strongly agree* and *agree*. This indicates that a large percentage (53%) of secondary building administrators marked *neither agree nor disagree*. A secondary teacher’s interview comment summed up the general feeling about sharing the collected data and reflecting on the data, “In general, if the teachers never see the data, then they see no reason to have any buy-in on any goals associated with L2L. They must see the data to understand what it means.”

Research question 1: What are the benefits of L2L? As stated earlier, question one was moved to the end of this chapter. The purpose of the question was to provide an overall picture and summary to the perceptions of educators who have used L2L. The word benefit has been specifically defined by the researcher as advantage, value, and the good of L2L. This question has been answered using both qualitative and quantitative data. Putting this question at the end allowed the researcher to pull the data together for analysis and reporting. The following is a summary and answer to the question, “What are the benefits of L2L?”

The elementary teachers’ perceptions included positive responses (over 50% *strongly agree* and *agree*) for several items, including the implementation of L2L had increased their knowledge about instruction. Classrooms were visited more since the implementation of L2L, data from L2L were used to discuss instructional strategies, teachers were open to other teachers walking through their classrooms, and professional development activities had resulted from the implementation of L2L. All of these items were responded to with a rate of 62% or higher for *strongly agree* and *agree* responses. This response for the elementary teachers indicates there were strong benefits to the implementation of L2L from the majority of elementary teachers’ perceptions. A quote from an elementary teacher’s comment supported these Likert-scale findings, “I honestly think L2L has made a big difference in our school on how we look at learning, because teachers have started focusing on what the kids are learning and why they are learning it, as opposed to what they as teachers are doing.”

The secondary teachers’ perceptions included positive responses (over 50% *strongly agree* and *agree*) for three items including their classrooms being visited more, L2L data was used to discuss instructional strategies, and teachers were open to other teachers walking through their classrooms. In summary, a secondary teacher described in an interview that L2L provided

a situation where teachers did not feel threatened. The teachers believed that visitors came into the classroom a lot more often, and they were not there to judge, but to interact with the students and see what they were learning and doing.

The elementary and secondary building administrator responses revealed positive perceptions (over 50%) on nine out of 12 items. Both groups of building administrator perceptions were positive regarding the implementation of L2L had increased their knowledge about instruction. The elementary building administrators responded 95% *strongly agree* and *agree* and the secondary building administrators 90% *strongly agree* and *agree*. Elementary and secondary building administrator perceptions were convincing regarding the implementation of L2L had resulted in professional development activities and contributed to improved student learning. The elementary building administrators responded 86% and 82% positively to professional development activities and L2L contributing to improved student learning respectively. The secondary building administrators responded 85% and 75% positively to the professional development activities and improved student learning. In addition, the building administrators at both levels saw other benefits to the implementation of L2L (over 50% responding *strongly agree* and *agree*). These included classrooms were visited more, the implementation of L2L had changed the school's culture, classroom instruction had improved, teachers were open to other teachers visiting their classrooms, and as a group, they valued L2L as contributing to student learning. The Likert-scale items were triangulated by the quote from an interview with a secondary principal, "I think L2L is probably the thing that has brought about the most change, the most lasting change. It is sustainable."

Other Findings

A finding that was not linked to any of the research questions, but was found in the responses to the open-ended survey question and the interviews, was the importance of the principal's role in L2L. Multiple comments were written by teachers that the principal was the key to implementation of L2L. One elementary teacher stated, "L2L is only as good as the principal of the school. For example, one principal shared the data and discussed it with us, and another principal did not do anything with the data." This type of statement was heard from all of the teachers who were interviewed.

Another finding that was shared throughout the written comments and interviews from both building administrators and teachers was the need to build trust with the process. Teachers coming into other teachers' classrooms was a new process. Many teachers commented that it took time to get used to other teachers coming into their classrooms and building administrators coming in and not leaving evaluative comments. Teachers shared that the more visits to the classroom, the more trust that was built between staff members and building administrators. One secondary principal wrote, "It takes time to get everyone comfortable and trusting the process."

A third additional finding was the importance and significance of the training provided for L2L. There were several comments that the training provided by the authors of L2L was imperative to the success of the implementation of L2L, both for the building administrators and the teachers. More than one comment was written that all teachers should receive L2L training regardless if they were visiting classrooms to collect data or not. Comments were made that the teachers who had not had the training did not fully understand the L2L purpose or value. A secondary principal in an interview shared the importance of ongoing training by the authors (of L2L) to help maintain consistency in definitions, implementation, and to train new building

administrators. This principal shared that the amount of instructional knowledge gained from L2L was insurmountable and needed to be revisited regularly. Comments from both elementary and secondary teachers spoke to the benefit of working with the authors and learning about the objective, engagement levels, engaging qualities, and high-yield strategies. One secondary teacher wrote, “Do some real professional development, and have Jim Garver come and talk to ALL the teachers about his great ideas to get students engaged.” Summarizing a secondary principal’s words, “Mr. Antonetti worked with our teachers on the learning objectives and the engagement levels in August. Then he returned in October to solidify our understanding.” A secondary principal stated, “This is not a one-and-done training; it needs to be ongoing.”

Summary of the Results

Chapter IV presented the analysis of the findings from both the quantitative and qualitative data collection methods regarding the perceptions of L2L among elementary and secondary building administrators and elementary and secondary teachers from two school districts. Overall, elementary educators had more positive perceptions than secondary educators. Elementary and secondary building administrator responses were similar and for both groups, their responses were on the positive side of the 5 point Likert scale survey. Elementary teachers and secondary teacher responses were significantly different on most items and generally, elementary teachers were more positive concerning their perceptions of L2L. The perceptions of building administrators and teachers were significantly different with the building administrator perceptions more favorable than the teacher perceptions.

Chapter V will provide a summary of results and conclusions that can be drawn from the collected quantitative and qualitative data. The chapter will highlight and discuss significant findings that may be beneficial to the school districts in this study and for future districts desiring

to implement L2L. The chapter will also provide suggestions for future studies involving L2L and implications for professional practice.

Chapter V

Discussion

Introduction

The purpose of this descriptive, mixed-methods study was to uncover the perceptions of building administrators and teachers of a walk-through model called L2L, which collects data from speaking with the students. The following questions and subquestions are the focus of the study:

1. What are the benefits of L2L?
2. How do the perceptions of elementary and secondary educators compare?
 - a. How do the perceptions of elementary and secondary teachers compare?
 - b. How do the perceptions of elementary and secondary building administrators compare?
3. How do the perceptions of teachers and building administrators compare?
 - a. How do the perceptions of elementary teachers and elementary building administrators compare?
 - b. How do the perceptions of secondary teachers and secondary building administrators compare?

The researcher was unable to locate studies on the use of a learner-focused, walk-through process, and none was found on this particular framework. The purpose of the study was to determine the effectiveness of a learner-focused, walk-through process to improve instruction through the perceptions of building administrators and classroom teachers. This chapter contains a summary of the results of this study, as well as conclusions, suggestions for further research involving L2L, and implications for professional practice.

Summary of Results

The results of the data include an analysis of quantitative and qualitative findings from elementary and secondary educators. Overall, the data gathered and analyzed indicate that generally, teacher and building administrator perceptions were positive that L2L has increased their knowledge about instruction, classrooms were visited more, data from L2L were used to discuss instructional strategies, teachers were open to other teachers visiting their classrooms, and professional development activities have resulted from the implementation of L2L. In addition, building administrators and teachers agree that reflection activities to analyze L2L data were lacking.

Elementary and secondary building administrator perceptions were similar as only one area is found to be significantly different. The perceptions of using data from L2L to discuss instructional strategies were significantly different with the elementary building administrators responding more positively than the secondary building administrators. Both elementary and secondary building administrators supported positive 95% (elementary) and 90% (secondary), that the implementation of L2L had increased their knowledge about instruction. Both administrator groups agreed that teachers were open to other teachers visiting their classrooms, they valued L2L as contributing to student learning, professional development activities had resulted from the implementation of L2L, and administrators believed that L2L was one component that helped improve student learning.

Elementary and secondary teacher perceptions were significantly different in all areas but two: They perceived the classrooms were visited more, and teachers were open to other teachers walking their classrooms. Overall, elementary teacher perceptions were more positive than secondary teachers.

Elementary building administrator and elementary teacher responses paralleled those of the secondary building administrator and secondary teacher results. All of the groups agreed that classrooms were visited more since the implementation of L2L, and data from L2L were used to discuss instructional strategies. None of the groups reported that a reflection activity, such as the 4 Rs, had been used to analyze data.

Conclusions

Overall, the perceptions of L2L were more positive for building administrators than teachers. Elementary teachers had more positive perceptions about L2L than secondary teachers and elementary building administrator perceptions were more positive than secondary building administrators. All groups agreed that classrooms were visited more since the implementation of L2L, data from L2L were used to discuss instructional strategies, most teachers were open to other teachers walking their classrooms, and professional development activities had resulted from the implementation of L2L. The mean responses of elementary building administrators, secondary building administrators, and elementary teachers indicated the implementation of L2L had increased their knowledge about instruction.

None of the groups indicated that a reflection activity, such as the 4 Rs, to analyze data had been implemented as a part of L2L. This finding is of interest because reflecting on the collected data is identified as a critical element for the implementation of L2L (Antonetti & Garver, 2011). Comments made about reflecting on the data were either positive about the experience of looking at the data or negative about never seeing the data. One teacher summed it up with a question, “Why do you collect data, if you are not going to share it?” The researcher wondered if using the word “reflection” was a key in not understanding to what the item was referring. The researcher also considered the fact that the training around the reflective process

was at the end of the L2L training. Retention of material at the end of a training could have been forgotten or facilitating a reflection activity of the collected data could have been seen as difficult to facilitate. Another possibility for the lack of sharing data could be the fact that looking at the data was not relevant to the participants at the time. During the training the school teams were just beginning to be in classrooms and collect data. There was a lot to learn when beginning the implementation of L2L. The non-evaluative process, talking with students, understanding the form, and the learning the components of the form was a lot of new and different information. How to collect the data was the focus of the training and of the most interest to the participants. Data were collected from talking with students and this was a foreign way to collect information with classroom walk-throughs. Since collecting data from the students was different and novel, this seemed to capture the participants interest the most. In addition, learning all of the definitions of the components on the form was taxing. The process of sharing the data was at the end of the training and it was possible that the participants were not ready to learn this component of L2L as it was not immediately pertinent.

An exciting perception that is positive and shared from all of the groups was that classrooms were visited more since the implementation of L2L and that teachers were open to other teachers visiting their classrooms. This was also commented in the responses to the open-ended question at the end of the survey. The fact that teachers were open to other teachers visiting their classrooms and administrators were in classrooms more since the implementation of L2L was noteworthy.

A conclusion that came out of the responses to the open-ended question and interviews is the importance of the principal's role in the implementation of L2L. One teacher commented in the open-ended question that she had been in two buildings, and in one of the schools, the

building administrator was involved in visiting classrooms, reflecting on the data with the teachers, and talking about trends, which leads to professional discussions about instructional strategies. L2L was a part of the school. The second building that she had worked in, the principal was not a part of L2L, and the teachers were resistant to the process.

Training was a key part of the implementation of L2L. Those teachers who visit classrooms to collect data commented in the open-ended question that they were more comfortable with the process because of their extensive training and believe that all teachers would benefit from participating in the training to gain a better understanding of the process. In addition, ongoing training was seen as important to ensure that the process is implemented correctly and information to the participants is consistent.

Three of the four groups of educators believed that L2L had increased their knowledge about instruction and both administrative groups believed that L2L was one component that has helped improve student learning. With that said, a significant part of L2L, reflecting on the data, was identified as an area that was not implemented consistently. What would happen to the educators' knowledge about instruction or their perceptions about student learning if reflecting on the data were implemented as prescribed in L2L? Since sharing and reflecting on the data are a key component of L2L and it is the part that has not been implemented consistently, additional training is needed. Sharing the data are an area that must be addressed to realize the full potential of L2L. A suggestion would be to separate out the component of sharing the data from the initial training and conduct the training of the 4 R's (restate, react, remember and respond) at a later date. If the training for this component was done after a significant amount of data were collected, then the participants would be able to see the relevancy and the importance of sharing

the collected data. Follow-up training could also include other approaches to sharing the data giving schools options for a variety of ways to share the data.

The results of this study support Downey et al.'s (2004) approach to the classroom walk-through. It is not about evaluation, judgment, or criticism. The process is about principals spending a significant amount of time in the classrooms and then initiating teachers in collective reflection (Downey & Frase, 2001). This study about the L2L model supports Downey et al.'s findings, and it includes the additional component of teachers visiting other teachers' classrooms (Antonetti & Garver, 2011).

Kachur et al. (2013) reviewed multiple types of classroom walk-through models that recognized the importance of including teachers in the process. It was found that the trend is moving towards teachers and building administrators working together to open classrooms for one another to observe, share ideas, discuss issues, and improve instruction. The finding of this study supports those observed by Kachur et al. L2L includes teachers, and it is possibly the first study completed on the perceptions of the effectiveness of L2L.

Recommendations for Further Research

This research study focused on the perceptions of teachers and building administrators of the effectiveness of L2L in improving instruction. Overall, the perceptions of L2L were positive in all groups. This could be the beginning of a type of walk-through model that has a lot of potential for educators. Further study is needed to delve more deeply into the perceptions of L2L among more specific groups of educators. There are endless possibilities for further research with L2L. The researcher has highlighted a few potential studies.

A group that was not specifically studied is the group of educators, both teachers and building administrators, who visit classrooms and collect data from the students. This group had

more training than the teachers who did not visit classrooms, and this could impact the perceptions of those teachers who have not had as much training in the L2L model. Each school had a team of teachers that visited classrooms, so gaining their perspectives as compared to the teachers who did not visit classrooms could provide some interesting insights into L2L. In addition, the benefit visiting teachers receive from visiting other teachers' classrooms is a potential topic to examine.

A matter of interest to the researcher would be a study of correlations between items on the Likert-scale study, for example, comparing the responses between the value of L2L and using a reflection activity like the 4 Rs to analyze data. Another example would be to run correlations on the responses to the items dealing with increased knowledge about instruction and the items regarding professional development activities that have resulted from the implementation of L2L.

Another group that was not specifically studied is teachers and building administrators with extensive years of experience as compared to those with less experience. It may be of interest to look at the impact experience has on the perceptions of teachers and building administrators of L2L.

The secondary administrator group had the lowest percentage of positive perceptions of L2L and warrants further investigation. Information could be found by comparing perceptions of the middle school and junior high school building administrators to high school building administrators.

A study of interest would be to research schools and districts at various stages of implementation of L2L. Because this model requires teachers and building administrators to visit classrooms and collect data, it is a shift from the typical classroom walk-through model

where data are only collected for evaluative purposes by building administrators. The longer L2L is implemented may reveal different perceptions of the effectiveness of improving instruction. Along with the study of looking at schools and districts at various stages of the implementation of L2L would be to conduct a study around the identified need for follow-up training. Does follow-up support or training change the way data are used in the L2L process?

Another study that would be difficult to complete, yet interesting to pursue, and could have a great impact, would be to research the notion of L2L impacting student learning. Both the administrator groups' perceptions are positive that L2L contributes to student learning. This would require a researcher to gather assessment or pretest data prior to the implementation of L2L and then track student performance through the implementation of L2L.

Both administrator groups believe that the implementation of L2L changed the school culture, yet the teachers' perceptions were not as favorable. Culture is a difficult concept to be researched, but it would be of interest to do a qualitative study about culture around the implementation of L2L and answer the question, how does the implementation of L2L impact the culture of a school?

Implications for Professional Practice

Although additional research on the effect L2L has on improved instruction, improved student learning, and the impact on classrooms is needed, there are several implications from this study that would benefit current professional practice. First and foremost is the strong response that classrooms are visited more, both by teachers and building administrators, and teachers are open to other teachers visiting their classrooms. Teachers have not always been open to having other teachers in their classrooms, and teachers could learn from each other by continuing this practice. In addition, administrators want to be in classrooms more, and L2L affords the

opportunity for an administrator to be in the classrooms without the burden of an evaluation. Along with this implication is the positive response to L2L improving the administrators' knowledge about instruction, especially for those who responded positively (elementary 95%, secondary 90%).

Training is essential for the successful implementation of L2L as it is a process that is nonevaluative, involves both teachers and building administrators visiting classrooms, and the data being collected from talking to the students. It is an involved process that requires ongoing training. Additional training and support is needed with the sharing of the data. Reflecting and analyzing the data were determined in the study to be lacking with all educator groups and needs to be addressed to ensure that L2L is fully implemented. With fiscal and time limitations, the train the trainer model could be a possible approach. A train the trainer model could be implemented by having the authors of L2L certify a group of building administrators and teachers in a district to be L2L trainers. Once certified those trainers could provide the L2L training to teachers and building administrators throughout a district. Re-certification of the trainers would take place yearly to ensure program fidelity. Both districts studied commented in the open-ended question and interviews that ongoing training is a necessity, and the authors of L2L provide the most comprehensive and consistent training.

Another interesting professional implication of L2L is that visitors to the classrooms talk to the students about what they are learning rather than observing the teacher. The students may be able to help us improve instruction and learning by having them explain how they learn best, what motivates them to learn, what helps them to retain information, does it make a difference if someone asked them what they are learning, and what is the best way for them to share what they have learned. Involving students in the discussion about learning may have strong

implications for professional practice because it is students who are doing the learning, and listening to them could impact professional practices.

Closing

Fullan (2008b) believed school administrators must use MBWA to create stronger connections with the staff, while collaboratively changing a school culture to improve students' outcomes. The classroom walk-through has been the most common tool used by educators to monitor curricular and instructional decisions made by the teacher. Downey et al. (2004) asserted that the research since 1976 has captured and demonstrated the importance of MBWA practices. Classroom walk-throughs are a practice that administrators and teachers use frequently for a variety of purposes. Regardless of the leadership style, classroom walk-throughs are one tool used for increasing the awareness of classroom practices (Downey & Frase, 2001; Downey et al., 2004; Kachur et al., 2010).

This study sought to determine the perceptions of teachers and building administrators about the nonevaluative walk-through program called L2L. Overall, teacher and building administrator perceptions were positive about L2L, including their knowledge about instruction had increased, classrooms were visited more, data from L2L were used to discuss instructional strategies, teachers were open to other teachers visiting their classrooms, and professional development activities had resulted from the implementation of L2L. In addition, building administrators and teachers agreed that reflection activities to analyze L2L data was lacking. The researcher was unable to find other studies completed about L2L or any other classroom walk-through model that was nonevaluative and collected data from students. L2L has potential and should be reviewed by other districts and schools. With an overwhelming positive response to teachers' classrooms being visited more and teachers being open to other teachers visiting

their classrooms, L2L has a lot of potential for teachers to work together with administrators to improve instruction. The administrators were very positive about being in classrooms more and L2L has increased their knowledge about instruction. According to the results of this study, L2L supports the instructional role of the building administrator and building administrators visiting the classrooms more. In addition, both teachers and building administrators responded positively that L2L data are used to discuss instructional strategies with each other. With teachers talking to teachers and building administrators talking to teachers about instructional strategies, improved instruction is bound to take place.

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Appendix A

21 Responsibilities of the Principal by Marzano, Waters and McNulty (2005)

- Affirmation
- Change Agent
- Contingent Rewards
- Communication
- Culture
- Discipline
- Flexibility
- Focus
- Ideals/Beliefs
- Input
- Intellectual Stimulation
- Involvement in Curriculum, Instruction and Assessment
- Knowledge of Curriculum, Instruction and Assessment
- Monitoring /Evaluating
- Optimizer
- Order
- Outreach
- Relationships
- Resources
- Situational Awareness
- Visibility

Appendix B
Principal Survey

Dear Administrator:

Hello! My name is Betty Olson and I am currently a doctoral student at Northwest Nazarene University in Nampa, Idaho. I am working on my dissertation and I am hoping that you will participate in this study.

The purpose of this descriptive research is to determine the efficacy of Look 2 Learning (L2L) through your perceptions as well as teachers' perceptions. The goal of this study is to determine the benefits and barriers of L2L and to determine how the implementation of L2L has changed instruction.

I am asking for your input of this subject because you are an administrator and have your own insights into L2L. I look forward to reviewing your responses.

All data received will be anonymous and by filling out the survey you are giving me consent to use your responses in my study. The survey should take less than 15 minutes to complete.

At the end of the survey, there is an opportunity to participate in an interview. This is optional to each participant and all interview responses will be kept confidential.

Please feel free to contact me with any questions or concerns you may have.

Betty Olson
ehoogland@nnu.edu

Principal Survey

The following is a list of demographic questions that would help the researcher in the data analysis phase of the study. You are **not** required to answer the questions. This is a voluntary questionnaire. If you do not feel comfortable answering one or multiple questions, please leave them blank. Thank you.

Demographic Data:

Current assignment: Elementary Middle/Junior High High School?

Number of years experience as a site administrator?

Number of years in current position?

Number of years of experience as a classroom teacher?

Using a 1-5 scale respond to the following statements by placing an X under the number designating your experiences with Look 2 Learning using the following scale:

- 1: Strongly Disagree
- 2: Disagree
- 3: Unsure/I don't know
- 4: Agree
- 5: Strongly Agree

Statement	1	2	3	4	5
1. The implementation of L2L has increased my knowledge about instruction.					
2. I am in classrooms more since implementing L2L.					
3. The implementation of L2L has changed our school's culture.					
4. I use data from L2L as a way to discuss instructional strategies with teachers.					
5. I believe classroom instruction has improved due to the implementation of L2L.					
6. We have used a reflection activity such as the 4 Rs (Restate, React, Remember, Respond) to analyze L2L data.					
7. Most teachers are open to other teachers walking through their classrooms.					

8. I value L2L as contributing to improving student learning.					
9. Most teachers value L2L in this building					
10. Teachers are experimenting with new instructional strategies as a result of L2L.					
11. Professional development activities have resulted from the implementation of L2L.					
12. L2L has contributed to improved student learning.					

Please share any other comments that you have regarding your experience with L2L.

I am seeking individuals who are interested and willing to participate in an interview regarding your experiences with Look 2 Learning. If you are interested, please provide me with your name and contact information (email address and phone number) in the space provided. The interview will require approximately 20 minutes of your time and will be scheduled at your convenience.

Name _____

Email Address _____

Phone Number _____

Thank you for taking time out of your busy schedule to take this survey. Please contact me via email at cohoogland@nnu.edu if you have questions regarding this survey instrument.

Appendix C

Teacher Survey

Dear Teacher:

Hello! My name is Betty Olson and I am currently a doctoral student at Northwest Nazarene University in Nampa, Idaho. I am working on my dissertation and I am hoping that you will participate in this study.

The purpose of this descriptive research is to determine the efficacy of Look 2 Learning (L2L) through your perceptions as well as principals' perceptions. The goal of this study is to determine the benefits and barriers of L2L and to determine how the implementation of L2L has changed instruction.

I am asking for your input of this subject because you are a classroom teacher and have your own insights into L2L. I look forward to reviewing your responses.

All data received will be anonymous and by filling out the survey you are giving me consent to use your responses in my study. The survey should take less than 15 minutes to complete.

At the end of the survey, there is an opportunity to participate in an interview. This is optional to each participant and all interview responses will be kept confidential.

Please feel free to contact me with any questions or concerns you may have.

Betty Olson
eohogland@nnu.edu

Teacher Survey

The following is a list of demographic questions that would help the researcher in the data analysis phase of the study. You are **not** required to answer the questions. This is a voluntary questionnaire. If you do not feel comfortable answering one or multiple questions, please leave them blank. Thank you.

Demographic Data:

Current assignment: Elementary Middle/Junior High High School

Number of years in current position?

Number of years of experience as a classroom teacher?

Are you a L2L trainer/mentor for your school?

Are you a L2L “walker” (Go into classrooms and collect data.)?

Using a 1-5 scale respond to the following statements by placing an X under the number designating your experiences with Look 2 Learning using the following scale:

- 1: Strongly Disagree
- 2: Disagree
- 3: Unsure/I don't know
- 4: Agree
- 5: Strongly Agree

Statement	1	2	3	4	5
1. The implementation of L2L has increased my knowledge about instruction.					
2. My classroom is visited more since implementing L2L.					
3. The implementation of L2L has changed our school's culture.					
4. Data from L2L is used to to discuss instructional strategies.					
5. I believe classroom instruction has improved due to the implementation of L2L.					
6. We have used a reflection activity such as the 4 Rs (Restate, React, Remember, Respond) to analyze L2L data.					
7. Most teachers are open to other teachers walking through their classrooms.					

8. I value L2L as contributing to improving student learning.					
9. Most teachers value L2L in this building.					
10. Teachers are experimenting with new instructional strategies as a result of L2L.					
11. Professional development activities have resulted from the implementation of L2L.					
12. L2L has contributed to improved student learning.					

Please share any other comments that you have regarding your experience with L2L.

I am seeking individuals who are interested and willing to participate in an interview regarding your experiences with Look 2 Learning. If you are interested, please provide me with your name and contact information (email address and phone number) in the space provided. The interview will require approximately 20 minutes of your time.

Name _____

Email Address _____

Phone Number _____

Thank you for taking time out of your busy schedule to take this survey. Please contact me via email at cohoogland@nnu.edu if you have questions regarding this survey instrument.

Appendix D

Interview Questions

1. Data Collection: Give some examples of the impact of collecting L2L data?
2. Reflection: Give some examples of the impact of reviewing collected L2L data?
3. Professional Development: Give some examples of the impact of the professional development that resulted from reviewing the L2L data?
4. Overall, what are your perceptions of Look 2 learning as a way to improve instruction?

Appendix E

Dissertation Chair Letter of Approval

NORTHWEST NAZARENE
UNIVERSITY

March 26, 2013

Mr. Russ Heller, Chair
[REDACTED] Research Committee
[REDACTED] School District

Dear Mr. Heller:

As you know, Elizabeth Olson is a principal in the [REDACTED]. I understand that over the past several years she has been involved in integrating the Look 2 Learning approach to improving student learning in schools across the district.

As you may be aware Ms. Olson is pursuing a doctorate through Northwest Nazarene University. I have the privilege of serving as the chair of Ms. Olson's dissertation committee. Her proposed research project requires collecting data from selected district administrators and faculty members to ascertain the efficacy of Look 2 Learning in improving teaching and learning. She will also be collecting data from administrators and teachers of a school district in [REDACTED]. The data will be collected using a printed or online survey instrument. Participants will remain anonymous unless they volunteer to attach their name to the survey, thus agreeing to be available for an interview. Data collected through personal interviews will be confidential. The proposed project will be reviewed and approved by the NNU Institutional Review Board before any data will be collected.

I support this project and humbly request that it be approved by the district research committee. If you have questions, feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Dennis D. Cartwright'.

Dennis D. Cartwright, Ph.D.
Committee Chair
dcartwright46@gmail.com
(208) 880-9781

Appendix F

Olson School District Letter of Approval

April 23, 2013

Principal Elizabeth "Betty" Olson
South Junior High School
3101 W. Cassia Street
Boise, ID 83705

Dear Ms. Olson:

The [REDACTED], Surveys, and Grants Committee is pleased to approve your proposal for a project collecting and analyzing Look 2 Learning data. The proposal is accepted, as described, and contingent on your securing, and maintaining on file, written agreement from the principals of participating sites - email notices are perfectly acceptable. Project participation by District faculty and administrators is strictly voluntary. Once completed, please share a copy of your finding/final report with this office.

Sincerely,



Russ Heller
Educational Services Supervisor
Chair, Committee on Research, Surveys, and Grants

Appendix G

Noslo School District Letter of Approval

Elizabeth "Betty" Olson
South Junior High School
3101 W. Cassia Street
Boise, ID 83705

Dear Ms. Olson:

The [REDACTED] School District Division of Academic Programs in [REDACTED], is pleased to approve your research proposal application for collecting and analyzing Look 2 Learning data through a survey of secondary administrators and teachers. Your proposal is accepted as submitted. We do require that participation by our school administrators and teachers is strictly voluntary and in all instances the anonymity of the district, its employees, and its students must be maintained.

Anyone conducting research in the [REDACTED] is required to submit to the district a summary of all results obtained in the research. Please let me know if you have any questions or need any further assistance.

Cordially,

Vicky Christenson

Vicky Christenson
Director of Secondary Curriculum, Instruction, and Staff Development

Appendix H

Validation Process

Dear Look 2 Learning (L2L) Expert:

Thank you for taking the time to rank each of the following sets of questions, including 5-point Likert scale, open-ended and interview questions.

The following are 5-point Likert-scale survey questions which will be sent to elementary and secondary teachers in two school districts to respond based on their individual perceptions. The survey responses will be used to answer the research study questions. The research study questions are the following:

What are the perceptions of teachers and administrators of the efficacy of L2L?
 How do the perceptions of elementary teachers and secondary teachers compare?
 How do the perceptions of elementary principals and secondary principals compare?

Please read each question and rank each question using the following scale. Your task is NOT to respond to the statement, but evaluate its relevance to the study.

- 1 – Not Relevant
- 2 – Somewhat Relevant
- 3 – Quite Relevant
- 4 – Highly Relevant

Statement	1	2	3	4
1. The implementation of L2L has increased my knowledge about instruction.				
2. Classrooms are visited more since implementing L2L.				
3. The implementation of L2L has changed our school's culture.				
4. Data from L2L is used to discuss instructional strategies.				
5. I believe classroom instruction has improved due to implementation of L2L.				
6. We have used a reflection activity such as the 4 Rs (restate, react, remember, respond) to analyze L2L data.				
7. Most teachers are open to other teachers walking				

through their classrooms.				
8. I value L2L as contributing to improving student learning.				
9. Most teachers value L2L.				
10. Teachers are experimenting with new instructional strategies as a result of L2L				
11. Professional development activities have resulted from the implementation of L2L				
12. Student learning has improved as a result of L2L.				

One open-ended question:

Please share any other comments that you have regarding your experience with L2L.

Please circle the relevancy:

Not Relevant

Somewhat Relevant

Quite Relevant

Very Relevant

Appendix I

Administrator and Teacher Validation Charts

Ratings on 12-item Scale by Ten Expert Administrators: Items Rated 3 or 4 on a 4-point

Relevance Scale

Item	Expert 1	2	3	4	5	6	7	8	9	10	Number In Agreement	Item Content Validity Index (I-CVI)
1	X	X	X	X	X	X	X	X	X	X	10	1.00
2	X	X	X	X	X	X	X	X	X	X	10	1.00
3	X	X	X	X	X	X	X	X		X	9	.90
4	X	X	X	X	X	X	X	X	X	X	10	1.00
5	X	X	X	X	X	X	X	X	X	X	10	1.00
6	X	X	X	X	X	X	X	X	X	X	10	1.00
7	X	X	X	X	X	X	X	X	X	X	10	1.00
8	X	X	X	X	X	X	X	X	X		9	.90
9	X	X	X	X	X	X	X	X	X	X	10	1.00
10	X	X	X	X	X	X	X	X	X	X	10	1.00
11	X	X	X	X	X	X	X	X	X	X	10	1.00
12	X	X	X	X	X	X	X	X	X	X	10	1.00
Scale Content Validity Index (S-CVI):											.98	

Ratings on a 12-item Scale by Ten Expert Teachers: Items Rated 3 or 4 on a 4-point Relevance

Scale

Item	Expert 1	2	3	4	5	6	7	8	9	10	Number In Agreement	Item Content Validity Index (I-CVI)
1	X	X	X	X	X	X	X	X	X		9	.90
2	X	X	X		X		X	X	X	X	8	.80
3	X	X	X	X	X	X	X	X		X	9	.90
4	X	X	X	X	X	X	X	X	X	X	10	1.00
5	X	X	X	X	X	X	X	X	X	X	10	1.00
6	X	X	X	X	X		X	X	X	X	9	.90
7	X	X	X			X	X	X	X	X	8	.80
8	X	X	X	X	X	X	X	X	X		9	.90
9	X	X	X	X		X	X	X	X	X	9	.90
10	X	X	X	X	X	X	X	X	X	X	10	1.00
11	X	X	X	X	X	X	X	X	X	X	10	1.00
12	X	X	X	X	X	X	X	X	X	X	10	1.00
Scale Content Validity Index (S-CVI):											.93	

Appendix J

Qualitative Informed Consent Form

INFORMED CONSENT FORM

A. PURPOSE AND BACKGROUND

Elizabeth Olson, Ed.S., in the Department of Graduate Education at Northwest Nazarene University is conducting a research study related to the efficacy of a learner-focused walk through process. We appreciate your involvement in helping us determine the perceptions principals and teachers of a classroom walk-through model which collects data from the student.

You are being asked to participate in this study because you are a healthy volunteer, over the age of 18.

B. PROCEDURES

If you agree to be in the study, the following will occur:

1. You will be asked to sign an Informed Consent Form, volunteering to participate in the study.
2. You will be asked to provide a set of demographic data.
3. You will be asked to complete an interview related to your perceptions of the efficacy of a learner-focused walk through process. The interview should take approximately 20 minutes.
4. You will be asked to reply to an email at the conclusion of the study asking you to confirm the accuracy of the data that was gathered during the interview.

C. RISKS/DISCOMFORTS

1. Some of the discussion questions may make you uncomfortable or upset, but you are free to decline to answer any questions you do not wish to answer or to stop participation at any time.
2. The researcher will make every effort to protect your confidentiality. However, if you are uncomfortable answering any of these questions, you may leave them blank.
3. Confidentiality: Participation in research may involve a loss of privacy; however, your records will be handled as confidentially as possible. No individual identities will be used in any reports or publications that may result from this study. All data from notes, digital recordings, and disks will be kept in a locked file cabinet in the researcher's home and the key to the cabinet will be kept in a separate location. In compliance with the Federalwide Assurance Code, data from this study will be kept for three years, after which all data from the study will be destroyed (45 CFR 46.117).

D. BENEFITS

There will be no direct benefit to you from participating in this study. However, the information you provide may help educators to better understand the perceptions of teachers and administrators of Look 2 Learning as a classroom walk-through model.

E. QUESTIONS

If you have questions or concerns about participation in this study, you should first talk with the investigator. Elizabeth Olson can be contacted via email at ehoogland@nnu.edu or betty.olson@boiseschools.org or via telephone at 208-954-7669. If for some reason you do not wish to do this, you may contact the Human Research Review Committee, which is concerned with the protection of volunteers in research projects.

Should you feel distressed due to participation in this, you should contact your own health care provider.

F. CONSENT

You will be given a copy of this consent form to keep.

PARTICIPATION IN RESEARCH IS VOLUNTARY. You are free to decline to be in this study, or to withdraw from it at any point. Your decision as to whether or not to participate in this study will have no influence on your present or future status as a student at Northwest Nazarene University.

I give my consent to participate in this study:

Signature of Study Participant

Date

I give my consent for direct quotes to be used in this study:

Signature of Study Participant

Date

Signature of Person Obtaining Consent

Date

I give my consent for the interview to be recorded:

Signature of Study Participant

Date

THE NORTHWEST NAZARENE UNIVERSITY HUMAN RESEARCH REVIEW COMMITTEE HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.