Are Experienced Principals More Likely to Implement the Attributes of the Three-Minute Walkthrough Program Than Less-Experienced Principals?

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ARE EXPERIENCED PRINCIPALS MORE LIKELY TO IMPLEMENT THE
ATTRIBUTES OF THE THREE-MINUTE WALKTHROUGH PROGRAM
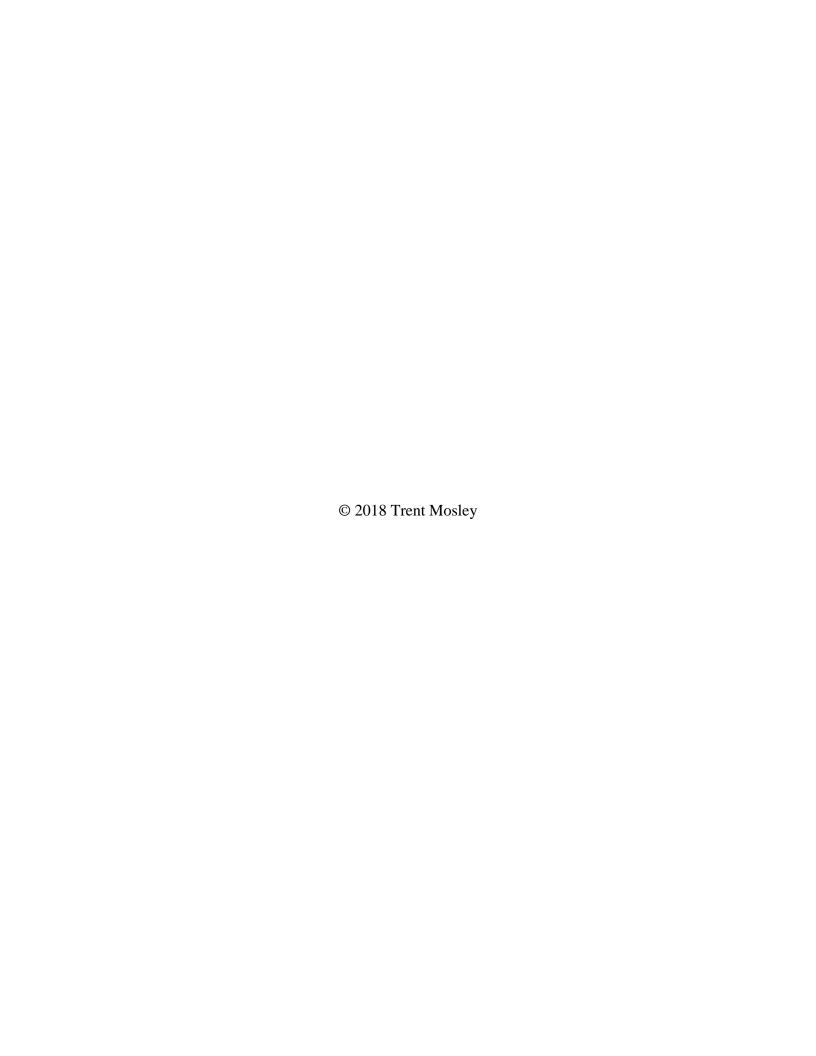THAN LESS-EXPERIENCED PRINCIPALS?

by

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Today, in this era of accountability, school improvement rests heavily on the shoulders of building principals. Apart from being managers of school operations, disciplinarians, and community leaders, these individuals are also expected to be strong instructional leaders (Crum & Sherman, 2008). Principals now must engage in strategies that will lead the cycle of continuous improvement. One such strategy that has emerged is classroom walkthroughs (Cervone & Martinez, 2007). Classroom walkthroughs serve as a vehicle through which principals can engage teachers in a process that can lead to positive effects on teaching strategies through instructional conferences (Blasé & Blasé, 1998; King, 1991).

Approximately 2,000 principals in the continental United States were identified as having been trained in the Three-Minute Walkthrough Program during the 2010-2016 school years. With support from the Three-Minute Walkthrough Program developer, Dr. Carolyn Downey, and the International office of Phi Delta Kappan (PDK), the names of program participants were identified and requested to participate in a study that would identify the degree to which they were able to implement the tenets of the Three-Minute Walkthrough Program.

To ensure a high degree of validity of the instrument, the student researcher identified 15 "experts" trained in the Three-Minute Walkthrough Program and had been responsible for

training principals throughout the continental United States during the 2010-2016 school years. Experts were asked to indicate the degree to which they felt the 62-item Three-Minute Walkthrough Program Training Instrument reflected the skills that principals were expected to assess with teachers during the Three-Minute Walkthrough process (e.g., Core Tenets of Three-Minute Walkthrough – 6 items, Pre-Three-Minute Walkthrough Preparation – 3 items, Post Three-Minute Walkthrough Reflection – 22 items). The instrument was organized according to content skill areas and experts were asked to indicate whether they "agree" or "did not agree" that they provided training to principals on each of the 62 items listed in the Three-Minute Walkthrough Checklist. The 15 "experts" were mailed the revised instruments and 15 (100%) completed and returned the instrument. A 90% level of agreement was established between experts for determining an "acceptable" item that would be included in the final instrument.

The revised instrument was mailed to 2,000 principals who had participated in the Three-Minute Walkthrough Program during the 2010-2016 school years. Participants were provided a cover letter explaining the purpose of the study, along with Western Michigan University's HSIRB requirements. Of the 2,000 instruments mailed, 790 principals (29.7%) returned the survey instrument.

Five research questions were identified and tested in this study. The SPSS software package, Version 25, was utilized to organize the data for statistical analysis. To test the research questions, descriptive statistics were used to describe nominal variables, a one-way Analysis of Variance (ANOVA) was used to test interval variables, and a linear regression analysis was used to determine whether size of the student population, years of principalship experience, gender, ethnic background, and age of principal influenced principals' decision-making when assessing teachers during the Three-Minute Walkthrough process. In all test applications, the 0.05 level of

confidence was used for determining statistical significance. The findings in this study clearly suggested that principals with more administrative experience were able to implement the tenets of the Three-Minute Walkthrough Program than less experienced administrators and that the gender, race, years of administrative experience, and size of the student population did not have any influence on the principals' decision-making regarding the implementation of the Three-Minute Walkthrough tenets.

The study concluded with three recommendations for further study.

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CHAPTER I

INTRODUCTION

The No Child Left Behind (NCLB) Act of 2001, a landmark mandate in educational reform, was designed to improve student achievement and close the achievement gap between America's diverse student populations (U.S. Department of Education, 2004). NCLB succeeded in establishing a nationwide school and teacher accountability system that focused on student outcomes and improving the lowest-performing schools and students (Stecher, Vernez, & Steinberg, 2010). Because of the increased levels of accountability for teachers, school leaders are now held accountable for both student achievement and the quality of teaching in their schools. Following on the heels of NCLB were the Race to the Top (RTTT) provisions of the American Recovery and Reinvestment Act (ARRA) of 2009. Whereas NCLB allowed states to develop their own standards and corresponding assessments, as well as set their own definitions for achievement levels, RTTT required states to adopt common K-12 standards for what students should know and be able to do (Lohman, 2010).

With these two federal mandates, the role of the principal regarding leadership, process, and administration has become less managerial and more instructionally focused. For example, prior to NCLB, principals spent a considerable amount of time on discipline, scheduling, and chaperoning school events (Johnston, 2003). The principals' supervision of teachers was largely seen as managerial and duty-focused on the compliance of state and district standards, as well as determining summative evaluations of teacher effectiveness (Danielson & McGreal, 2000).

Getzlaf, Perry, Toffner, Lamarche, and Edwards (2009) stated that feedback should be precise as it relates to established expectations. Getzlaf and colleagues (2009) also noted that feedback should be authentic. Feeney (2007) stated that in order for feedback to be considered

accurate it should focus on what the teachers and students were actually doing. Within the brief Three-Minute Walkthrough visits, principals gather enough data points on curriculum and instructional decisions that are being made and assess their impact on student behavior in preparation for a reflective conversation (Downey, Steffy, English, Frase, & Poston, 2004).

Downey et al. (2004) suggested that the Three-Minute Walkthrough observation is different from other observations because it intentionally incorporates the component of reflective dialogue between the principal and teacher following observations. Marshall (2005) indicated that teachers understand the importance of reflection on their teaching practices. In addition, the Three-Minute Walkthrough program allows administrators to determine the type of instructional practices that need to be changed to facilitate improved teacher practice (Downey et al., 2004).

Today, the burden for school improvement in a time of accountability rests heavily on the shoulders of building principals as new demands require that they act as instructional leaders (Crum & Sherman, 2008). Cervone and Martinez-Miller (2007) describe classroom walkthroughs as a tool to "drive a cycle of continuous improvement by focusing on the effects of instruction" (p. 1). During classroom visits, principals can talk with teachers about classroom objectives and instructional methods. These types of instructional conferences with teachers have been found to have a positive effect on teachers' classroom instruction (Blasé & Blasé, 1998; King, 1991).

While there is research to support classroom walkthroughs as a viable tool for improving instructional practices, there are concerns that principals using this program will need additional improvements when providing feedback to teachers to make the conversation more meaningful as it relates to improving their instructional practices.

Purpose of Study

The overarching purpose of this study was to determine whether experienced principals (principals with seven or more years of experience) were more likely to implement the tenets of the Three-Minute Walkthrough Program than less-experienced principals (principals with six or fewer years of principalship experience).

Problem Statement

The problem this study addressed, and which previous studies had failed to investigate, was namely, this: Were experienced principals trained in the Three-Minute Walkthrough Program more likely to implement the tenets of the Program than less-experienced principals? In addition, this study also sought to determine whether age, gender, years of experience, and size of the student population had any influence upon principals' decision-making when it came to implementing the tenets of the Three-Minute Walkthrough Program.

Previous studies have focused on the role school principals play as effective instructional leaders and how this role has impacted the reflective practice of teachers to increase student learning (Millar, 2009). Presently, there is little, if any, research that deals with the Three-Minute Walkthrough instrument and how it has been used to improve instructional practices of teachers.

In studies that were conducted on principals who had been trained in the Three-Minute Walkthrough Program, it appears that they were primarily limited to investigating the effects of the Program on how principals and teachers' interaction foster a more collegial and focused dialogue about improving classroom instructional practices (Freedman, 2007). Presently, there has been little, if any, research that has been conducted to determine the degree to which the tenets of the Three-Minute Walkthrough Program were being implemented by principals trained in the Three-Minute Walkthrough Program and whether those principals that successfully

implemented the tenets saw improved instructional practices than principals that did not

implement the tenets of the Three-Minute Walkthrough Program (Dewitt, 2016; Fuller, Loeb,

Arshan, Chen, & Yi, 2006; Getzlaf et al., 2009; Markow & Horowitz, 2003; Skretta, 2007).

According to Skretta (2007), the value of instructional walkthroughs serves as a tool for

principals to promote dialogue between teachers and building principals about their instructional

practices.

Background of the Problem

Improving student performance has been an ongoing concern of educators since the

beginning of schools in America. As society shifted from an agrarian to an industrial society,

schools were handed the responsibility of preparing children to work in this new economy. Early

towns in the United States turned to their local governments, business communities, and the

clergy to hire teachers and make instructional decisions about what teachers should teach and

students should learn (Tracy, 1995).

The launch of Sputnik in 1955 caused America to rethink its educational system. This

significant event heightened America's sense of urgency about increasing rigor in America's

schools. In response to this growing concern, Congress passed the National Defense Education

Act (NDEA) in 1958 which provided funding to create a stronger science and math program for

education throughout the United States. During this same time period, the Civil Rights

movement, and the eventual passage of the Civil Rights Act of 1964, outlawed discrimination

based on race, color, religion, sex, or national origin (P.L. 88-352, 78 Stat. 242). This legislative

fiat had a tremendous impact on expanding educational opportunities for all students attending

America's public schools.

Research during this period began to focus essentially on the resiliency of some schools compared to other schools that served students from different ethnic and socioeconomic environments (Brookover et al., 1982; Brookover, Beamer, & Lezotte, 1977; Brookover & Lezotte, 1982; Edmonds & Fredericksen, 1978; Rutter, Maugham, Mortimore, Ouston, & Smith, 1979; Weber, 1971). The research that emanated from this time period led to the development of the effective school movement in America's public schools (Edmonds, 1979).

The instructional leadership movement of the 1980s witnessed a second surge as the report *A Nation at Risk* was released which suggested American education was continuing to decline despite recent improvements made in the nation's schools (Hallinger, 2015). Consequently, universities began designing curriculums that addressed the importance of enhancing and supporting the need for improvements in instructional leadership in America's schools (Hallinger & Wimpelberg, 1992). According to this report, American schools were declining as evidenced by decreasing test scores as compared to other industrial nations in the world (Hallinger, 2015). During this period, Clinical Supervision, developed by Morris Cogan in the late 1950s and adapted by Robert Goldhammer in 1969, was the instructional leader's early version of walkthroughs (Bruce & Hoehn, 1980).

In response to this report, changes in American education began to occur on three different fronts. They were: (a) university preparation programs required the curricula to be more closely aligned to instructional leadership characteristics; (b) states began to increase the rigor of their curricula that would challenge students to do better and become smarter; and (c) states began to adopt more rigorous standards that would require students to meet higher level graduation requirements (Hallinger & Wimpelberg, 1992).

As the work of instructional leadership continued to evolve, more attention began to be focused on the connection between the socio-political construct of education and the expectations suggested by school leaders (Cuban, 1988). Through these lenses, instructional leadership took on the role of inspiring other educational leaders and pundits towards a collective vision of change and motivating staff to promote improved student achievement (Bass, 1985). With the focus on creating a culture of shared accountability, the role of instructional leadership shifted further to a decentralized platform with the standards-based reform movement. This decentralization of authority gave schools the authority to decide upon the specific instructional programs they would use to achieve the standards set for improved student achievement (Massell, Kirst, & Hoppe, 1997).

The NCLB framework brought about a strong need to embed clear metrics for continued school accountability. Schools that repeatedly failed to meet expected performance targets, commonly referred to as Adequate Yearly Progress (AYP), or whose students did not attain proficiency on state assessments, faced severe sanctions including, but not limited to, state school improvement plans and/or possible reconstitution and school takeover (Hamilton, Stecher, & Yuan, 2008). The NCLB, and accompanying RTTT requirements, led to even greater accountability measures that would hold both teachers and principals accountable for improved student achievement (Hallinger & Heck, 1998; Lohman, 2010). Included within these legislative frameworks was the requirement to link student performance to teacher and principal evaluations (Lohman, 2010).

Bambrick-Santoyo (2012) believe an important part of instructional leadership that is missing from most improvement efforts is coaching individual teachers to help them improve. May and Supovitz (2011) support this argument. They found that instructional change was more

likely to occur when principals focus their work on helping specific teachers improve their practice, rather than just providing instructional leadership in general. One problem that exists that impacts walkthroughs and feedback is that it is not enough for instructional leaders to merely conduct classroom walkthroughs (Pitler & Goodwin, 2008). Rather, there is a need to examine how school leaders can best create expert teachers using feedback that leads to the needed changes to close the gap in student achievement. The Three-Minute Walkthrough Program is designed to address this issue by providing feedback to teachers about improving their instruction (Downey, 2004).

From the early beginnings of walkthroughs, which is an extension of the Management By Walking Around in Business (MBWA), Peters and Waterman (1982) recognized that walkthroughs could be beneficial in the education environment. Frase and Hetzel (1990) introduced MBWA to education during the 1990s and administrators put it into practice.

However, one important concern of walkthroughs centers on classroom walkthrough training. Blasé and Blasé's (2004) findings suggest that principals need to master classroom observation and data-gathering methods, as well as teaching methods, skills, and repertoires, to lead successful conferences with teachers. The Three-Minute Walkthrough Program, created by Carolyn Downey, was designed to address the issue of helping principals, through training, to analyze instruction and diagnose teacher needs (Wayne, 2011).

Research Questions

This research study attempted to provide answers to the following research questions. They are:

1. Are principals who have seven or more years of experience in the Three-Minute Walkthrough Program more likely to implement the tenets of the Three-Minute

Walkthrough Program than principals with six or fewer years of experience in implementing the Three-Minute Walkthrough Program?

2. Are more experienced principals in the Three-Minute Walkthrough Program more likely to report higher measures of effective instructional management practices than less-experienced principals in the Three-Minute Walkthrough Program?

3. Are experienced principals more likely to focus on instructional strategies of the Three-Minute Walkthrough Program than less-experienced principals during their feedback dialogue with teachers?

4. Are more experienced principals more likely to follow-up on action items discussed in the feedback dialogue with teachers than less-experienced principals? And,

5. When comparing more experienced with less-experienced principals, and controlling for size of the student population and years of experience, does age, gender, and predominant ethnic background of the principal influence the person's decision-making process when considering the tenets of the Three-Minute Walkthrough Program?

Conceptual Framework

Carolyn Downey's (2010) Three-Minute Walkthrough Program was designed following the theoretical framework of Michael Foucault's work on discursive practice and served as the conceptual basis for this study. The concept of discursive practices includes the idea of forms of discourse in which, within institutions such as schools, the practice of classroom observation and evaluation occurs (Downey, 2010).

The Three-Minute Walkthrough Program was founded on the belief that classroom observations should be geared toward reflection which is in alignment with the concept of

discourse. Discourse is a mode of action within the discursive framework in which people may act upon the world and especially upon each other, as well as a mode of representation (Fairclough, 1992). Downey (2010) believes that the conversations between administrators and teachers should be interactive where both teachers and administrators can initiate questions or conversation starters.

Table 1 provides a brief synopsis of the connection among the five components of Downey's Three-Minute Walkthrough Framework model. Embedded within the first three components of this framework are layered criteria through which each component is articulated and helps the administrator develop a line of inquiry. This type of walkthrough structure is what Downey believes will lead to enhanced competencies, skills, and an understanding of students and learning (Downey, Steffy, Poston, & English, 2010). The principal identifies possible areas for teacher reflection. This reflective thinking with the teacher is generated by the principal asking the appropriate questions. The goal is to get teachers to be "personally responsible for their growth" and continuously improve their craft to support student learning (Downey et al., 2004, p. 3). The fourth component is the feedback part of the walkthrough process based on the follow-up observations to gather enough information to dialogue with the teacher about the impact on teaching and learning (Downey et al., 2004). Figure 1 provides a graphical depiction of the relationship between competencies, skills, and student learning.

Table 1

The Three-Minute Walkthrough Framework

WALK THROUGH 5-STEP OBSERVATION STRUCTURE				
Step One Instruction:	**Step Two Curriculum Decisions:**	**Step Three Instructional Decisions:**	**Step Four Past Curriculum and Instructional Decisions**	**Step Five Safety and Facilities: Happens Naturally**
Observation Structure: Orientation of Student to Task • Note time-on-task (orientation of body toward task) the moment you walk into the room.	**Determine Curricular Objectives and Alignment to District Curriculum and Identify Possible Growth Areas** • Derive the curriculum objectives content being taught, if available (board, lesson plan, stated). • Compare taught objectives with planned objectives, if available (board, lesson plan, stated). • Compare taught curriculum to district curriculum for alignment (WHEN YOU GET BACK TO YOUR OFFICE) or if carrying district course of student or standards/objectives	**Note Instructional Practices used and identify Possible Growth Area** • Identify generic teaching practices taking place (e.g., comparing, contrasting, classifying, student summarizing and taking notes, reinforcing effort and giving praise, practice and feedback, use of nonlinguistic representations, cooperative learning, generating and testing hypotheses, cues, questioning strategies, advanced organizers, active participation, accountable talk, teacher-student interactions, classroom organization and management). • Identify strategies being used on a specific school/district focus (e.g., literacy). • Observe for subject area specific effective teaching practice (e.g., math-metacognition, mental computations, manipulatives).	**[IF TIME]: "Walk the Walls" etc. for more Curricular Objectives and Instructional Practices** • Specify other objective and teaching practices observed in artifacts on walls, charts, chalkboard, centers, etc.	• Identify any safety and facility issues not yet addressed.

Note. Source: Downey (2004). *The three-minute classroom walk-through: Changing school supervisory practice one teacher at a time*.

Instructional Dialogue Reciprocal Process

Principal ⇄ Classroom Teacher

Support → Students

Figure 1. Mature Downey Reflective Conversation Which Professionalizes and Equalizes Roles and Discursive Practice.

Methodology of Study

An *ex post facto* design was utilized to compare the perception of principals who participated in the Three-Minute Walkthrough Program during the 2010-2016 school years. More specifically, this study sought to determine whether experienced principals were better able to implement the tenets of the Three-Minute Walkthrough Program than their less-experienced counterparts.

Participants in this study resided in school districts throughout the United States and participated in the Three-Minute Walkthrough Training Program during the 2010-2016 school years. Participants were identified through Curriculum Management Solutions (CMS), a company contracted by Dr. Carolyn Downey, the founder of the Three-Minute Walkthrough Program, to handle the logistics of managing the project and providing professional training to principals who were interested in learning more about the Three-Minute Walkthrough Program. CMS subcontracted with Phi Delta Kappa (PDK), a national professional education fraternity, to

provide the training of principals registered to participate in the Three-Minute Walkthrough Program training.

Through CMS, this co-investigator was able to obtain a listing of individuals who participated in the Program over the past seven years. Identified participants were contacted via email and asked to participate in this study. Prospective participants were informed that the investigator in this study was a doctoral student at WMU and was conducting a study to investigate the extent to which participants in the Three-Minute Walkthrough training program utilized the tenets associated with the Three-Minute Walkthrough Program.

Prior to surveying participants, the investigator obtained approval from Western Michigan University's Human Subject Institutional Review Board (HSIRB) to conduct this study. HSIRB approval meant that the investigator had established data collection procedures that would ensure the confidentiality of individuals participating in this study, along with a process for ensuring the anonymity of respondents and the anonymity of their individual responses. Additionally, participants were also informed of the benefits that were associated with their participation in this study.

Data collected from this study were analyzed using appropriate statistical procedures (including the use of descriptive statistics to describe demographic characteristics of participants, the use of a One-Way Analysis of Variance, ANOVA, to determine whether statistically significant differences existed between the two populations of principals, and a linear regression analysis to determine whether selected demographic variables had an influence on principals' decision-making when controlling for the size of the student population, age, ethnic background, and years of experience of the principal). In all test applications, the 0.05 level of confidence was used for determining statistical significance.

Significance of Study

There is a paucity of research that addressed the impact of feedback provided by principals to teachers for the purposes of improving their instructional practices (Feldman, 2016). Extant research suggests that the quality of teacher instruction is directly linked to improved student achievement (Darling-Hammond & Youngs, 2002). Supporting the premise of heightening the need for quality teachers, Hanushek (2009) estimated that eliminating the least effective 6–10% of teachers would increase student achievement significantly. Downey et al. (2004), developers of The Three-Minute Classroom Walkthrough Program, posit that "Leadership must initiate change . . . collaborative affiliations are critical for successful change" (p. 111). Principals, as instructional coaches, provide the leverage teachers need to improve practices. Nidus and Sadder (2011) wrote, "formative coaching is built on deep analysis of teaching and learning" (p. 4). The coaching interaction is described by Downey et al. (2004) as "Teacher learning, and growth do not magically and spontaneously unfold. Rather, teachers depend on appropriate interaction between themselves and the principal and between themselves and other professionals" (p. 132).

Many studies point to outcomes which show that some teachers contribute more to their students' academic growth than other teachers, but almost no research can systematically explain the considerable variation in teachers' skills for promoting student learning (Goe, 2007). Isolating the variables in teaching practices that predict how well a student will do present challenges. Central to this topic is the role of the instructional leader. Principals need to be able to identify effective teaching practices and conduct meaningful reflective dialogue with their teachers (McGill, 2011). James and McCormick (2009) reported that giving teachers

opportunities to reflect is an important venue for teachers as they seek to improve performance in the classroom.

Delimitations of the Study

According to Creswell (2003), the use of delimitations is to establish the boundaries, exceptions, reservations, and qualifications inherent in every study. In this regard, this study was delimited to principals who had received training in the Three-Minute Walkthrough Program during the 2010–2016 school years. Based on this specific parameter, it is recognized that one's perception may be limited and narrow in scope.

Limitations of the Study

Creswell (2003) posits the notion that the purpose of the use of limitations is to identify the potential weakness of a study. The purposive sampling identified decreases the generalization to all principals and different walkthrough program designs. Therefore, this study was limited to individuals who participated in the study, and no inferences will be suggested, or otherwise implied, beyond this population. Additionally, the limitations of this study included individual principals who successfully completed the programs.

Assumptions

The responses provided by the participants were accurate and provided a true representation of their perceptions.

Definition of Terms

The following terms are used throughout the study. Their definitions are provided here to ensure understanding and prevent misinterpretation.

Class Observation—classroom visits lasting a varied amount of time where an observer records data regarding the behavior of teachers using a walkthrough protocol.

Curricular Decisions—refers to objectives the teacher has chosen to teach and whether they are aligned to the curriculum (Downey et al., 2004).

Instructional Decisions—refers to the instructional practices the teacher chooses to help students achieve the objectives (Downey et al., 2004).

New Strategies—a term that refers to ways or approaches of presenting instructional content in a new style or way.

Principal/School Administrator—the instructional leader of the school.

Reflective Conversation—a term that refers to the opportunity a principal has to coach the teacher after a Downey-method walkthrough that should enable teachers to think about their teaching and how they are using strategies (Downey et al., 2004).

Safety and Health Issues—noticeable safety or health issues that need to be addressed.

Student Orientation to the Work—refers to students appearing to be attentive when the administrator first walks into the room (Downey et al., 2004).

Walk-the-Walls—refers to evidence that connects past objectives and instructional practices in the classroom that are identifiable (on walls, projects, etc.) (Downey et al., 2004).

Summary

Chapter I provided an introduction to the study and an overview used by principals to enhance the dialogue between principal and teachers for the purpose of improving student achievement. The problem statement was identified with a corresponding plan to collect and analyze data based upon five research questions posed in the study. Finally, the significance of the study, delimitations, limitations, and definition of terms were identified and presented.

The next chapter, Review of the Literature, will discuss the relevant literature associated with the Three-Minute Walkthrough Program and accompanying leadership practices designed to improve teaching and learning in selected public schools in the United States.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In this chapter, I will review the relevant literature pertaining to the evolution of the Walkthrough process. Prior to this, a brief historical review of the evolution of education in America will be explored. A cursory overview of the industrial revolution and its impact on the establishment of America's public schools will be briefly discussed in this chapter. This discussion will serve as the foundation for the establishment of various instructional practices designed to improve America's emerging public schools. Finally, the evolution of Three-Minute Walkthrough Program will be discussed to show how this Program was developed and provided new approaches to enhancing the skills of principals designed to improve the instructional practices of their teachers.

Evolution of American Education

From its early beginning in the 17th and 18th centuries, the family served as the primary institution for education of children. The family served as the foundation for the education of its youth, with the foundation of its teaching based upon scriptural underpinnings. The first formal school, the Boston Latin School, appeared in the 1630s, and by 1647, the "Old Satan Deluder Act," was established which required every town with at least 50 households to hire a teacher of reading and writing.

In the early 1700s, the first grammar school was developed to provide education for youth beyond the elementary level. Typically, these schools were established in private academies for families that could afford private academies. The curriculum included a broad

range of subjects, including Latin, Greek, arithmetic, English, agriculture, and other subjects associated with agriculture and the practical arts of navigation.

During this time, a majority of African Americans in the colonies were slaves. In a few instances, the Quakers established schools for them. In the South, however, the story was quite different. Although enslaved blacks were denied the opportunity for education, there were a few Blacks who were able to learn how to read and write from primers, Bibles, benevolent Whites, and covert schools established in slave quarters. It is estimated that at the time of the Civil War, roughly 5% of the slave population was literate.

The first half of the 19th century saw an increase in the percentage of White children enrolled in New England schools. Eventually, the establishment of schools spread throughout the Midwest. It was not until the latter part of the 19th century was there an appreciable increase in students attending schools in the southern states. This was primarily due to these states receiving funds for education from the federal government after becoming annexed back into the United States.

The Influence of Industry on Education

School leadership was viewed differently across the various historical eras found in the United States. In the 1700s, education was not considered a professional discipline or field of study (Gordon, 2014). The focus during this era that is considered relevant to the extent of school leadership was the selection of teachers as a means for delivering the chosen content of the district, institution, or individual in control of the classroom (Alfonso, Firth, & Nevelle, 1975). Supervision in American schools from 1642 (the time of the Massachusetts Bay Law) until the late 19th century can be characterized as school-focused as opposed to instructional supervision (Burnham, 1976). Clergy during this period were considered logical choices for the role of

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educator because of their extensive education and presumed ability to guide religious instruction in schools (Tracy, 1995). Within this system, supervisory committees were charged with monitoring teachers to determine whether children were prepared to go into the world of work, ensuring schools maintained a corpus of qualified teachers, and hired and fired teachers who were deemed unsatisfactory (Burke & Krey, 2005). The role of the supervisory committee was held in high regard and its members held strong status in the community. As a result, the supervisory committees varied from community to community; they did not have a common set of agreed-upon instructional norms. Thus, the feedback to teachers was different from community to community (Marzano, Pickering, & Pollock, 2001). This is not dissimilar to the makeup of the current educational structure of the United States, except now the district is not governed by a universal curriculum, but by how much funding they can develop for their individual school (Berliner & Glass, 2014).

The Era of Scientific Leadership

By the 1800s supervision toward improving instruction took precedence (Rauscher, 2016). By the mid-1800s, the need to provide complex feedback began driving the conversation around improving instruction (Blumberg, 1985). Supervisors during this era became increasingly focused on instructional practices. However, while the awareness for pedagogical skills was heightened, there was little or no formal discussion about what those skills would entail (Marzano, 2011). During the latter part of the 19th century, there were two theories of thought that drove education supervision reform. The first theory encapsulated ideas such as student-centered education, which was believed to connect the classroom to the real world. Differentiated learning were hallmarks of this approach, developed by John Dewey, who was considered the pioneer of this pedagogical movement (Marzano, 2011).

The second theory of thought which dominated this period was the scientific approach based upon engineering practices and developed by Frederick Taylor (Aitken, 2014). The premise involved measuring multiple approaches to the supervision of teachers; one can then decide about the most successful approach to use (Marzano, 2011). The theory was that the same approach could be applied to the selection of workers at the time (Aitken, 2014). Ellwood Cubberley took Taylor's theory and applied it to school administration. Cubberley designed a set of principles for administrators to use to analyze data to ensure that teachers and schools were productive (Marzano, 2011). School supervisors during this period were dually focused on evaluating teachers with a scientific approach and leading teachers to use an array of instructional approaches to adapt to student needs (Aitken, 2014). Alfonso and colleagues (1975) summarize the nexus between general activity in education and supervisory practices. They observed that the emphasis placed on organizational regimentation early in this century was done to reflect efficient planning and the application of scientific methods. This concept served to further entrench the inspectional concept of supervision (Alfonso et al., 1975).

In modern literature, elements of scientifically-based leadership are still evident in practice (Kvaskoff & McKay, 2014). The evolution of this practice has moved out of general education and into subject-specific fields. These fields are limited to career scientists who need to be able to manage projects, students, postdocs, staff, and a broad array of scientific teams (Kvaskoff & McKay, 2014). Modern studies have highlighted the potential necessity for junior scientists to routinely be trained in the leadership skills they need to maximize the productivity of their future research groups to continue with the scientific pedagogical momentum that first arose in the mid-1800s (Kvaskoff & McKay, 2014). Methods by which to do this have also shed light on the demographic norm. Many scientists fail to realize that they need training, and

therefore there is a drastic limitation on leadership programs. As it will be divulged throughout the rest of this literature review, some of the best practices for developing beneficial leadership skills involved a qualitative approach through human interaction (Kvaskoff & McKay, 2014). This same trend has been found as beneficial for instigating the norm of leadership into career scientists who head large teams, much like principals' head teams of teachers in the school environment. These include role-playing exercises, case studies, and discussions that involve participants learning and practicing skills such as setting goals, delivering feedback, running successful meetings, and managing conflict or difficult situations that can arise in a laboratory setting (Kvaskoff & McKay, 2014). Though this study highlights the practical lessons learned from the scientific leadership movement in pedagogical history, it also introduces some of the necessities that are found within effective principals and scientific leaders. This is just one area where there is a crossover between a historical norm that has become isolated to a niche career, and the modern approach to broaden leadership and pedagogical application.

Another means of describing this form of leadership is authentic, which has been argued to be a core part of the instructional leadership of principals. Some of the practices found in how modern scientists approach leadership roles are considered (Khadijah & Mohammed, 2014). This includes self-awareness, relational transparency, internalized moral perspective, and balanced processing of information (Khadijah & Mohammed, 2014). The scientific leadership movement, as well as developing instructional leadership and the subsidiary leadership styles that feed into this process, has been argued as the first dawning of how leadership spurred on creativity (Vessey, Barrett, Mumford, Johnson, & Litwiller, 2014). This has since been perpetuated through almost all forms of educational leadership, as creativity is an essential element of evolution in all areas of pedagogical practice (Vessey et al., 2014). In the last decade, there has

been a marked increase in the study of the influence of leadership on creativity and the effects of the relationship on organizational performance (Vessey et al., 2014). There have been many explanations that have been broached regarding the positive effects of leadership on creativity, with many past studies proposing different and often contradictory methodological approaches for leaders to achieve positive effects on creativity within their institutions and organizations, especially in different workgroups (e.g., teachers and students; Vessey et al., 2014).

One of the areas on which creative leadership has had a huge influence in the field of scientific research (Vessey et al., 2014). Though this has already been discussed in this section, the following section discusses the movement from the original scientific leadership into how some of the arguably most important scientific advancements of the last century impacted education and pedagogical approaches to the American educational system. This point in time is significant as it marks the turning point in how the current system has evolved.

Sputnik's Impact on Teaching and Learning

Prior to the launch of Sputnik, there was a debate about the quality of American education (Gregg, 2016). Notable individuals such as Admiral Hyman Rickover wanted the country to maintain an adherence to learning the fundamentals through drill and memorization of basic facts (Gregg, 2016). With the launch of Sputnik in 1957, a renewed commitment to education for new initiatives to improve the education for all children emerged (Zajda, 2014). Sputnik resolved the debate in favor of those who recommended greater rigor in the curriculum and the demand for higher academic standards for all American students. In response to this national alert, there was an immediate increase on the part of America's legislators to improve this nation's educational system. Congress passed the National Defense Education Act (NDEA) in 1958 (Brown, 2016). This Act increased federal funding for education at all levels, with a

primary focus on scientific and technical education (Powell, 2007). Principals during this period focused primarily on managing government-funded initiatives (Hallinger, 1992). It was especially during this period that research and theory from the behavioral sciences was used to search more diligently for a conceptual framework for improving supervisory practices (Burnham, 1976). Into the 1960s many supervisors, and particularly school principals, began to be agents of change (Firth, 1975). Neville (1966) asserted that supervisory duties included identifying instructional problems, being a resources person, serving as an expert in group dynamics, and being a change agent.

The concept of principals being agents of change is continually present in modern published scientific and academic research. An example of a recent study is the paper completed by Manna (2015) for the Wallace Foundation. Manna (2015) argued that principals who are strong, effective, and responsive leaders, both directly and indirectly, help to inspire and enhance the abilities of their teachers and other members of the school-based staff population into completing excellent work. These principals also tend to retain great teachers and create opportunities for them to assimilate into new leadership roles (Manna, 2015). This led Manna (2015) to pose the question, "What can state policymakers do to help ensure that schools have excellent principals who advance teaching and learning for all students?" Manna's (2015) study is important, as it shows the shift from principals being agents of change for students, and instead moving them into creating a wealth of teachers who can do the same. In answer to the question, Manna (2015) argued that policymakers can do a lot to help advance this norm in the modern educational institution. These include creating state policy agendas that address school principals along with other priorities, making the training of aspiring principals easier through support and the inclusion of leadership skill training. Manna's (2015) study is interesting and important as it

highlights the importance of how the concepts of principals being agents of change is still being perpetuated in modern government initiatives.

These practices have been found to be a source of anxiety for aspiring principals' perspectives about teacher supervision and evaluation, and therefore instructional leadership has been implemented to help aid aspiring principals in building their reputations as agents of change (Range, McKim, Mette, & Hvidston, 2014). In a qualitative study by Range et al. (2014), 32 educational administration graduate students who were enrolled in an instructional leadership class also took part in an online instruction on teacher supervision and evaluation. The results of the study indicated that participants understood the concept of formative supervision but were less knowledgeable on defining teacher evaluations. More specifically, the participants used many terms associated with supervision as a role of principals when evaluating teachers (Range et al., 2014). The main concerns noted by Range et al. (2014) were that aspiring principals wanted to be adequate instructional leaders through delivering feedback to low-performing teachers in a means that would influence and improve their performance.

Range et al.'s (2014) study is important as it noted the shift between principals being agents of change for students, and into the teachers being the agents of change for the students, therefore making the educational institution an environment for high achievement. This is just one study that would not have been published had the developments in historical education not occurred.

This general outline of the history of supervision gives credibility to Ryan's (1971) assessment of supervisory practices prior to the time of Goldhammer's (1969) book titled *Clinical Supervision.* Traditionally, supervision was carried out by a principal or some authority figure in the school. It was the role of the principal to ensure the school was running smoothly,

students were safe, teachers were kept on their toes, teacher performance was monitored, and occasionally new ideas about how to motivate students to learn were given to them (Goldhammer, 1969).

The Civil Rights Era and Clinical Supervision

The civil rights movement eventually led to the passage of the Civil Rights Act of 1964 (Button, 2014). With this enactment, there were significant advancements made in equal employment opportunity, attacks on discrimination based upon race, and eventually gender (Button, 2014). While this was a historical landmark for education, it had little if any impact on improving the performance of students, particularly African American students (Button, 2014). To combat this negative phenomenon, there was a resurgence in the need for clinical supervision in America's public schools. From a historical perspective, clinical supervision had its beginning in the early 1950s, and with the passage of the Civil Rights Act of 1964 and the concomitant requirement to desegregate *de jure* segregated schools, there arose the need to support the instructional needs of teachers who would receive students who came from disadvantaged environments (Anyon, 2014).

Clinical supervision requires teachers and supervisors to attack instructional problems together and it rests on the conviction that instruction can only be improved by direct feedback to a teacher on aspects of his or her teaching that are concerns of the supervisor only (Reavis, 1976). Reflective of the clinical framework described, Robert Goldhammer (1969) proposed a five-stage process of clinical supervision. This model included the following elements: (a) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (b) classroom observation; (c) supervisor's analysis of notes from the observation; (d)

planning for the post-observation conference between supervisor and teacher; and (e) a supervisor's analysis of the post-observation conference (Goldhammer, 1969).

A defining difference between the clinical supervision framework and its predecessors is in its content (Schoenwald, Mehta, Frazier, & Shernoff, 2013). The emphasis in clinical supervision was on analysis rather than inspection, as well as its lack of use of lists, charts, and tables. It relied on the exchange of information (Schoenwald et al., 2013). Additionally, teachers were responsible for initiating the conversation. Goldhammer (1969) stated that the desired clinical supervision was essentially teacher-initiated and consistent with independent, self-sufficient action. Cogan (1973) asserted that it is in the teacher-supervisor dyad that the teacher learns that the supervisory program is the teacher's, not the supervisor's.

The Civil Rights era introduced the field of pedagogy to clinical supervision, but it also had far-reaching impacts in the social strata of the educational system (Orfield, 2014). At the time of the Civil Rights movement, the subsequent policies, and anti-civil rights political and legal movements that reversed them, have been argued to have had a lasting impact on school systems (Orfield, 2014). For example, the policy reversals and transformation of the United States demographic makeup required a new civil rights strategy. Mass immigration, inspired by the Civil Rights movement, and a decrease in the Caucasian birth rate meant that new educational policies must involve the inclusion of language-minority homes (Orfield, 2014). Recent policies have enabled this to become possible. In the fifth annual update on America's high school dropout crisis, it is shown that the United States has crossed the 80% high school graduation rate threshold and remains on track to meet the goal of a 90% high school graduation rate by the Class of 2020 (Balfanz et al., 2014). It has been argued that the educational evolutions

from the Civil Rights era are responsible for aiding in these high percentages (Balfanz et al., 2014).

It has been argued that though the Civil Rights era led to many positive changes in education, it also introduced new challenges for adapting a once-marginalized group that did not have the same access to higher education as the majority of American citizens (Balfanz et al., 2014). However, by employing the emerging trends in clinical supervision, as well as other educational developments aimed at top-down instruction from principals, this has meant that the integration of racial groups from various educational backgrounds has exceeded the expectations of many educational authors from the 1900s (Balfanz et al., 2014). These most recent developments have highlighted the work conducted to improve educational institutions in the last decade (Balfanz et al., 2014).

To achieve the 90% graduation rate, there are a set of key areas that need to be addressed by educational leaders. These are closing the gap between low-income students and their middle and upper earner peers, developing a better means of education in inner-city schools, improving outcomes for students with disabilities, and focusing on the failure of schools across California (Balfanz et al., 2014). Attention is currently needed mainly on boosting graduation rates for young ethnic-minority men across a handful of critical states (Balfanz et al., 2014). Though the study by Balfanz et al. (2014) highlights the importance of the final key area for improvement, it also shows just how beneficial historical trends have been in implementing the positive changes we see today. However, there are still significant gaps in the literature that highlight just how principals and other educational leaders have worked toward helping that change.

The following section returns to the timeline and discusses how the concepts of contemporary pedagogical practices have emerged, thus helping to create the graduation rates we are witnessing in America today.

The Impact of the Hunter Model

With the election of Ronald Reagan in 1980 and a continued focus on education, Reagan brought the state of American education to the forefront with a report from the National Commission on Excellence in Education (NCEE) in 1983 called *A Nation at Risk* (NCEE, 1983). The document warned of a rising tide of mediocrity in the American school system. The report was sponsored by the U.S. Department of Education but was written by a group of academics (Mehta, 2015). The report continued to evoke a crisis that has been argued to have such far reaching impacts as to still govern the way that average Americans think of their educational system (Mehta, 2015). The report still frames the ways in which the United States develops its education policies, with the assumptions of these policies lying in the depths of *A Nation at Risk* and the underlying debates that the report delivered (Mehta, 2015).

The overarching theme of the report included the concept that schools, not society, should be held responsible for the economic failings of the American system (Mehta, 2015). The utilitarian and instrumental vision for education was that it should be tested through external means, the assumption that went on to persist through the following decades (Mehta, 2015). Although *A Nation at Risk* has had mixed reviews since it was first published, it has been argued that it was the core influence in the mathematics and science course graduation requirement increases throughout the 1980s and 1990s (Plunk, Tate, Bierut, & Grucza, 2014).

In the 1980s, principals were expected to lead the effort to improve schools. Principals began making the shift to instructional leaders and kept a high focus on curriculum and

instruction (Lashway, 2004). This was initially described as instructional leadership that would go on to become the paradigm of principal leadership in the field of educational and pedagogical study (Hallinger, 2015). Instructional leadership has henceforth moved into one of the paradigms that researchers use in modern educational study. An example of this is a recent study conducted by Heck and Hallinger (2014) who tested a multilevel, cross-classified model that looked to shed light on the dynamic nature of relationships among leadership, teaching quality, and student learning in school improvement.

The primary goal of Heck and Hallinger (2014) was to develop the model in such a way that it would illuminate what paths through leadership influence student learning. Heck and Hallinger (2014) examined the mediating effect of the schools' instructional environment impacts on leadership, and how instructionally-focused leadership can moderate the teacher effects on student learning. Drawing from 60 primary schools in a single state in the United States, Heck and Hallinger (2014) employed a multilevel longitudinal dataset to quantitatively model the research. The findings suggest that leadership effects on student learning were fully mediated by the quality of the school's instructional environment. It was also found that classroom-related paths examined in this study directly influenced the measure of student math achievement. This is just one example of modern usage of instructional leadership.

Another example is the study of Howard (2016) who examined instructional assistant principals in distributed instructional leadership in the three middle schools across a large urban school district. Howard (2016) employed the leadership functions previously developed by Hallinger (1992) in the study of instructional leadership. Through a qualitative study of interview data, document analysis, and observational techniques, it was determined that the assistant principal is only engaging and distributing instructional leadership in one of every three cases

(Howard, 2016). Howard's (2016) work builds on the work of Madeline Hunter, who had a significant impact on instructional leadership practices during this period, which had an influence on the instructional role principals could portray during this time (Hoffman, 2014). The centerpiece of her work was the seven-step model of a lesson (Hunter, 1984).

Observation and script taping were critical components of Hunter's process of supervision. After script taking, principals conferred with teachers. During the post conference, the principal and teacher discussed the data from the script taping in depth (Hunter, 1980). In short, Hunter's seven elements of an effective model was the prescription for teacher evaluation in many states (Fehr, 2001). The seven key elements in Hunter's model are:

1. Anticipatory set

2. Objective and purpose

3. Input

4. Modeling

5. Checking for understanding

6. Guided practice

7. Independent practices

Many of the instructional practices advocated by Hunter (1980) have been supported by the research of Brophy and Evertson (1975), Emmer, Evertson, and Anderson (1979), Good and Grouws (1979), and Rosenshine (1982). While the principal's role shifted to more of an instructional leadership framework, there was a tendency during this period to see principals as heroic leaders who single-handedly kept a school on track (Bottoms & O'Neill, 2001). Bottoms and O'Neill (2001) characterized the principal during this period as the chief learning officer who bore the ultimate responsibility for success or failure of the educational institution. As the

United States transitioned into the era of the standards-based education reform in the 1990s, subsequent U.S. presidents focused on improving instruction through accountability standards for both teachers and school leaders.

The Standards Based Movement: High Expectations for All Students

President Bill Clinton ushered in the standards-based reform (SBR) with the 1994 Reauthorization Act of the Elementary and Secondary Education Act (Shepard, Hannaway, & Baker, 2009). This Act shifted more federal dollars to school districts with high representation of low income students, and linked standards, testing, teacher training, curriculum, and accountability (Cross, 2010). Clinton's Educate America Act in 2000 recommended goals for students about what they were expected to know and be able to do (Mulcahy & Mulcahy, 2014). With the passage of the Education Goals, school districts in each state were asked to voluntarily accept the standards. The fate of this Act fell short of its intended goal, in part due to its voluntary nature, coupled with the resistance of states to abandon their state's educational plan for a national program. In short, this Act had little impact on changing the curriculum in the schools of the United States (Mulcahy & Mulcahy, 2014). This expectation then fell under the umbrella of school leadership to lead the charge (Pollock & Ford, 2009). The framework required concrete results, demonstrated through student learning and evidenced through analysis of student learning data. This framework introduced the idea that principals during this period led various efforts to minimize learning gaps, especially for the minority population; strengthen schools; and improve staff development. Often these efforts led to gathering other professionals in the field to review and analyze test data related to the standards (Pollock & Ford, 2009).

Since the introduction of national goals for education in 1989 and standard-based reform, the recent results show that the American student remains relatively the same in many areas,

while slipping farther behind the global average in others (Mulcahy & Mulcahy, 2014). More specifically, Goal 1 improved by 3%; Goal 2 fell back by 1%; and Goal 3 increased by 4%. Goal 4 saw little or no appreciable change; Goal 5 saw no change; and Goal 6 declined by 2 percentage points (National Education Goals Pane, 1999). Furthermore, during this period of increased accountability, schools and educators in many states continued to function, and staff in the low performing schools remained employed, even when gross incompetence and malpractice were evident (Walberg, 2003). As such, George W. Bush set out to improve the country's education system by signing into law the No Child Left Behind Act (NCLB) of 2002.

The No Child Left Behind Act of 2001

With the authorization of the No Child Left Behind Act of 2001 (NCLB), President George W. Bush signed into law the reauthorization of ESEA of 1965 (Sadovnik, O'Day, Bohrnstedt, & Borman, 2013; Thomas & Brady, 2005). The primary goal of NCLB was to assist in improving educational achievements of economically disadvantaged students by ensuring teachers were highly qualified, were instrumental in improving literacy rates, and would hold schools accountable for the success of students whom they taught (Poswick-Goodwin, 2003; Sadovnik et al., 2013). NCLB set specific standards to which schools needed to adhere by using standardized tests revealing that national goals were being met (Office of Educational Research and Improvement, 2001; Vinovskis, 2015). If schools did not meet those standards, or improve, punitive action such as providing tutoring services, paying for transportation to attend a different school, among others, became viable options for addressing the lack of performance in the nation's schools (Vinovskis, 2015). In addition, the government had the right to place a school in corrective action if the school did not show progress after 4 years. Corrective action meant the possibility of changing the curriculum, replacing staff, or extending the school year (Vinovskis,

2015). NCLB's primary focus was on improving the core business of schooling, teaching, and learning (Huffman, Pankake, & Munoz, 2007; Supovitz & Poglinco, 2001).

In 2010, Congress passed President Barak Obama's Race to the Top (RTTT) initiative, the President's amended version of ESEA of 1965 (Smith, Windish, & Taylor, 2016). This federal mandate was designed to use statewide data systems to track students from early-childhood programs to high school completion, develop college and career-readiness curricula, and have an increased use of quality assessments to monitor student achievement (Calzini & Showalter, 2009; Kelleher, 2011). To improve instruction in the NCLB & RTTT era, supervisors used *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 2007) and the *Three-Minute Classroom Walkthrough: Changing School Supervisory Practice One Teacher at a Time* (Downey et al., 2004). Each approach required that principals collaborate and assist teachers in learning how to reflect upon their own professional practice. These two approaches required principals to be visible in classrooms to improve teaching and improving learning (Smith et al., 2016).

In previous studies conducted in education, it was not uncommon to find school leaders held up in their offices leading from their chair (Smith et al., 2016). In *What's Worth Fighting for In Your School*, Fullan and Hargreaves (1996) indicated the archaic way of doing administrative business was found to increasingly isolate teachers, resulting in the possibility of getting some feedback from periodic formal evaluations—often perfunctory and sporadic (Dinkes, 2016).

To make decisions that have a substantial impact, school leaders are expected to know what is occurring in their building (Baker, Oluwole, & Green, 2013). This is especially true when one views it through an instructional lens. Research findings about how principals

influence student achievement determined that being visible and accessible to students and staff throughout the school, particularly in the instructional setting, is important (Baker et al., 2013). Research shows principals have more impact on student achievement when they are informally visible and accessible to a classroom (Downey, 2004). These visits might motivate teachers and make principals accessible and visible to both students and teachers. As instructional leaders, principals are encouraged to spend considerable time in classrooms observing teaching and learning (Downey, 2004).

Historical Evolution of Principal Leadership

From an historical perspective, Beck and Murphy (1993) summed up the evolution of the principal from the 1900s to the 1990s thusly: 1900s as a values broker; 1930s as a scientific manager; 1960s as a bureaucratic executive; 1970s as a humanistic facilitator; and the 1980s until the current time, as an instructional leader. The research revealed that instructional leadership has become the focus of school leaders since the 1980s (Goodwin, Cunningham, & Childress, 2003; Tolley, 2014). In the 1980s, and because of the Nation at Risk report, school leaders were challenged to meet specific characteristics that define effective leadership. During these transparent times, educational excellence is at the forefront. In *Whatever it Takes*, DuFour, DuFour, Eaker, and Karhanek (2004) argued that contemporary public schools in the United States are now being called upon to achieve a standard that goes far beyond the goals of any previous generation—high levels of learning for all students. Findley and Findley (1992) claimed that if a school is to be an effective one, it will be because of the instructional leadership of the principal. This has been mirrored throughout contemporary research (Goldring, Cravens, Porter, Murphy, & Elliott, 2015; Zepeda, 2013). Flath (1989) concurs by arguing that research on effective schools indicates that the principal is pivotal in bringing about the conditions that

characterize effective schools. Ubben and Hughes, who were cited by Findley and Findley (1992), claimed that although the principal must address certain managerial tasks to ensure an efficient school, the task of the principal must be to keep focused on the activities that pave the way for high student achievement.

Bambrick-Santoyo (2012) believed an important part of instructional leadership missing from most improvement efforts is coaching individual teachers to help them improve. May and Supovitz (2011) supported this contention. They discovered that instructional change was more likely when principals focused their work on helping specific teachers improve their practice, rather than just providing instructional leadership in general.

From Lyndon B. Johnson's ESEA to George W. Bush's NCLB Act, the stage has been set for increased focus at the granular level of education—the classroom (Bok, 2015). Improving student achievement has moved from a broad view of monitoring and evaluating the processes and programs for educational needs, to a more specific view where instructional practices are monitored and evaluated for change or sustainment based on how well students are performing on standardized tests (Neumerski, 2013). This change has brought about the critical role that school administrators play in the evaluation and growth of teachers. School administration will require more than just being an operational manager or a disciplinarian (Neumerski, 2013).

The visible principal can model his or her beliefs and promote a positive instructional climate—major leadership behaviors of effective principals (Neumerski et al., 2014). Therefore, there is a need to examine how school leaders can best create expert teachers using feedback that leads to the needed changes to close the gap in student achievement (Zepeda, 2013). Leaders in the business field have used the art of managing by walking around for ages to stay involved with personnel as well as to maintain an awareness of the operation of the business (Zepeda,

2013). Peters and Waterman (1982) discovered the most successful businesses had leaders who maintained a close level of proximity with their employees.

Research in educational administration suggests that principals who focus their efforts on creating a school environment conducive to teaching and learning—so-called *instructional leadership*—are most likely to facilitate school improvement (Robinson, Lloyd, & Rowe, 2008). Although definitions vary, *instructional leadership* is generally defined as the class of leadership functions directly related to supporting classroom teaching and student learning (Murphy, 1988). With a focus on supporting a classroom teacher, instructional leaders take the time to guide, teach, and help teachers move toward meeting identified targets (Finley, 2014).

In a sense, true instructional leaders are the guides by the sides of teachers within their sphere of influence. When instructional leaders lead as if they are facilitators of learning, the learning environment between administrator and teacher are set to delve into dealing with situation solutions determined collectively as opposed to the administrator just giving the answer (Finley, 2014). Research by Marks and Printy (2003) revealed that the impact of instructional leadership was highly correlated to positively impacting student outcomes because instructional leadership emphasizes the technical core of instruction, curriculum, and assessment, provides direction, and affects the day-to-day activities of teachers and students in schools. Wright, Horn, and Sanders (1997) analyzed test scores of 100,000 students across the United States and showed that teachers impact student achievement. Since 1997, teacher impact on student achievement has been well researched.

When one considers the role of the teacher in addressing the student achievement gap, the role of the school administrator is essential to the process. More than three decades of research on the effects of instruction on student achievement and the role school leadership plays almost

creates a new science in education (Goddard, Goddard, Kim, & Miller, 2015; Waters, Marzano, & McNulty, 2003). According to Acheson and Smith (1986), an instructional leader is an administrator who emphasizes the process of instruction and facilitates the interaction of teacher, student, and curriculum. In alignment with this belief is the research done by Horng and Loeb (2010), who argued that despite different researchers emphasizing different facets (e.g., monitoring classrooms, setting clear goals, protecting instructional time), the thrust of this literature is that strong instructional leaders are hands-on leaders, engaged with curriculum and instruction issues, unafraid to work directly with teachers, and often present in classrooms. Waters et al. (2003) conducted a meta-analysis of nearly every study available on the role leadership plays in student achievement since the 1970s. They concluded that there is substantial relationship between leadership and student achievement (Waters et al., 2003). Their study demonstrated that there are 21 specific leadership responsibilities that correlate with student achievement (Water et al., 2003). Of the 21 leadership responsibilities that were highly regarded were situational awareness and intellectual stimulation (Waters et al., 2003). Improving student academic performance should be a primary goal for all school leaders (Goddard et al., 2015).

Instructional leadership is not limited to the principal-teacher relationship (Ham & Kim, 2015). Studies into the influence of principal instructional leadership on teachers' efforts to employ instructional strategies for nurturing student autonomy in learning have also been found to have positive results (Ham & Kim, 2015). A nationally representative multi-level sample of 7,879 teachers across 479 middle schools in Australia, Malaysia, and South Korea were analyzed in a study by Ham and Kim (2015) to assess the extent to which instructional principal leadership influences teachers. They found that there was a significant association, giving credence to the hypothesis that teachers are more likely to be better, and therefore student achievement is higher

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in institutions where principals are effective instructional leaders (Ham & Kim, 2015). This study will ascertain whether the trends observed in Australia, Malaysia, and South Korea are also present within the United States.

Research proves that effective schools must have great leaders (McEwan, 2003), no matter the challenges they must address. The closer educational leaders get to the core business of teaching and learning, the more likely they are to have a positive impact on students' outcomes (Robinson, 2008). The principal should also be the person instructional personnel look to for instructional leadership in the system. For this to happen, school administrators have to be readily available at a moment's notice. If they are not, the implications for the school are considerably negative, such as low student achievement and poor school ratings (Edmonds, 1981).

Researchers studying the role of the principal defined a more generic role of the instructional leader as one who evaluates student progress, emphasizes student achievement, sets clear goals, has knowledge of instructional methods practiced by teachers, and maintains high visibility (Edmonds, 1979). A substantial number of experts contend that the primary role of principals should be instructional leadership (Campbell, 1990). The eyes of America, according to Carter and Klotz (1990), are scrutinizing education to see if principals are fulfilling this role. One of those roles is monitoring.

Monitoring is the responsibility of school administrators, visiting classrooms, talking to faculty, or putting in place systems to monitor performance (Blankstein, Houston, & Cole, 2010). Smith and Andrews (1989) identified four areas of interaction for instructional leaders that led to higher levels of student achievement: (a) being a resource provider, (b) being an instructional resource, (c) being a communicator, and (d) being a visible presence. On being a resource

provider, Zepeda (2013) wrote that a resounding finding in the literature of the accountability movement is that teacher quality improves student learning. Considering this fact, to have strong teachers you must have strong instructional leaders.

Principals' Impact on Student Achievement

There has always been debate about the degree of impact of school leadership on student achievement (Ronfeldt, Loeb, & Wyckoff, 2013). However, it is hard to discuss student achievement without discussing the impact of the direct or indirect role of the main instructional leader in the building—the principal (Ronfeldt et al., 2013). There is a strong body of significant research that validates a correlation between principal leadership and an increase in student achievement. The research attributes as much as 25% of total student growth on effective leadership (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004).

Education research shows that most school variables, considered separately, have at most small effects on learning. The real payoff comes when individual variables combine to reach critical mass (Grissom, Kalogrides, & Loeb, 2014). Creating the conditions under which that can occur is the job of the principal (Wallace Foundation, 2011). This idea that leadership sets the proper conditions for learning is further supported by Louis, Leithwood, Wahlstrom, and Anderson (2010) who stated that leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question and doing whatever it takes to prod and support people to move in those directions. In the article, "Effective Schools for the Urban Poor," Ronald Edmonds (1979) further lays out the case, through the research of Weber (1971), that leadership matters in support of student achievement. Weber (1971), who researched the characteristics of four inner city schools where reading achievement was high within the urban setting, found all four schools had strong

leadership that did the following well: they set the tone of the school, they helped decide on instructional strategies, and they managed the school resources (Edmonds, 1979).

Recent literature into the principal's impact on student achievement has begun to narrow the scope of study into unique elements of the institution (Dhuey & Smith, 2014). Dheuy and Smith (2014) argue that principals have the capability to influence student achievement in many ways, such as hiring and firing teachers, monitoring instruction, and maintaining student discipline. In their study, Dhuey and Smith (2014) measured the effect of individual principals on gains in math and reading achievement in grades 4-7. To do this, Dhuey and Smith (2014) used a value-added framework, which estimated that a one-standard deviation improvement in principal quality can boost student performance of 0.289 to 0.408 standard deviations in math and reading. The principals at the 75th percentile have been found to improve scores by 0.170 to 0.193 relative to the median principal. This study is interesting because it uses a quantitative design, which is uncommon in the practice and study of pedagogical practices.

Most studies into the impact of principals on student achievement use a similar methodological approach to that employed by Shatzer, Caldarella, Hallam, and Brown (2013). The purpose of the Shatzer et al. (2013) study was to compare transformational and instructional leadership theories, while also examining the unique impact that school leaders have on student achievement to determine which specific leadership practices are associated with increased student achievement. The study sample included 590 teachers across 37 elementary schools in the Intermountain West region of the United States (Shatzer et al., 2013). The data were collected through the teachers' ratings of principal leadership styles per the Multifactor Leadership Questionnaire, which employs transformational leadership, and the Principal Instructional Management Rating Scale (Instructional Leadership). Student achievement levels

were measured by a criterion reference test. The hypotheses were tested using regression analysis, with results indicating that instructional leadership explained more of the variance in student achievement than transformational leadership styles (Shatzer et al., 2013). However, one of the overarching findings of the study was that principal leadership had a meaningful impact on student achievement beyond the impact of school context and principal demographics (Shatzer et al., 2013).

Within this construct of linking the role of principal to student achievement, a substantial number of experts contend that the primary role of principals should be instructional leadership (Campbell, 1990; Shen, 2016). One of those roles is monitoring. Monitoring is the responsibility of school administrators—visiting classrooms, talking to faculty, and putting in place systems to monitor performance (Blankstein et al., 2010; Brooks, 2014). When monitoring using feedback protocols in which principals have been trained, it should be expected that the adoption of those instructional leadership practices may take some time to become and be accepted as a useful practice. There have been opinions that once educators were trained in a framework, that framework would be implemented with fidelity (Fullan, 2002). When discussing diffusion of innovation, Rodgers (2003) stated that getting new ideas adopted, even with the advantages it may pose, is difficult. He went on to say that a common problem of diffusion is speeding up the rate of diffusion of innovation. Rodgers (2003) describes diffusion as the process by which innovation is communicated through certain channels over time among the members of a social system. Within the diffusion framework there exists four stages of communication: (a) knowledge stage, (b) persuasion stage, (c) decision stage, and (d) confirmation stage. Each stage is highlighted by different elements. Within the knowledge stage, the decision-maker has sought out an innovation to address a specific need (Rogers, 2003). During the persuasion stage

stakeholders seek out information around innovation that focuses on the advantages and disadvantages of that innovation. This is not persuasion from an outside source or persuasion through information (Rogers, 2003). During the decision stage stakeholders who researched information come to a decision to implement the innovative practice (Rogers, 2003). The final stage, confirmation, is where implementers begin to assess if the innovation was appropriate. Within a school, the principal is the key change agent in defusing information. The principal will have a key role in acting as a change agent for any new innovation (Fullan & Pomfret, 1977).

The Evolution of the Walkthrough Process

Classroom observation by educational leaders has been a trend that has continued throughout modern literature, with the belief that a good principal is the key to a successful school (Branch, Hanushek, & Rivkin, 2013). Some authors argue that this was started by George W. Bush's No Child Left Behind initiative, but the Obama administration has made the concept a requirement for schools undergoing federally funded turnarounds (Branch et al., 2013).

There is a plethora of walkthrough initiatives that are being implemented to improve teacher instruction (Downey, 2004). The Learning Walk, developed by the Institute for Learning, is an organized visit through a school focusing on the principles of learning toward helping educators analyze the quality of instruction and opportunities for learning (Institute for Learning, 2011). Specifically, the principles of learning involve such activities as organizing for effort; developing clear expectations; developing fair and credible evaluations; recognition of accomplishments; academic rigor in a thinking curriculum; accountable talk; socializing intelligence; self-management of learning; and learning as apprenticeship (Institute for Learning, 2011).

A second method of improving instruction through classroom walkthroughs is the Power Walkthrough approach developed by Mid-continent Research for Education and Learning (McRel). Using this protocol, principals document what they see in the classroom aligned to a pretest rubric to assess instructional strategies, student engagement, and the use of technology (McRel, 2011).

The benefits of each of the approaches is that they heighten leadership visibility in schools to become familiar with the daily activities in classrooms (Kachur, Stout, & Edwards, 2013). In addition, instead of being evaluative, each walkthrough assesses teacher performance from a supervisory lens (Range, Scherz, Holt, & Young, 2011). Principals using either of these walkthrough methods can use them as an opportunity to develop and to discuss agenda items with faculty to improve student achievement (Ziegler, 2006).

The limitation of these methods does not intentionally include the reflective conversation like the Three-Minute Walkthrough. The reflective conversation does not fit into the dominant ideology within most school systems (Fairclough, 1992). The traditional models of classroom walkthroughs are more of a Bureaucratic Approach where there is a hierarchy established between principals and teachers as described by Sergiovanni and Starratt (2007). They propose "bureaucratic authority relies heavily on hierarchy, rules and regulations, mandates and clearly communicated role expectations" (p. 27). They further posit that "hierarchy equals expertise; thus, supervisors know more about everything than do ordinary teachers" (p. 27). This is counter to the Three-Minute Walkthrough Program where the reflective conversation results in a collaborative approach. The Collaborative Approach reflects professional authority, which "presumes that the expertise of teachers counts, and if this expertise is fully developed, counts the most" (Sergiovanni & Starratt, 2007, p. 31).

It has been determined that walkthroughs can lead to professional conversations to help teachers examine underlying premises about instructional practices (Miller, 2014). Skretta (2007) states that the walkthrough's greatest value is that administrators can use them to gather data, which can be then be used to prompt and provoke dialogue about instruction between teachers and administrators. The classroom walkthrough allows principals to serve as instructional leaders and to be active participants with teachers as they collaboratively look for ways to improve instruction (Miller, 2014). To enhance the benefits of classroom walkthroughs, principals must go beyond simple check off systems. Research on checklist systems in the Chicago District showed that they did not lead to the identification or removal of low-performing teachers (Sartain, Stoelinga, & Brown, 2011).

Downey (2004) states that walkthroughs can accomplish multiple purposes pertaining to classroom observations. They are (a) increase frequency of follow-up conversations and influence on changed behavior; (b) lower apprehension over time, making formal observations more effective; (c) widen principal influence; (d) widen teacher and coach/mentor repertoire of strategies via sharing; (e) identify common staff development needs; (f) improve ongoing monitoring of staff development implementation; and (g) reinforce the coaching role of school-based administrators.

A contemporary study by Miller (2014) examined the customized formative walkthrough model, which is based on a book by Moss and Brookhart (2009). The model was implemented in a specific, small, rural public school district in western Pennsylvania where Miller (2014) examined the efficiency and effectiveness of the modern interpretation of the walkthrough and how it applies to supervision practices. The methodological approach to the study involved training and conducting walkthroughs in the participating district, which was then followed by

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reviewing a completed walkthrough form, researcher observation notes, and participating

principals' responses to semi-structured interviews (Miller, 2014). It was found that the

perceived value in the formative walkthrough was its ability to identify a precise classroom

target with a specific look-for, which provided a solid foundation for teacher expectations and

follow-up feedback conversations. Other principal perceptions were used to modify the

formative walkthrough model. The revised model was intended for future use by the

participating school district, while also serving other school districts as a model to consider for

use when struggling with the application of best practices related to formative assessments in

teaching and learning (Miller, 2014). Miller's (2014) paper is another example of how

walkthroughs can be qualitatively developed to include observational techniques.

Marshall (2003) suggests that after observations, principals should have a substantive

follow-up conversation about instructional practices seen in classrooms. Each observation should

also be accompanied by a brief write-up (Marshall, 2005). Tucker and Stronge (2006) explained,

teachers want and need feedback, not only on the act of teaching, but also on the results of

teaching. Timely, informative feedback is vital to any improvement effort. This type of feedback

is essential to teacher reflection on improving instruction. Goodlad (1990) summed up this

thinking when he stated that if schools could become responsive, renewing institutions, then they

must be purposefully engaged in the renewal process. Again, this is built on instructional

leadership (Leiva, Montecinos, & Aravena, 2016). A study by Leiva et al. (2016) used this as the

basis of study in Chile. It was argued that the role of the school principal is key to the

mobilization of improvement of a school (Leiva et al., 2016). Also, using a qualitative-

longitudinal approach, Leiva et al. (2016) examined the quality of practices associated with

classroom observation and the feedback provided by 10 novice principals. Although this has

been argued as a limited sample, it was found that the results were homogeneous with most other studies of observational techniques for principals. The results showed that from the first to second year, the principal-participants changed the focus of their observation from greater attention to content and teachers, to more attention to the interactions between content and student, as this was found to be the most beneficial for the school overall (Leiva et al., 2016). The participants also changed the style of feedback they would provide to teachers, lower the amount of evaluative feedback, and increase the use of descriptive feedback. This study is important as the results showed that it is often with more experience that principals strengthen their pedagogical/instructional leadership through observation and the walkthrough model of improvement (Leiva et al., 2016).

Knowing that classroom walkthroughs can be a powerful tool for influencing instruction, research shows that walkthroughs are not consistently being used as part of the school improvement process that leads to personalized professional development (Kerr, Marsh, Ikemoto, Darilek, & Barney, 2006; Moss & Brookhart, 2015). The beneficial method found in walkthroughs and walkthrough observation was mirrored in a study by Garza, Ovando, and O'Doherty (2016). They argued that accountability pressures of the recent decade require that the instructional leader work with a teacher to ensure student academic success, and that the walkthrough is an instructional leadership practice that continues to be regarded as a promising avenue to collaboratively work with teachers (Garza et al., 2016). In their exploratory study, Garza et al. (2016) examined aspiring instructional leaders' perceptions of walkthrough observations. The results indicated that this type of practice is perceived as a bureaucratic approach, which incorporates a one-way transmission of feedback from the principal to the teacher being observed. However, it can also be applied as a collaborative approach, as the

teacher can be included in the conduction of observations and, therefore allowed to actively participate in the collection of walkthrough data (Garza et al., 2016). The final finding of the study is that walkthroughs are seen, regardless of approach, as a method that contributes authentic feedback of data.

Authentic feedback is one of the core benefits of the walkthrough approach, as it allows principals to assess performance through a supervisory lens as instructional leaders, rather than taking the evaluative approach (Garza et al., 2016). Overall, the general theme that runs through modern research into walkthroughs is the accommodation of instructional leadership, but it has been argued that few studies have empirically linked specific instructional leadership behaviors to school performance (Grissom, Loeb, & Master, 2013). In a study by Grissom et al. (2013), the association between leadership behaviors and student achievement gains were examined using a unique data source: in-person, full-day observations of approximately 100 urban principals collected over three school years. This is arguably one of the most important studies into this phenomenon due to the scale of the data. Grissom et al. (2013) found that principals who spent time on instructional functions in a broad manner did not predict student achievement growth. Aggregating across leadership behaviors however, was found to hide that some specific instructional investments predicted year-to-year gains. Time spent on teacher coaching, evaluation, and developing the school's educational programs predicted positive achievement gains (Grissom et al., 2013).

Tying classroom walkthroughs to teacher evaluation could validate a traditional process that relies on formalized observations (Kachur et al., 2013). If done correctly, classroom walkthroughs will be aligned to the predetermined teaching and institutional norms that a school district is already using without disrupting the pedagogical approaches in the students already at

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the school (Kachur et al., 2013). Evidence collected from a classroom walkthrough can drive a cycle of improvement by focusing on the effects of instruction (Cervone & Martinez-Miller, 2007).

There are three predominant methods of feedback for the Three-Minute Walkthrough. The first of these is dependent, or direct, in which the supervisor/coach selects an area of relative conversation, teaches as needed, and invites the teacher to reflect in the conversation (Downey, 2004). Second is the independent, wherein the supervisor/coach, or more likely the principal, invites the teacher to reflect on a short segment of observed teaching and follows up on those teaching practices. Finally is the interdependent, where reflection is posed as a question in a conversation and invites further dialogue in the future if the teacher so chooses (Downey, 2004).

Another concept for the Three-Minute Walkthrough comes in a five-step guide, where the principal first observes whether students appear to be attentive when first entering the room, followed by an observation of what objectives the teacher has chosen to teach and how it aligns with the curriculum. The third part of this process is an assessment of the instructional decisions of the teacher—whether there is evidence that the best method for future and prior practice is being used (Downey, 2004). Finally, the last section looks to whether there are noticeable health and safety issues to be addressed (Downey, 2004).

Summary

The literature shows that school leadership has evolved from being a manager of the work to leading the work as the instructional leader. As the role of principal shifted to becoming an instructional leader, classroom walkthroughs became an integral part of their role. The literature suggests that the best principals are the ones who develop an approach to the walkthrough model that enables them to give feedback toward improving classroom instruction.

CHAPTER III

METHODOLOGY OF STUDY

Purpose, Research Questions, Design, and Population

The primary purpose of this quantitative study was to determine whether experienced principals trained in the Three-Minute Walkthrough Program were more likely to implement the tenets of the Program than less-experienced principals trained in the Three-Minute Walkthrough Program. An *ex post facto* research design was used to determine whether statistically significant differences existed between the perceptions of experienced and less-experienced principals regarding the degree to which they were able to implement the tenets of the Three-Minute Walkthrough Program. In addition, the study also attempted to determine whether experienced, as compared to less-experienced principals, and controlling for selected demographic variables such as age, gender, and predominant ethnic background, influenced their decision-making process when implementing the tenets of the Three-Minute Walkthrough Program?

Participants in this study were selected from principals who participated in the Three-Minute Walkthrough Program between the years of 2010 and 2016.

As previously mentioned in Chapter I, this study attempted to provide answers to the following research questions listed below. They were:

1. Are principals who have seven or more years of experience in the Three-Minute Walkthrough Program more likely to implement the tenets of the Three-Minute Walkthrough Program than principals who have six or fewer years of experience in implementing the Three-Minute Walkthrough Program?

2. Are experienced principals in the Three-Minute Walkthrough Program more likely to report higher measures of effective management practices than less-experienced principals in the Three-Minute Walkthrough Program?

3. Are experienced principals more likely to focus on instructional strategies of the Three-Minute Walkthrough Program than less-experienced principals during their feedback dialogue with teachers?

4. Are experienced principals more likely to follow-up on the action items discussed in the feedback dialogue with teachers than less-experienced principals? And,

5. When comparing experienced with less-experienced principals, and controlling for size of the student population and years of experience, does age, gender, and predominant ethnic background of the principal influence the person's decision-making process when implementing the tenets of the Three-Minute Walkthrough Program?

Research Design

This study utilized an *ex post facto* research design. Kleinpell (2013) expressed the suitability of using this research design when dealing with cause and effect relationships. The research method is ideal in cases where there is limited knowledge of cause and effect and the results can be supported by other rigorous research techniques once a basis has been established. In social science research, *ex post facto* research designs can play a pivotal role in helping to uncover a relationship between the dependent variable (the effect) and the independent variable (the cause). Although the *ex post facto* research design can weakly predict cause and effect, the fact that it is an inexpensive design makes it convenient to use (Kleinpell, 2013). Nevertheless, it is viewed as an appropriate design as researchers understand its limitations and strengths (Levy

& Ellis, 2011). Again, the design has been applied extensively in past educational research studies.

Previous research literature also vindicates the usefulness of the *ex post facto* research design. This method can be used for ascertaining the relationship between an independent and dependent variable (Ary, 2010). This is achieved by investigating how independent variables affect dependent variables. In this study, the researcher investigated the relationship between years of experience of the principal, gender, ethnicity, and size of the student population in regard to the degree to which participating principals implemented the tenets of the Three-Minute Walkthrough Program.

The key strength of an *ex post facto* design is that it facilitates the investigation of any changes in the independent variables in studies where the research problem cannot be subjected to an experimental design. The design is also used in case researchers find it is not possible to modify or manipulate the research problem (Cameron, 2009). Besides, the design is appropriate in situations where researchers seek to conduct controlled inquiry of the cause-and-effect relations between variables experimentally (Simon & Goes, 2013). Most importantly, the design is inexpensive and less time-consuming compared to experimental research designs.

However, like any research design, *ex post facto* studies are associated with various limitations. For instance, the design does not involve random assignment to treatment, creating the possibility of inherent confounds in the research variables. Generalization of the research findings is limited due to the lack of randomization during sampling. Furthermore, there is often little information about any dropouts in the treatment (Simon & Goes, 2013). The design also limits the researcher from purposively manipulating the independent variables. Besides, the lack of control and experimental groups could create bias since the relationship between the

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independent and dependent variables could be influenced by other factors (Salkind, 2010).

Clearly, such a bias would affect the validity and reliability of the research findings.

Variables of Study

The independent variables in this study consisted of principals' years of service as a building principal, gender and age of the principal, and the size of the building's student population. The dependent variables were the aggregate scores of respondents on the domains of the Three-Minute Walkthrough Program. In this regard, respondents were asked on a 4-point response scale to indicate the degree to which they felt they were able to implement the three core tenets of the Three-Minute Walkthrough Program and their attenuating nine attributes. The three core tenets of the Three-Minute Walkthrough Program are:

1. Core Tenets for Three-Minute Walkthrough;

2. Pre-Three-Minute Walkthrough Preparation;

3. Post Three-Minute Walkthrough Reflection, and

The tenets associated within each core are related to the following:

1. *Student Orientation to the Work*—the degree to which students appear to be attentive when the administrator first walks into the room;

2. *Curricular Decisions*—the extent to which objectives identified by the teacher were taught and these objectives were aligned to the curriculum;

3. *Instructional Decisions*—the instructional practices the teacher chose to help students achieve the objectives;

4. *Walk-the-Walls*—evidence that connects past objectives and instructional practices in the classroom that were identifiable (on walls, projects, etc.);

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5. *Safety and Health Issues*—were there any noticeable safety or health issues that needed to be addressed?

6. *Principal/School Administrator*—the instructional leader of the school;

7. *Reflective Conversation*—opportunity for a principal to coach the teacher after a Downey method walkthrough that should enable teachers to think about their teaching and how they were using strategies;

8. *New Strategies*—ways or approaches of presenting instructional content in a new style or way; and

9. *Class Observation*—classroom visits lasting a varied amount of time where an observer records data regarding the behavior of teachers using the Three-Minute Walkthrough protocol (Downey et al., 2004).

The Population, Sample, and/or Setting

The sampling frame from which the investigator obtained the names of principals who participated in the Three-Minute Walkthrough Program came from Phi Delta Kappa (PDK). Dr. Carolyn Downey, the developer of this Program, contracts with Curriculum Management Solutions (CMS) who in turn works with PDK to provide training to Three-Minute Walkthrough Program participants throughout the United States. This investigator contacted Dr. Downey and asked her for support of this dissertation study. With Dr. Downey's approval, PDK provided the investigator with the names of participants, along with their places of employment along with their email addresses.

Instrumentation Development

Prior to administering the instrument, the investigator learned that the instrument used by the Three-Minute Walkthrough personnel had not been validated. (The reader is referred to

Appendix A for a copy of this instrument.) Recognizing the need to have an instrument that has, at a minimum, face validity, the researcher contacted the developer of the Program, Dr. Carolyn Downey, and asked her for the names of "experts" she felt would have an in-depth knowledge of the Program and the instrument these individuals were using in the training program. The names of these individuals were provided by Dr. Downey and the investigator contacted these "experts" and asked them to assist him in conducting a "face validation" of the Three-Minute Walkthrough Program Activity Form. Respondents were asked to indicate their level of agreement with the items contained in this instrument and whether they felt the items reflected an accurate representation of the dialogue that would occur between a principal and teacher during the Three-Minute Walkthrough Program process.

The names of the experts agreeing to participate in this process, along with their professional experiences, are listed below. They were:

Dr. Carolyn Downey, Professor Emeritus in the Educational Leadership Department at San Diego State University. She is the author of the *Three-Minute Walkthrough Program* and *Advancing the Three-Minute Walkthrough*.

Dr. David Lutkemeier received a Ph.D. in Education and Psychology from the University of Cincinnati. Trained by Carolyn Downey personally, he works as a consultant to the Three-Minute Walkthrough Program. Dr. Lutkemeier was exposed to the Three-Minute Walkthrough process under the guidance and direction of Carolyn Downey, the creator of the Three-Minute Walkthrough Program.

Dr. Jeffrey Tuneberg received a B.S. in Education, M.Ed., and Ph.D. from Bowling Green State University, in Bowling Green, Ohio. He received his Three-Minute Walkthrough training in 1999. Dr. Tuneberg has presented in over 50 workshops in numerous states in the United States (including Ohio, Pennsylvania, Michigan, Missouri, Iowa, Kansas, Texas, Tennessee, Georgia, and South Carolina) and Canada (Vancouver, British Columbia).

Anton Rogers received a B.A. in History from the University of California, and a M.A. in Education/History from California State University, San Bernardino, CA. He is a certified national trainer in the Downey Three-Minute Walkthrough

Program. Over the past 17 years, Mr. Anton has trained over 1,200 administrators in the Downey Three-Minute Walkthrough Program in more than 20 states.

Dr. Marilynn Quick currently serves as an Assistant Professor in Ball State University's Department of Educational Leadership. Previously, she served as a school superintendent, assistant superintendent, and district-level curriculum director. Dr. Quick is licensed as a Three-Minute Walkthrough Trainer and has used the Three-Minute Walkthrough Program as a process to help schools enhance their school improvement efforts.

Dr. Steven Ebel received his Ed.D. in Educational Administration from Texas A&M University. Dr. Ebell currently serves as Deputy Superintendent of Curriculum and Instruction in the Clear Creek Independent School District in League City, Texas. Dr. Ebel completed his Three-Minute Walkthrough training in 2011.

Dr. Linda Atkinson received her Ph.D. in Educational Policy and Leadership Studies from the University of Oklahoma. Dr. Atkinson currently serves as the Director of the K-12 Partnership in the K-20 Center at the University of Oklahoma. Dr. Atkinson completed her training in the Three-Minute Walkthrough from the Curriculum Management Audit Training Institute.

Scott Kovatch, an educator for more than 31 years in the field. Currently, he serves as a high school principal and was trained in the Three-Minute Walkthrough Program in 2005.

Charles Chernosky works for Dallas Independent School District and was trained in the Three-Minute Walkthrough Program. He currently works in a district that employs over 157,000 students.

Chris Crowther earned a B.A. in Psychology with a minor in Elementary Education. He received his training in the use of the Three-Minute Walkthrough Program as a Teacher Coach for Charleston County Schools. In this district, all teacher-coaches were trained to use this method as a process for identifying teacher instructional needs and building support systems.

Dr. William Poston, Jr. is a professor at Iowa State University. He holds an Ed.D. in Educational Administration from Arizona State University. Dr. Poston assisted in writing the Three-Minute Walkthrough book. Dr. Poston has authored numerous professional articles and books.

To determine the level of agreement among "experts" on the items contained in the

Three-Minute Walkthrough Activity Form, the researcher asked these "experts" to indicate

whether they "agree" or "disagree" with the items contained within the three domains. Upon

attaining the responses from these 11 experts, the researcher aggregated the responses to determine their level of agreement on each item contained in the three domains. The investigator made a conscious decision that if there was not a 90% level of agreement among "experts" on each program tenet, then that particular item was removed from the instrument. (The reader is referred to Appendix C for a summary of the findings of experts on each of the Three-Minute Walkthrough survey items.)

With this revised instrument, this investigator amended the original Three-Minute Walkthrough Protocol. (This amended Three-Minute Walkthrough Instrument is included in Appendix D.) Additionally, the student researcher added several demographic domains that would enable him to categorize the responses of respondents by the following scheme: (1) gender, (2) ethnicity, (3) principalship level—e.g., elementary, middle, or high school; (4) years of experience as a principal; and (5) years of experience in the Three-Minute Walkthrough Program. In addition to this, principals were asked to indicate the extent to which they were able to implement the tenets associated with the Three-Minute Walkthrough Program according to the following Likert Scale: To a very great extent, somewhat, not very much, or not at all.

At the end of each of the three domains associated with the tenets of the Three-Minute Walkthrough Program, the researcher included an open-ended response question so that respondents could provide, or clarify, their opinions about items within each of the three domains identified. The reader is referred to Appendix D.

Prior to the administration of the instrument, the investigator "pilot tested" the instrument. Five principals familiar with the Three-Minute Walkthrough Program, and who would not be participating in this study, were asked to complete the draft instrument. The investigator queried the "pilot testers" whether they felt the items were stated clearly, the length of time to complete

the instrument was adequate, and if they had any suggestions for improving the instrument. The

feedback of "pilot testers" was used to develop a final version of the instrument, where

appropriate.

Data Collection Procedures

The investigator contacted CMS for assistance in obtaining the names of participants who

had participated in the Three-Minute Walkthrough Program during the 2010-2016 school years.

With Dr. Downey's support, she put the investigator in contact with representatives from Phi

Delta Kappa (PDK) who then put him in contact with a representative from this international

educational fraternity. PDK provided the investigator with a listing of 2,000 individuals that had

participated in the Three-Minute Training Program throughout the continental United States

during the 2010–2016 school years.

The investigator contacted participants by email and invited them to participate in this

important study. Respondents were asked to go to a link and complete a survey instrument that

would take approximately 15 minutes to complete. (The reader is referred to Appendix E, Cover

Letter to Participants.) Principals were provided information about the purpose of the study and

asked them to participate in this study. Prospective participants were informed that if they

participate, they could withdraw from the study at any time they wish, and that the researcher

would ensure the confidentiality and anonymity of their responses would be maintained at all

times. (The reader is referred to Appendix F, Consent Document.)

To ensure a high response rate, respondents were informed that they would receive an

executive summary of the findings contained in this study. To increase the overall response rate,

respondents were informed that respondents would be placed in a raffle drawing for $25.

Included within the letter requesting the participation of respondents, there was an accompanying

letter of support from the developer of the Three-Minute Walkthrough Program. (The reader is referred to Appendix G, Three-Minute Walkthrough Letter of Support—Dr. Downey.)

The instrument was pre-coded to determine which respondent would receive a follow-up letter and survey instrument in the event that they did not respond. This initial code was deleted upon receipt of a returned instrument. The investigator took considerable steps to ensure that any "identifiers" on the survey instrument were removed to prevent any connection to the respondent's name, residence, and place of employment.

The principals were asked to indicate the extent to which they implemented the tenets of the Three-Minute Walkthrough Program on the survey instrument. Apart from the closed-ended questions within each of the four different domains, an open-ended question was included to enable the respondent to provide any qualitative information they felt germane to the comments they provided within each dimension. It was the student investigator's contention that this opportunity to provide their lived experiences would not only enhance the response rate, but also serve as a valuable tool to provide quality insights into the responses provided by participants. Once the data were collected and coded, the Statistical Packages for the Social Sciences (SPSS) software program was used to analyze the data.

Statistical Analysis

The IBM$^©$ SPSS$^®$ Statistics Version 22 software package was utilized to conduct the statistical analyses. To test the five research questions, the investigator utilized descriptive statistics such as the mean (M) and the standard deviation (SD) to describe the principals' responses regarding selected demographic variables. A One-Way Analysis of Variance (ANOVA) was used to measure the difference between different populations, and a linear regression analysis was used to determine whether selected demographic variables, when

controlling for the size of the student population, age, gender, and predominant ethnic background of respondents, helped to explain whether these factors had an influence upon principals and their decision-making process. In all test applications, the 0.05 level of confidence was used for determining statistical significance.

Ethical Considerations

Attending to the well-being of participants in this study was an important consideration to this investigator. In this study, all persons contacted to participate in this study were given the opportunity to sign Western Michigan University's informed consent form. Principals were apprised that the survey was approved by Western Michigan University's Human Subject Institutional Review Board (Appendix F) for this investigator's dissertation, and that the dissertation was conducted under the direction of his Advisor, Dr. Walter L. Burt. Participants were advised that if they had any questions pertaining to the study, they could contact the investigator's advisor at (269) 387-1821, or the University's HSIRB office at (269) 387-8298 if they had any questions or concerns regarding the study and the data collection processes.

No participant, at any time, was exposed to any physical or emotional risk, discomfort, or major inconvenience.

Summary

This chapter discussed the methods used for data collection and statistical analyses used in this study. An *ex post facto* research design was used to collect data from participants in this study. The data collected in this study were aggregate for appropriate statistical analyses. A One-Way Analysis of Variance (ANOVA) and a linear regression analysis was used to test the five research questions. The 0.05 level of confidence was used for determining statistical significance.

Chapter IV will present the findings from the analysis of data collected in this study.

CHAPTER IV

FINDINGS OF STUDY

Introduction

The purpose of this study was to determine whether experienced principals trained in the Three-Minute Walkthrough Program were more likely to implement the tenets of the Three-Minute Walkthrough Program than their "less-experienced" counterparts.

Additionally, this study sought to determine whether selected demographic variables had any influence on principals' perceptions regarding their ability to implement the tenets of this program when controlling for demographic variables such as the gender of the principal, predominant ethnic background, length of time served as a principal, length of time served in the current building, size of the student population, length of time trained in the Three-Minute Walkthrough Program, number of years monitoring/supervising teachers in the Three-Minute Walkthrough Program, number of years of experience in the Three-Minute Walkthrough Program, size of the teaching staff, building's average class size, and age of the school principal.

This chapter provides answers to the research questions presented in this study. Most importantly, this chapter provides appropriate statistical tests to determine the extent to which each of the five research questions was supported.

Response Rate

The sample for this study included principals who received training in the Three-Minute Walkthrough Program. The names of participants who were trained in this Program were obtained from Curriculum Management Solutions (CMS). As mentioned in Chapter III, Dr. Carolyn Downey, the developer of the Three-Minute Walkthrough Program, contracted with CMS to provide the training for the Three-Minute Walkthrough Program. CMS, in turn,

subcontracted with Phi Delta Kappa (PDK) to identify and train individuals throughout the country to provide the trainers for this Program. The investigator contacted CMS, with Dr. Downey's endorsement, to provide a listing of principals who had completed the Three-Minute Walkthrough Program.

In October 2017, 2,000 electronic surveys were emailed to principals who had participated in the Three-Minute Walkthrough Program throughout the United States during the 2010-2016 school years. In addition, participants were provided information about the purpose of the study, along with a letter from Dr. Carolyn Downey, encouraging their participation by returning the attached questionnaire (Appendix G). Included within this missive was a copy of a letter from Western Michigan University's Human Subject Institutional Review Board (HSIRB) granting approval for the investigator to proceed with his data collection efforts.

The investigator sent email letters to the 2,000 prospective participants and requested them to return the survey instrument within two weeks. After this time limitation, 127 instruments were returned. In an attempt to increase the overall response rate, this investigator relied upon a snowballing sampling procedure that is often used in research investigations (Vogt, 2007). The investigator forwarded a letter from each respondent and asked them to forward his letter, and accompanying survey instrument, to individuals they knew who had participated in the Three-Minute Walkthrough Program during the 2010-2016 school years. This additional process resulted in the return of 286 respondents. With these additional respondents, 408 eligible principals completed and returned the requested survey instrument. This additional step resulted in an overall response rate of 20.4%. The reader is referred to Table 2.

Table 2

The Overall Response Rate of Principals Participating in the Three-Minute Walkthrough Program Study

Number of Surveys Mailed	Number of Surveys returned	Percent Surveys returned
2,000	409	20.4

The student investigator asked respondents to provide the number of years of experience they had in the Three-Minute Walkthrough Program, according to the following scheme: High Level of Experience (principals who had six or more years of experience in the Three-Minute Walkthrough Program) and principals that had five or fewer years of experience in the Three-Minute Walkthrough Program. The reader is referred to Table 3. Aggregating the data according to the above scheme resulted in 55.7% of respondents falling into the "less-experienced" category and 44.3% of principals falling into the "experienced" category of principals.

Table 3

Percent Distribution of Responding Principals by Years of Experience in the Three-Minute Walkthrough Program

Category	N	Percent
1. Less-Experienced Principals	228	55.7
2. More-Experienced Principals	181	44.3
Total	409	100.0

Descriptive Statistics

The purpose of this section is to provide a descriptive summary of respondents who returned the survey instrument by selected demographic variables. Table 4 provides the percent distribution of time principals reported they were trained in the Three-Minute Walkthrough Program.

Table 4

Frequency Distribution of the Length of Time Principals Were Trained in the Three-Minute Walkthrough Program

Length of time trained in the Three-Minute Walkthrough Program	N	Percent
Less than a month	127	31.1
2-4 months	113	27.7
5-7 months	60	14.7
8-10 months)	40	9.8
11+ months	65	15.9
Missing	4	0.8
Total	409	100.0

As Table 5 illustrates, a majority of principals (*n*=240; 59.2%) had four or fewer months of training in the Three-Minute Walkthrough Program. The remaining 165 principals (40.7%) had 5 or more months of training in the Three-Minute Walkthrough Program. There were four principals who did not provide information on the time they were trained in this Program.

Table 5

Frequency Distribution of the Length of Time Principals have been Monitoring/Supervising Teachers in the Three-Minute Walkthrough Program

Length of time monitoring/supervising teachers in the Three-Minute Walkthrough Program as principal	*N*	Percent
Less than a year	48	11.8
1-3 years	122	29.9
4-6 years	107	26.2
7-9 years	79	19.4
10+ years	56	13.7
Total	412	100.0

Table 5 provides a descriptive overview of the length of time principals had been monitoring/supervising teachers in the Three-Minute Walkthrough Program. In total, there were more than the 409 responses reported by principals concerning the length of time they had monitored/supervised teachers in the Three-Minute Walkthrough Program. Apparently, three responding principals provided two or more multiple responses regarding their length of time monitoring/supervising teachers in the Three-Minute Walkthrough Program. The majority of principals reported spending 1–3 years, (122, or 29.9%) or 4–6 years (107, or 26.2%) monitoring/supervising teachers.

Table 6 provides the frequency distribution of principals who returned survey instruments by predominant ethnic background. The data in Table 6 indicate that of the 409 principals who returned the survey instrument, 206 (50.5%) were White, 140 (34.3%) were African American, 54 (13.2%) were Hispanic/Latina, and six (1.5%) were Asian/Oriental.

Table 6

Frequency Distribution of the Predominant Ethnic Background of Principals Who Participated in the Three-Minute Walkthrough Program Study

Ethnic Background	N	Percent
Missing	2	0.5
African American	140	34.3
Asian/Oriental	6	1.5
Hispanic/Latina	54	13.2
White	206	50.5
Total	409	100.0

Table 7 provides the frequency distribution of respondents by gender. Table 7 indicates that of the 409 principals who participated in the study, 228 (55.9%) were female. The remaining 169 principals (43.9%) were male.

Table 7

Frequency Distribution of the Gender of Principals that Participated in the Three-Minute Walkthrough Program Study

Gender	*N*	Percent
Missing	1	0.2
Female	228	55.9
Male	179	43.9
Total	409	100.0

Table 8 provides data to illustrate the total number of years participants served as a school principal. Table 8 indicates that the majority of principals (137; 33.6%) had 11-15 years of experience as a building principal, while 132 (32.4%) had 6-10 years of principalship experience. Interestingly enough, 73 principals (17.9%) had 16 or more years of experience.

Table 8

Frequency Distribution of Principals Who Served as a School Principal

Total years worked as a school principal	*N*	Percent
Missing	2	0.5
0 – 5	64	15.7
6-10	132	32.4
11 – 15	137	33.6
16+	73	17.9
Total	409	100.0

Table 9 provides a distribution of respondents who served as a school principal by the number of years of experience in the Three-Minute Walkthrough Program. Table 9 indicates that 171 principals (41.9%) served 6-10 years as principals in their current schools and 151 (37.0%) served five or fewer school years as principals in their current school.

Table 9

Frequency Distribution of Principals that worked as a School Principal in the Current School

Number of years as principal in current school	N	Percent
Missing	2	0.5
0-5	151	37.0
6 – 10	171	41.9
11 – 15	65	15.9
16+	19	4.7
Total	409	100.0

Table 10 provides data on the number of years of experience participating principals had in the Three-Minute Walkthrough Program. Table 10 indicates that 227 principals (55.6%) had 0-5 years of experience in the Three-Minute Walkthrough Program, and 150 (36.8%) had 6-10 years of experience.

Table 10

Frequency Distribution of Principals' Experience in the Three-Minute Walkthrough Program by the Number of Years of Experience

Number of years of experience in the Three-Minute Walkthrough Program	N	Percent
Missing	2	0.5
0 – 5	227	55.6
6 – 10	150	36.8
11 – 15	19	4.7
16+	10	2.5
Total	409	100.0

Table 11 provides information about the number of teachers that worked in schools that had a trained principal in the Three-Minute Walkthrough Program. Table 11 indicates that more

than half of teachers (242; 59.3%) worked in buildings that had 21 or more teachers in their building.

Table 11

Frequency Distribution of the Number of Teachers Working in Schools with a Principal Trained in the Three-Minute Walkthrough Program

Number of teaching staff at your school	N	Percent
Missing	1	0.2
Less than 10	9	2.2
11 – 15	43	10.5
16 – 20	113	27.7
21+	242	59.3
Total	409	100.0

Table 12 provides information about the average class size of schools that had a principal trained in the Three-Minute Walkthrough Program. Table 12 indicates that 225 principals (55.1%) were in schools that had class sizes of 21-25 students. There were 125 principals (30.6%) in schools that had an average class size of more than 26 students.

Table 12

Frequency Distribution of the Average Class Size of Buildings that Contained a Principal that Had Been Trained in the Three-Minute Walkthrough Program	N	Percent
Building's average class size		
Less than 15	10	2.5
16–20	48	11.8
21–25	225	55.1
26+	125	30.6
Total	409	100.0

Finally, this investigator asked principals to indicate the category that would best describe their age. The reader is referred to Table 13. Table 13 illustrates that 169 (41.4%) of responding principals trained in the Three-Minute Walkthrough Program indicated they were 41-50 years of age. Over 100 of principals (24.8%) were 51 years of age or older. There were 138 principals (33.8%) who were 40 years of age or younger.

Table 13

Frequency Distribution of Principals Participating in the Three-Minute Walkthrough Program by Age

Age	N	Percent
21–30	7	1.7
31–40	131	32.1
41–50	169	41.4
51+	101	24.8
Total	409	100.0

Testing of Research Questions

This section provides data to test each research question posed in this study. The investigator will restate each research question and then provide an appropriate test to determine whether the research question is supported. In all test applications, the 0.05 level of confidence was used for determining statistical significance.

RQ1. Are principals who have six or more years of experience in the Three-Minute Walkthrough Program more likely to implement the tenets of the Three-Minute Walkthrough Program than principals who have five or fewer years of experience in implementing the Three-Minute Walkthrough Program?

To test this first research question, data from the survey instrument, particularly survey questions, hereinafter (SQ) 4–9, were used to develop an "implementation scale." The survey items were:

SQ4. Implemented the tenets of the Three-Minute Walkthrough Program;

SQ5. The Walkthrough process focused on curriculum decisions;

SQ6. The Walkthrough process focused on instructional decisions;

SQ7. The Walkthrough process focused on evidence of student learning;

SQ8. The Walkthrough process focused on safety and health issues; and

SQ9. The Walkthrough process focused on designing a reflective question for future conversation.

A Cronbach's alpha was conducted on the 5-item scale to determine the measure of scale reliability of this instrument scale for testing Research Question 1. A Cronbach's Alpha of 0.76 was obtained which indicated that the implementation scale was reliable. A reliable coefficient of .70 is considered "acceptable" in most social science research situations (Cortina, 1993).

The data contained in Table 14 compare "high experience" principals with "low experience" principals regarding the degree to which they were able to implement selected tenets of the Three-Minute Walkthrough Program. Table 14 provides descriptive data on the two separate groups of "experienced" and "low experienced principals." The overall mean (μ) score for "low experience" principals on this 5-item implementation scale was 3.18. This score was lower when comparing the mean (μ) implementation scale for "high experience" principals of 3.39.

Table 14

Descriptive Overview Comparing the Implementation of Selected Tenets of the Three-Minute Walkthrough Program comparing High-Experienced with Less-Experienced Principals

	N	μ	σ	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Low experience	228	3.18	0.50	0.03	3.11	3.24	1	4
High experience	181	3.39	0.41	0.03	3.33	3.45	2.17	4
Total	409	3.27	0.48	0.02	3.23	3.32	1	4

An ANOVA test was conducted to determine whether there was a statistically significant difference between the perception of "low experience" and "high experience" principals pertaining to the degree to which they were able to incorporate the implementation tenets of the Three-Minute Walkthrough Program. The reader is referred to Table 15.

Table 15

An Analysis of Variance comparing the Response of "Less-Experienced" with "More-Experienced" Principals Concerning the Implementation of Selected Tenets of The Three-Minute Walkthrough Program

	Sum of Squares	df	Mean Square	F	*p*-value
Between Groups	4.77	1	4.77	22.13	0.00[**]
Within Groups	87.69	407	0.22		
Total	92.46	408			

Note. [***] $(F(1,407) = 22.13, p \leq 0.001)$

Based on the data presented in Table 15, ANOVA results show that there was a significant difference in the scores of "high-experience" and "low-experience" principals on this implementation scale $(F(1, 407) = 22.13, p < 0.001)$. Principals who had a greater degree of experience in the Walkthrough Program were able to demonstrate a higher degree of capacity of

implementing the tenets of the Three-Minute Walkthrough Program than "less-experienced"

principals. In this regard, "experienced" principals were more likely to implement the tenets on

this scale than their corresponding "less experienced" counterparts.

Table 15 demonstrates that there was a significant difference between the responses of

"experienced" principals and "less" experienced principals when it pertained to the

implementation of the tenets of the Three-Minute Walkthrough Program. When experienced

principals were asked to provide commentary on their ability to implement the tenets of the

Three-Minute Walkthrough Program, several experienced principals mentioned the following:

"I wanted to ensure that the students know what the target of the lesson is and how close

they are to achieve the expectations of the lesson."

"Provides an opportunity to be visible and check on target students."

"I think consistent visibility from leadership is very important and it is realistic to do the

Three-Minute Walkthrough and provide feedback to teachers often."

Another principal made a very poignant observation. She added:

"Good model, but you have to be consistent with using it."

On the other hand, less-experienced principals did not show a sense of alacrity in the use

of the Three-Minute Walkthrough Program as experienced principals. Consider the comments

made by these principals:

"I use the Walkthrough Program to gather informal information to help teachers in an

area they would like to focus on more."

"Although I have not been trained in the Three-Minute Walkthrough Program as a part of

our evaluation process, we do Walkthrough Informal Observations and document what is

happening in the classroom."

Other less experienced principals made somewhat differing observations as noted below:

"I could have used a bit more training on developing the reflective questions. That was hard."

"I was part of an administrative team that used the Three-Minute Walkthrough process in my last district. Since I have changed my job to another district, I have not used it since then. I used it for a total of three years." This process was one of many that have been experimented with in the many years I have been an administrator. Currently, we use no standardized format in the district."

"While it was easy to use, I didn't think it provides the right lens in every circumstance to get at the root cause of issues."

RQ2. Are experienced principals in the Three-Minute Walkthrough Program more likely to report higher measures of effective management practices than less-experienced principals in the Three-Minute Walkthrough Program?

For this research question, SQ7–9; SQ19–23; SQ27–28; SQ30–38 were averaged to create the "effective management scale." The survey items included in the development of this scale are listed below.

SQ7. The Walkthrough process focused on evidence of student learning;

SQ9. The Walkthrough process focused on designing a reflective question for future conversation;

SQ19. Teachers implement the ideas that I discuss with them;

SQ20. Teachers implement teaching plans made during reflections;

SQ22. The Three-Minute Walkthrough improves teachers' instruction;

SQ23. The Three-Minute Walkthrough improves teachers' supervision;

SQ27. The Three-Minute Walkthrough Program is worthwhile;

SQ28. The Three-Minute Walkthrough Program is success promoting;

SQ30. The Three-Minute Walkthrough Program is important;

SQ31. Getting an idea of what happens in the course of teaching experiences within the school;

SQ32. Determine teachers' instructional strengths and weaknesses;

SQ33. Encourage teachers to evaluate their instructional practices;

SQ34. Encourage teachers to improve their planning;

SQ35. Promote interactive feedback with teachers;

SQ36. Evaluate students' learning experience;

SQ37. Improve teachers' effectiveness in your school; and

SQ38. Improve your effectiveness as a principal of your school.

A Cronbach's alpha was conducted on this 16-item scale for the purpose of testing this research question. A Cronbach's Alpha of 0.94 was obtained for this scale. This analysis suggests that the "effective management scale" had a high, or more than acceptable, reliability coefficient.

Table 16 provides a descriptive summary comparing the difference between "high experience" versus "low experience" principals on the "effective management scale" for this research question. The overall mean (μ) score for "low experience" principals on this 16-item "effective management" scale was 3.29, while the mean (μ) score for "high experience" principals was 3.48. In addition to this, an ANOVA statistical analysis was conducted to determine whether there was a statistically significant difference between high and low

experience principals on the "effective management scale" of the Three-Minute Walkthrough program. The reader is referred to Table 17.

Table 16

Descriptive Overview Comparing the Effective Management of Selected Tenets of the Three-Minute Walkthrough Program Comparing High-Experienced with Less-Experienced Principals

| | N | μ | σ | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
					Lower Bound	Upper Bound		
Low experience	228	3.29	0.51	0.03	3.22	3.35	1	4
High experience	181	3.48	0.35	0.03	3.43	3.54	2	4
Total	409	3.37	0.46	0.02	3.33	3.42	1	4

Table 17

An Analysis of Variance Comparing the Response of "Less-Experienced" with "More-Experienced" Principals Concerning the Effective Management of Selected Tenets of The Three-Minute Walkthrough Program

	Sum of Squares	Df	Mean Square	F	*p*-value
Between Groups	3.95	1	3.95	19.42	0.001**
Within Groups	82.72	407	0.20		
Total	86.66	408			

Note. ***($F(1,407) = 19.42, p \leq 0.001$).

Based on the data presented in Table 17, ANOVA results showed there was a significant difference between "high-experienced" and "low-experienced" principals on the "effective management" scale ($F(1, 407) = 19.42, p < 0.001$). Principals with higher experience ($M = 3.48$; $SD = 0.35$) were more likely to implement effective management practice learned in their Three-Minute Walkthrough training than their corresponding counterparts ($M = 3.29$; $SD = 0.51$). Consequently, this research question was supported.

It was quite evident that experienced principals in the Three-Minute Walkthrough Program displayed higher measures of effective management practices than less-experienced principals in the Three-Minute Walkthrough Program as exhibited by the observations by several "experienced" principals:

"As a busy administrator, the Three-Minute Walkthrough Program has been a great process to assess curriculum, improve teaching strategies, and engage students in the learning process."

"I use daily walk-throughs with support, sharing of ideas, and collective learning engagement."

"I have been trained in several models. This is the one I use often. I find that teachers are more reflective in their practice. This makes a big difference when I am trying to help grow their teaching capacity."

And lastly, one experienced principal made this interesting comment:

"On an average, I conduct around 200 to 300 informal observations each school year. I have recently begun using an electronic version of the form I developed which has helped speed up the process."

Less "experienced" principals, on the other hand, made these observations concerning the use of the Three-Minute Walkthrough Program and the use of effective management practices:

"At times I feel like I do not have a useful question for teachers to answer that will help guide their instruction."

"I do walk throughs on a weekly basis that are mostly focused on what the students are doing."

"Using the process in its entirety allowed me to determine what professional development was needed for staff."

"It is ok for beginners. I found the tool easy to use, but not as useful as I would have liked it to be."

"I am still practicing and getting a feel for the framework. Right now it is not easy, but I do have a great coach. I think things will get better over time."

Finally, one less-experienced principal observed:

"It would be great if all the principals in my district went through the training."

RQ3. Are experienced principals more likely to focus on instructional strategies of the Three-Minute Walkthrough Program than less-experienced principals during their feedback dialogue with teachers?

To test this research question, survey items 14, 15, and 16 were aggregated to create a "focus on instructional strategies" scale. This scale was specifically designed to measure if there was a difference in the degree to which "high" experienced principals, in contrast to "low" experienced principals focused on instructional strategies during their feedback dialogue with teachers. These items are listed below.

SQ14. Teachers are teaching during the Three-Minute Walkthrough;

SQ15. The Three-Minute Walkthrough activity is aligned with the district/state curriculum; and

SQ16. Choose an area of reflective conversation with the teachers and invite them to reflect on the conversation before building a reflective question.

A Cronbach's alpha was conducted on this 4-point response scale and produced an acceptable reliability coefficient of 0.72. The data contained in Table 18 provide a descriptive

summary of the responses of "less experienced" principals as compared to "more experienced" principals on the focus on instructional strategy scale.

Table 18 provides a descriptive summary of the response of "low" and "high" experienced principals on this instructional strategy scale. The overall mean (μ) score for "low-experienced" principals on this 4-point response scale was 3.31 as compared to a mean (μ) score of 3.48 for "high" experienced principals. It appears that principals with more professional experience as a principal ($M = 3.48$; $SD = 0.43$) were more likely to focus on instructional strategies of the Three-Minute Walkthrough training than principals with less professional experience ($M = 3.31$; $SD = 0.54$).

Table 18

Descriptive Overview Comparing the Focus on Instructional Strategies of Selected Tenets of the Three-Minute Walkthrough Program comparing "High" with "Less" Experienced Principals

	N	μ	σ	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Low experience	228	3.31	0.54	0.04	3.24	3.38	1	4
High experience	180	3.48	0.43	0.03	3.42	3.55	2	4
Total	408	3.38	0.50	0.02	3.34	3.43	1	4

An ANOVA was conducted to determine whether there was a statistically significant difference between the responses of these two populations concerning their focus on instructional strategies. The reader is referred to Table 19. Based upon the data presented in Table 19, ANOVA results indicate that there was a significant difference between these two populations ($F(1, 406) = 13.13$, $p < 0.01$). Therefore, the results show that experienced principals were more likely to focus on instructional strategies of the Three-Minute Walkthrough Program than less-

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experienced principals during the process of providing feedback dialogue with teachers. This

research question was supported.

Table 19

An Analysis of Variance Comparing the Response of "Less-Experienced" with "More-Experienced" Principals Concerning the Focus on Instructional Strategies of Selected Tenets of The Three-Minute Walkthrough Program

	Sum of Squares	Df	Mean Square	F	*p*-value
Between Groups	3.18	1	3.18	13.13	0.00[**]
Within Groups	98.33	406	0.24		
Total	101.51	407			

Note. [**] *F* (1, 406) = 13.13, *p* < 0.01

The results for the third research question showed that the responses of "experienced"

principals were markedly different from that of the "less" experienced principals regarding the

degree and nature of their focus on instructional strategies of the Three-Minute Walkthrough

Program during their feedback dialogue with teachers. When the experienced principals

communicated their thoughts regarding this aspect of the Three-Minute Walkthrough Program,

the following comments were made by multiple experienced principals:

"I wanted to ensure that students know what the target of the lesson is and how close they

are to achieving the expectations of the lesson."

"I like how the framework hones in to specifics that you should look for around

instruction and district expectations."

"My experience implementing the process was spotty. There were days when I felt like

the teachers got it and wanted to improve as a result of the reflection, and then there were

days when I felt they were just going through the motions."

"I would like to have had more extensive and training beyond the initial training."

"As part of the walkthrough program I also do what I call two stars and a wish. Two stars indicate a brief sentence of two things I liked that I saw. The wish indicates something I wish they would have done or done differently such as I wish you would have gone deeper into that explanation. The 2 stars and a wish are for conversations after the fact of the walk through to help foster a professional learning community."

The effortlessness in their feedback interactions with teachers that experienced principals described was missing from the comments of less-experienced principals. Consider the following comments from the latter:

"Trying to keep track of the various pieces during my class visits was tough."

"Small short-term observations are much more productive than long-term dog and pony shows."

"Easy system to incorporate in the classroom as a building leader."

"The hardest step for me was the building the reflective questions."

"The process allowed me the space I needed to make suggestions and recommendations of effective pedagogy."

"This protocol gave me a quick way to collection data on instruction as well as the implementation of instructional related strategies taught in professional development sessions."

"I like it but it is not my first choice for a classroom walk through strategy. I prefer the instructional rounds method."

"As a relatively new principals I am still in the learning stage of multiple leadership strategies. I do thinks this strategy offers the methods needed to be an instructional leader."

"I have been able to get very accurate instructional capture of what is going on in classrooms."

"The best part about the process is learning how to focus on aligning the district curriculum with the state standards. It takes the guess work out of the equation of teaching and learning. Love it!"

"While in the classrooms I was able to assess the strength and weaknesses of the teacher as taught with ease."

"I utilized this process predominately prior to moving into the alternative education program due to the online curriculum used that allows students to move toward their individual diploma tracts."

RQ4. Are experienced principals more likely to follow up on the action items discussed in the feedback dialogue with teachers than less-experienced principals?

To answer this question, survey items SQ17 and SQ21 were averaged to create a scale score for follow-up feedback. These items were:

SQ17. Invite teachers to reflect on their teaching and follow-up on their teaching practices; and

SQ21. I follow up on the action items discussed during feedback with teachers

- Reflective conversation

- Improve teachers' instruction.

A Cronbach's alpha of 0.79 was obtained on this 4-point response scale indicating an acceptable range of reliability. The data contained in Table 20 provide a descriptive overview of the responses of "low-experienced" and "high-experienced" principals concerning the degree to which they were likely to follow up on the action items discussed in the feedback dialogue with

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teachers. The overall mean (μ) score for "low-experienced" principals on this 4-point response scale was 3.26 for "low" experience and 3.47 for "high" experience principals. These statistics suggest that "high-experienced" principals were more likely to conduct follow-up on action items discussed in a follow-up with teachers than their corresponding counterparts.

Table 20

Descriptive Overview of the Follow-up of Selected Tenets of the Three-Minute Walkthrough Program Comparing "High" with "Less-Experienced" Principals

	N	μ	σ	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Low experience	228	3.26	0.56	0.04	3.18	3.33	1	4
High experience	181	3.47	0.42	0.03	3.41	3.53	2.25	4
Total	409	3.35	0.51	0.03	3.30	3.40	1	4

An ANOVA was conducted to determine whether there was a statistically significant difference between the two populations of responding principals. The reader is referred to Table 21. The ANOVA results in Table 21 indicate that there was a significant difference in the opinion of principals with "more" experience, as compared to their corresponding counterparts with "less" experience as it relates to the degree of follow-up on the action items discussed in the feedback dialogue with teachers ($F(1, 407) = 18.14$, $p < 0.001$). Therefore, test results show that experienced principals were more likely to follow up on the action items discussed in the feedback dialogue with teachers than less-experienced principals. This research question is supported.

Table 21

An Analysis of Variance Comparing the Response of "Less-Experienced" with "More-Experienced" Principals Concerning the Follow-up of Selected Tenets of The Three-Minute Walkthrough Program

	Sum of Squares	*df*	Mean Square	*F*	*p*-value
Between Groups	4.61	1	4.61	18.14	0.000[*]
Within Groups	103.35	407	0.25		
Total	107.96	408			

Note. [***] ($F(1, 407) = 18.14$, $p < 0.001$).

It was clear from the comments the principals made that there were differences in how "experienced" principals considered the effort for follow-up on the action items discussed in the feedback dialogue with teachers compared to "less" experienced principals, as reflected in the comments made by several experienced principals:

"The walkthrough system allows me to use multiple short observations that are essential to effective teacher evaluation."

"The hard part about the Three-Minute Walk-through was trying to remember what I saw over time without taking notes. I had to modify it a bit to fit my style. Once I did that I was able to be more detailed in my conversation with the teachers. Great framework!"

"In the beginning I would let the teachers know what I going to focus on during the walkthroughs . . ."

"At first I noticed that teaches were apprehensive about my visitations, but when they noticed by visits were short, the tension subsided."

The difficulties of "less" experienced principals with respect to follow-up with teachers were reflected in their comments, despite their praise for the framework of the model:

"The hard part was developing questions for the reflection conversation with instructors."

"At times I feel like I do not have a useful question for teachers to answer that will help guide their instruction."

"I provided a lot of feedback. The dialogue I had with teachers were engaging."

"I really think the process is helping to improve instruction. The feedback and the response from teachers has been high quality. I am definitely going to continue using it."

"All I can say is WOW! This framework gave me a method to provide tight feedback to teachers."

RQ5. When comparing "High-experienced" with "Less-experienced principals," and controlling for size of the student population and years of experience, does age, gender, and predominant ethnic background of the principal influence the person's decision-making process when considering the tenets of the Three-Minute Walkthrough Program?

To test this final research question, ten survey items, specifically SQ9, SQ16-20, SQ31, and SQ36-38 were averaged to develop a decision-making scale. The items selected were:

SQ9. The Walkthrough process focused on designing a reflective question for future conversation;

SQ16. Choose an area of reflective conversation with the teachers and invite them to reflect on the conversation before building a reflective question;

SQ17. Invite teachers to reflect on their teaching and follow-up on their teaching practices;

SQ18. The reflective conversations that I hold with teachers promote collaborative teaching engagement;

SQ19. Teachers implement the ideas that I discuss with them;

SQ20. Teachers implement teaching plans made during reflections;

SQ31. Getting an idea of what happens in the course of teaching experiences within the
school;

SQ36. Evaluate students' learning experience;

SQ37. Improve teachers' effectiveness in your school; and

SQ38. Improve your effectiveness as a principal of your school.

A Cronbach Alpha produced a reliability coefficient of 0.89. This statistic indicates that the scale had a high, or more than acceptable, level of internal reliability. Data contained in Table 22 provide a descriptive overview of the response of principals ("High" versus "Low-Experience") concerning their response to their decision-making ability. The overall mean (*M*) score for "Low-Experienced" principals on this 10-item effective management scale was 3.26 while "High-Experienced" principals had an overall mean (*M*) score of 3.48. These findings suggest that "more experienced" principals were more likely to implement the tenets of decision-making than their corresponding counterparts.

Table 22

A Comparing the Decision-Making of "Experienced" versus "Low Experienced" Principals Regarding Selected Tenets of the Three-Minute Walkthrough Program

	N	μ	σ	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Low experience	228	3.26	0.51	0.03	3.20	3.33	1	4
High experience	181	3.48	0.37	0.03	3.42	3.53	2.1	4
Total	409	3.36	0.47	0.02	3.31	3.40	1	4

Table 23 provides data to validate whether there was a statistically significant difference between the two populations of principals. Based on the data presented in Table 23, ANOVA results indicate that there was a significant difference in decision-making between "Low-Experience" principals and principals with "High-Experience" ($F(1, 407) = 21, p < 0.001$). Statistical analysis shows that "High-Experienced" principals were more likely to have greater decision-making conversations with teachers, as opposed to their corresponding "Less-Experienced" principals, when considering the tenets of the Three-Minute Walkthrough Program.

Table 23

An Analysis of Variance Comparing the Response of "Less-Experienced" with "More-Experienced" Principals Concerning their Decision-Making of Selected Tenets of The Three-Minute Walkthrough Program

	Sum of Squares	df	Mean Square	F	p-value
Between Groups	4.55	1	4.55	21.90	0.000*
Within Groups	84.47	407	0.21		
Total	89.02	408			

Note. ***($F(1, 407) = 21.90, p < 0.001$).

A correlational analysis was conducted to determine whether ethnicity, gender, size of the student population, and years of experience as a school principal were significantly related to principals' decision-making processes when considering the tenets of the Three-Minute Walkthrough Program. A level of significance of 0.05 was used in the correlation analysis for determining statistical significance. There were significant correlations between variables when the *p*-value was less than or equal to the level of significance value. Table 24 summarizes the results of the correlation analysis.

Table 24

Correlation Results of Correlation of Principals' Ethnicity, Age Gender, Experience, Class Size, and Years of Experience When Making a Decision as School Principal with Principals' Decision-Making Process When Considering the Tenets of the Three-Minute Walkthrough Program

		Experience groups of Principals	Age	Gender (females=0)	Ethnicity	Total years worked as school principal	Building average class size
Decision-making	Pearson Correlation	0.23**	0.21**	-0.09	-0.01	0.15**	0.02
	p-value (2-tailed)	0.00	0.00	0.07	0.92	0.00	0.62
	N	409	409	408	407	407	409

Note. ** Correlation is significant at the 0.01 level (2-tailed test).

Correlation analyses showed that principals' decision-making processes regarding the tenets of the Three-Minute Walkthrough Program were positively correlated when considering the experience of principals ($r(407) = 0.23$, $p < 0.001$), age ($r(407) = 0.21$, $p < 0.001$), and total years worked as a school principal ($r(405) = 0.15$, $p < 0.001$). The positive correlation means that more experienced principals have a significantly greater decision-making process score when considering the tenets of the Three-Minute Walkthrough Program than less experienced principal samples, which were coded as 0. The higher the age of the principals resulted in a higher decision-making process score when considering the tenets of the Three-Minute Walkthrough Program. The higher the total years worked as a school principal resulted in a higher decision-making process score when considering the tenets of the Three-Minute Walkthrough Program.

A linear regression analysis was conducted to determine whether ethnicity, gender, age, and experience of principals influenced the principal's decision-making process when considering the tenets of the Three-Minute Walkthrough Program. A significance level of 0.05 was used in the linear regression analysis. The independent variable significantly influenced the

dependent variable if the *p*-value is less than or equal to the level of significance value. Table 25

summarizes the results of this linear regression analysis.

Table 25

Linear Regression Results of Influences of Ethnicity, Gender, Age, and Experience Groups on a Person's Decision-Making Process When Considering the Tenets of the Three-Minute Walkthrough Program

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	*t*	*p*-value
1	(Constant)	3.04	0.18		16.88	0.00**
	Gender Recode	-0.08	0.05	-0.09	-1.83	0.07
	Experience (6 to 10 years)	0.15	0.07	0.15	2.08	0.04*
	Experience (11 to 15 years)	0.14	0.07	0.14	2.03	0.04*
	Experience (16 plus years)	0.16	0.08	0.13	1.98	0.05*
	Age2	0.04	0.18	0.04	0.20	0.84
	Age3	0.26	0.18	0.28	1.48	0.14
	Age4	0.30	0.18	0.28	1.63	0.10
	ORace	0.10	0.07	0.08	1.46	0.15
	African American	0.07	0.05	0.07	1.32	0.19

Note. $F_{(9, 398)} = 4.08$, $p < 0.001$, R Square (R^2) = 0.08, $N = 407$
a. Dependent Variable: Decision-making
b. Predictors: (Constant), African American, Gender Recode, Age3, 6 to 10 years, ORace, 16plus years, Age4, 11 to 15 years, Age2
**Significant at level of significance of 0.01
*Significant at level of significance of 0.05

The overall model fit of the regression generated was significant ($F_{(9, 398)} = 4.08$,

$p < 0.001$). This analysis indicated that the model including ethnicity, gender, age, and

experience of principals determined the predictors of principals' decision-making process when

considering the tenets of the Three-Minute Walkthrough Program have an acceptable model fit.

The r^2 (r-square) value of the regression model was only 0.08. This statistic indicates a very low

effect size which means that the combined effects of ethnicity, gender, age, and experience of

principals captured a very low variance of 8% in predicting the principals' decision-making process when considering the tenets of the Three-Minute Walkthrough Program.

Investigation of the individual influences on a principal's decision-making process showed that only the experienced groups of principals of 6-10 years ($t(407) = 2.08$, $p = 0.04$), 11–15 years ($t(407) = 2.03$, $p = 0.04$), and 16 plus years ($t(407) = 1.98$, $p = 0.05$) significantly influenced the principal's decision-making process when considering the tenets of the Three-Minute Walkthrough Program. These variables have significant influences since the p-values were less than the level of significance value of 0.05. Investigation of the unstandardized beta coefficient value showed that all experience groups of 6-10 years ($B = 0.15$), 11-15 years ($B = 0.14$), and 16 plus years ($B = 0.16$) have significant positive influences on the principal's decision-making process when considering the tenets of the Three-Minute Walkthrough Program. The positive influence means that having experiences of 6-10 years, 11-15 years, and 16 plus years as principals resulted in having greater decision-making process scores when considering the tenets of the Three-Minute Walkthrough Program than less experienced principals (e.g., samples of 0–5 years). Compared to the group that had less experience (0-5 years), principals in all experience groups showed a significant positive difference. Irrespective of the experience group (6-10 years, 11-15 years, or 16 plus years), there was a significant difference in decision-making scores with the reference category (i.e., principals who have 0-5 years of experience). On the other hand, gender ($t(407) = -1.83$, $p = 0.07$), age groups, and ethnicity groups did not significantly influence the principal's decision-making process when considering the tenets of the Three-Minute Walkthrough Program. The estimation shows that neither women nor men had a higher decision-making prowess compared to each other. Age and race did not make a difference in the principal's decision-making process when considering the tenets of the Three-

Minute Walkthrough Program. The higher the total number of years worked as a school principal tends to produce a higher decision-making capacity when viewed through the lens of the Three-Minute Walkthrough Program.

Summary

This study sought to determine whether experienced principals (six or more years of experience) were more likely to implement the tenets of the Three-Minute Walkthrough Program than less experienced principals (five or fewer years of experience). The study utilized an *ex post facto* design. Of the 2,000 principals who were trained in the Three-Minute Walkthrough Program, 289 respondents (20.5%) completed and returned the survey instrument.

The study sought to provide answers to five research questions. Findings of this study suggest that experienced principals were more likely to implement the tenets of the Three-Minute Walkthrough Program, report higher measures of effective management practices, maintain a greater focus on instructional practices, and conduct follow-up on action items than less-experienced principals. Finally, when controlling for the size of the student population and years of experience, age, gender, and predominant ethnic background (race) had little, if any, influence on "more" and "less" experienced principals' decision-making processes when implementing the tenets of the Three-Minute Walkthrough Program. The next and final chapter provides the summary, conclusions, and recommendations of this study.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine whether experienced principals in districts throughout the United States were more likely to implement the tenets of the Three-Minute Walkthrough Program than their counterparts with less experience in the Program. To determine whether there were significant differences between these two populations of principals, respondents were asked to complete a survey instrument that measured the extent to which principals were able to implement the tenets of the Three-Minute Walkthrough Program across four different domains that included five separate program strategies (Implementation Strategies, Effective Management Strategies, Instructional Strategies, Follow-Up on Action Strategies, and Decision-Making Strategies).

This chapter presents a summary of the research findings and conclusions reached, including a brief discussion on how these findings may either support or contradict the relevant literature; finally, the study will conclude by providing recommendations for future study.

Summary of Findings

This study sought to determine whether principals with more administrative experience were more likely to implement the tenets of the Three-Minute Walkthrough Program than their counterparts with less administrative experience. To do this, a survey instrument was mailed to 2,000 principals throughout the United States who had received training in the Three-Minute Walkthrough Program during the 2010-2016 school years.

To summarize the findings of this study, each research question will be restated, and a corresponding answer will be provided to give information that shows whether the research

question was supported and whether the findings presented supported or contradicted the extant literature. On occasion, I will identify new findings in this investigation that previous research studies have failed to address. In this case, the findings will serve as the basis for formulating recommendations for future studies.

Research Question #1

The first research question posed was, "Are principals who have seven or more years of experience in the Three-Minute Walkthrough Program more likely to implement the tenets of the Three-Minute Walkthrough Program than principals who have six or fewer years of administrative experience in implementing the tenets of the Three-Minute Walkthrough Program?"

An ANOVA test revealed that there was a significant difference in the responses of "less" administrative experienced principals than "more" experienced principals on the Implementation Scale ($F(1, 407) = 22.13$, $p < 0.001$). To illustrate this point, one participating principal observed, "I wanted to ensure that the students know what the target of the lesson is and how close they are to achieving the expectations of the lesson." On the contrary, principals with less administrative experience focused on content and teachers. One principal noted, "I use the walkthrough program to gather informal information to help teachers in an area they would like to focus on more."

The findings of this study support the earlier research of Fullan (2014) and Leiva et al. (2016) in that educational leaders who have been provided with an ongoing and consistent research-based program are more likely to implement innovative strategies through greater attention to the interactions between content and student learning than individuals who are provided innovative programs on an ad hoc basis. The results contradict the findings of Mulford

(2003) who suggested a shift of focus from student interaction to teacher feedback. In this study, "more" experienced principals were more focused on content and student interactions than their counterparts. (Fullan, 2014; Leiva et al., 2016). The "less" administrative experience principals, however, seemed more interested in content assessment and teacher feedback.

This study adds to the relevant literature by suggesting that when principals shift their focus from concentrating on content matters and student assessment to an emphasis on improving teachers' pedagogical skills, it will result in improved interaction between the teacher and student concerning their individual learning.

Research Question #2

The second research question asked whether principals with greater experience in the Three-Minute Walkthrough Program were more likely to report higher measures of effective instructional leadership practices than principals with less administrative experience in the Three-Minute Walkthrough Program. ANOVA results showed that there was a significant difference between principals with greater administrative experience than principals with less administrative experience on the Effective Management Scale ($F(1, 407) = 19.42, p < 0.001$).

This finding was reflected in a comment made by a principal with greater administrative experience. This principal made the following observation: "As a busy administrator, the Three-Minute Walkthrough Program has been a great process to assess curriculum, improve teaching strategies, and engage students in the learning process." On the contrary, principals with less administrative experience had more difficulty implementing effective instructional leadership practices with teachers during the Three-Minute Walkthrough Program. One principal with "less" administrative experience principal made the following observation: "At times I feel like I do not have a useful question for teachers to answer that will help guide their instruction."

The findings of this study support the relevant literature that defines the role of principals as the instructional leader. According to Campbell (1990) and Marzano and McNulty (2003), effective principals are individuals who evaluate student progress, emphasize student achievement, set clear goals, have knowledge of instructional methods practiced by teachers, and maintain high visibility. To some degree, this study contradicts the earlier findings of Edmond (1981) who found that principals influenced students' outcomes by merely being readily available, rather than through the implementation of strategic instructional leadership measures.

Research Question #3

The third research question queried principals about whether experienced principals were more likely to focus on instructional strategies included in the Three-Minute Walkthrough Program than principals with less administrative experience when conducting feedback dialogue with teachers. In order to determine whether there was a statistically significant difference between the responses of these two populations, an ANOVA test was conducted on the Focus on Instructional Strategies Instrument Scale. The findings in this analysis demonstrated that there was a statistically significant difference between the two populations ($F(1, 406) = 13.13$, $p < 0.001$).

In this study, principals with greater administrative experience were more likely to focus on instructional strategies contained in the Three-Minute Walkthrough Program than principals with less administrative experience. This finding was further supported by an experienced principal in the following statement, "I wanted to ensure that students know what the target of the lesson is and how close they are to achieving the expectations of the lesson." Principals with less administrative experience were having difficulty focusing on instructional strategies contained in the Three-Minute Walkthrough Program. One principal with "less" administrative

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experienced observed, "Trying to keep track of the various pieces during my class visits was tough."

The findings of this study support the existing research by showing that greater administrative experience only strengthened principals' pedagogical/instructional leadership skills through observation and the walkthrough process (Leiva et al., 2016; Radinger, 2014). On the contrary, the findings of this study contradict those reported by Sugrue (2004) who noted a focus on instructional strategy uniformly among principals of different experience levels.

This study may add to the existing body of literature by showing the relative importance of the interactions between teachers and principals regarding instructional strategies to improve student achievement.

Research Question #4

The fourth research question sought to determine whether principals with greater administrative experience were more likely to follow up on the action items discussed in the reflective conversation with teachers than principals with less administrative experience, as measured by the Instructional Strategy Scale. Findings of this study suggested that principals with greater administrative experience were more likely to follow up on the action items discussed in the feedback dialogue session with teachers than principals with less administrative experience.

This finding regarding follow-up was suggested in a statement made by a principal with greater administrative experience regarding reflective conversations during the walkthrough experience. She noted, "The walkthrough system allows me to use multiple short observations that are essential to effective teacher evaluation." On the other hand, a principal with less administrative experience mentioned that this particular strategy was somewhat challenging.

This principal made the following observation: "The hard part was developing questions for the reflection conversation with instructors." Two other principals with less administrative experience made the following comments: "At times I feel like I do not have a useful question for teachers to answer that will help guide their instruction."

The findings of this study support Downey's (2004) assertion that walkthroughs can accomplish multiple purposes pertaining to classroom observations, including frequency of follow-up conversations and its influence on changing teacher behavior regarding instructional practices.

Findings of this study contradict extant literature by showing that principals' instructional leadership exerts a positive influence on student outcomes through the ability of direct communication (Ham & Kim, 2015). This study may add to the body of literature by suggesting that principals with greater administrative experience are more likely to provide substantive follow-up processes with teachers and, on the other hand, teachers demonstrate increased receptiveness to feedback from experienced individuals because of the non-judgmental language used by these principals.

Research Question #5

The fifth research question compared "experienced" principals with principals who had less administrative experience pertaining to their decision-making processes as measured by the Decision-Making Scale. More specifically, this research question sought to determine whether the size of the student population and years of experience had an influence on principals' decision-making processes when controlling for the principal's age, gender, and predominant ethnic background when implementing the tenets of the Three-Minute Walkthrough Program. Findings of this study suggested that none of the previously named demographic descriptors had

any influence on principals' decision-making when implementing the tenets of the Three-Minute Walkthrough Program.

Conclusion

In concluding this section, the findings of this study clearly indicate that there were significant differences between principals with greater administrative experience and principals with less administrative experience when it came to implementation of the tenets associated with the Three-Minute Walkthrough Program. Principals with greater administrative experience were more likely to implement the tenets of the Three Minute Walkthrough Program than principals with less administrative experience. Principals with greater administrative experience were more likely to report higher measures of effective instructional management practices than their less-experienced administrative counterparts. Principals with greater administrative experience were more likely to focus on instructional strategies, feedback dialogue with teachers, and greater decision-making conversation with teachers contained in the Three-Minute Walkthrough Program than principals with less administrative experience. And finally, when controlling for race, sex, gender, and years of experience of principals, the findings of this study suggest that selected demographic characteristics (e.g., gender, age, size of the student population) had little, if any, influence on principals' decision-making capacity when implementing the tenets of the Three-Minute Walkthrough Program.

Recommendations for Further Study

The overall purpose of this study was to determine whether principals with greater experience were more likely to implement the tenets of the Three-Minute Walkthrough Program than their corresponding principals with less experience in the Program. Based on the findings in this study, the student researcher makes several recommendations that may provide insight to

future researchers who have an interest in investigating this phenomenon in greater detail. The recommendations are listed below:

1. First of all, it is recommended that this study be replicated. Future studies should take considerable steps to increase the overall response rate and ensure that the respondents are representative of the population of principals who participated in the Program. These steps will help to ensure a greater degree of precision of the population statistical estimates.

2. Secondly, it is recommended that future studies employ a qualitative research design. This type of design will provide greater insights into the lived experiences of principals who implemented the Three-Minute Walkthrough Program. This type of design will provide future researchers with a richer understanding of the successes and challenges of principals as they take steps to implement the Three-Minute Walkthrough Program.

3. Thirdly, it is recommended that future studies include research around the principal professional development and the sustainability of the Three-Minute Walkthrough program at state and local levels. This research will aid in supporting research that when innovative practices are connected to appropriate training, long-term fidelity may lead to improved student achievement.

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APPENDICES

Appendix A

Actual Instrument Used in the Three-Minute Walkthrough Framework

CMSi SCHOOLVIEW CLASSROOM OBSERVATION FORM

Teacher Type:	Grade/course:		Class Type:
Years Teaching 1-2, 3-5, 6-10, 10+	Discipline:		Observer:

Observation Date: Observation Time:	___ First third ___ Middle third ___ Last third	Approximate number of students oriented to work ___ All/Most ___ About 3/4th ___ About Half ___About 1/4th ___ Few//None

OBJECTIVE ACTUALLY OBSERVED: (Major one taking place during 3- to 4-minute observation, unless worksheet—first and last problem)			TEACHER INTENDED OBJECTIVE, IF NOTED D	
CONTENT OF OBJECTIVE Verb [Student action] plus concept, skill, knowledge, process to be learned	**CALIBRATION to District Course of Study Content Objective** (Examine for three grades/courses above or below)	**CONTEXT OF OBJECTIVE** • Given to students (e.g. graph, oral teacher directions) • Student response (select, write, state)	**STATED OR WRITTEN OBJECTIVE** (e.g. on board, lesson plan, stated)	**CONGRUENCE of the stated/written objective versus the actually taught objective**
Notes:	○ Above level by __level(s) ○ On level (all) ○ On level: partial ○ On level: en route ○ Below level by __ level(s)__level(s) ○ Not found	Notes: ○ Test-like format ○ Real-world situation ○ Other **COGNITIVE TYPE** K C Ap An S E	Notes: ○ Not Observed ○ Observed	Notes: ○ Congruent ○ Partial ○ Not Congruent

DOMINANT STUDENT ACTIVITY (Mark one in first column and mark in second column all those observed)			**DOMINANT TEACHER ACTIVITY**
___ Large group work ___ Small group work ___ Individual work ___ Other _____	___ Warm Up/Review ___ Watching video ___ Using technology ___ Taking assessment	___ Reading (see below) ___ Writing _____ ___ Speaking _____ ___ Other _____	___ Large group instruction ___ Small group ___ Individual work ___ Monitoring student work ___ Other _____

POWERFUL INSTRUCTIONAL PRACTICES:
(Mark all noted)

___ Uses advanced organizers (set-what, why, how) ___ Provides daily review-include homework concepts ___ Reviews prior learnings in relation to new ___ Provides relevant information and examples ___ Uses Accountable Talk (aligned) ___ Uses quality questioning techniques ___ Uses metacognition and modeling ___ Employs nonlinguistic representations ___ Elicits active participation ___ Provides opportunities for each student to respond each time ___ Uses formal cooperative learning approaches ___ Checks for understanding ___ Uses cues, prompts, probes ___ Provides guided practice with corrective feedback ___ Provides independent practice ___ Uses closure as another practice activity	___ Uses assessments to diagnose student needs ___ Sets goals for students ___ Uses vocabulary development strategies ___ Reinforces effort and gives praise ___ Uses feedback throughout lesson ___ Take notes (student) ___ Compares, contrasts, classifies (student) ___ Generates hypotheses/tests them (student) ___ Summarizes (student) ___ Talks positively to students (learning environment) ___ Demonstrates **rigor** and **high expectations** (verbal) ___ Provides homework ___ Provides for differentiated learning (give examples) _____ ___ Uses ELL techniques (describe) _____ ___ Uses Sp. Pop. Techniques (describe) _____ ___ Other _____

Reading Analysis (If reading is taking place)

Types of Text Reading	Levels of Inquiry		
___ Recreational (Fiction ___ Textual (Non-Fiction) ___ Functional (Real World)	Initial/Basic ___ Special Detail ___ Action, Reason, Sequence	Interpretation ___ Inference ___ Extended Meaning	Analysis ___ Critical Analysis ___ Strategies

Other comments (if need more space, use the back side):

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Appendix B

Three-Minute Walkthrough Validation Process Utilizing "Experts" Associated with the Program
Pertaining to Their Level of Agreement with the Tenets Associated with the
Three-Minute Walkthrough Program

LEVEL OF AGREEMENT CONCERNING THE TENETS OF THE THREE-MINUTE WALKTHROUGH PROGRAM BY EXPERTS AFFILIATED WITH THE DEVELOPMENT, TRAINING, AND IMPLEMENTATION OF THE PROGRAM

My name is Trent Mosley. Currently I serve as Academic Superintendent in the Cleveland Metropolitan School District (CMSD). In addition to this, I am a doctoral student in the Educational Leadership, Research & Technology (ELRT) Department at Western Michigan University. Prior to my coming to CMSD, I served as a principal in the School District of the City of Saginaw, Michigan for over 15 years. During this time, I utilized the Three-Minute Walkthrough Program to improve teacher instructional practices specifically designed to improve student achievement. As a result, the schools under my leadership consistently met Annual Year Progress. In addition, the improvement in instruction led to improved student engagement which indirectly led to decreases in suspensions and increases in student achievement

I was very excited about this program and the benefits it had on my school improvement efforts to enhance Again, student achievement. As part of my doctoral dissertation study, I am interested in knowing from other principals about their thoughts about the Program and specifically what tenets of the program they felt were most beneficial to impacting student achievement.

As an expert in this area, I need your input in determining whether you agree (or disagree) with each of the tenets associated with the Three-Minute Walkthrough program. In each of the following domains listed below, please tell me whether you agree (or disagree) that the tenets associated with the Three-Minute Walkthrough Program. You can do this by checking (x) whether you agree or disagree with the statement.

Upon completion of the instrument, please send your response to me at trent.mosley@clevelandmetroschools.org. In addition, I would also appreciate it if you would take a few minutes and give me your thoughts about the instrument and how it can be improved.

Again, thank you very much for your valuable input.

Sincerely,

Trent Mosley,
Doctoral Student

TENETS OF THE THREE-MINUTE WALKTHROUGH PROGRAM

Select the best option for each question.	Agree	Disagree
Core Tenets of Three-Minute Walkthrough The purpose of these items is to establish the basic premise of the Three-Minute Walkthrough		
1. Implemented the tenets of the Three-Minute Walkthrough Program.	O	O
2. The Three-Minute Walkthrough process focused on curriculum decisions.	O	O
3. The Three-Minute Walkthrough process focused on instructional decisions.	O	O
4. The Three-Minute Walkthrough process focused on evidence of student learning.	O	O
5. The Three-Minute Walkthrough process focused on Safety and Health Issues.	O	O
6. The Three-Minute Walkthrough process focused on designing a reflective question for future conversation.	O	O
Pre-Three-Minute Walkthrough Preparation The purpose of these items is focused on the principal's role aligned to the reflective conversation with the teacher		
I chose an area of conversation to discuss it with the teachers and invite them to reflect on the conversation before building a reflective question at the end of the conversation	O	O
Invite teachers to reflect on their teaching and follow-up on their teaching practices	O	O
The reflective conversations that I hold with teachers promote collaborative teaching engagement	O	O
Post Three-Minute Walkthrough Reflection The purpose of these items is focused on the impact of the reflective conversation		
Teachers implement the ideas that I discuss with them	O	O
Teachers implement teaching plans made during reflections	O	O
I follow up on the action items discuss during feedback with teachers	O	O
The Three-Minute Walkthrough improves teacher's instruction	O	O
The Three-Minute Walkthrough improves teacher's supervision	O	O

Select the best option for each question.	Agree	Disagree
Post Three-Minute Walkthrough Reflection (cont.) The purpose of these items is focused on the impact of the reflective conversation		
The Three-Minute Walkthrough program is interesting	○	○
The Three-Minute Walkthrough program is pleasant	○	○
The Three-Minute Walkthrough program is understandable	○	○
The Three-Minute Walkthrough program is worthwhile	○	○
The Three-Minute Walkthrough program success promoting	○	○
The Three-Minute Walkthrough program is easy	○	○
The Three-Minute Walkthrough program is important	○	○
The Three-Minute Walkthrough program is useful in facilitating the following outcomes	○	○
Getting an idea of what happens in the course of teaching experiences within the school	○	○
Determine teachers' instructional strengths and weaknesses	○	○
Encourage teachers to evaluate their instructional practices	○	○
Encourage teachers to improve their planning	○	○
Promote interactive feedback with teachers	○	○
Evaluate students learning experiences	○	○
Improves teacher's effectiveness in your school	○	○
Improve your effectiveness as a principal of your school	○	○
To what extent do the barriers listed below hinder the effective implementation of the Walkthrough Program?		
Lack of experience	○	○
Lack of time	○	○
Lack of analytical and diagnostic skills	○	○
Tension between principals and teachers	○	○

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Appendix C

Three-Minute Walkthrough Item Analysis

TENETS OF THE THREE-MINUTE WALKTHROUGH PROGRAM: LEVEL OF AGREEMENT BY PROGRAM "EXPERTS"

Core Tenets of Three-Minute Walkthrough The purpose of these items is to establish the basic premise of the Three-Minute Walkthrough	Agree	Disagree	Proportion
1. I was able to implement the tenets of the Three-Minute Walkthrough Program.	10	1	0.9091
			1.0000
The Three-Minute Walkthrough Program focused:			
2. On curriculum decisions.	11	0	1.0000
3. Instructional decisions.	11	0	1.0000
4. Evidence of student learning.	9	2	0.9091
5. Safety and Health Issues.	10	1	0.8180
6. Designing a reflective question for future conversation.	11	0	1.0000
Pre-Three-Minute Walkthrough Preparation The purpose of these items is focused on whether the principals' role aligned to the reflective conversation with the teacher.			
1. I chose an area of conversation to discuss it with the teachers and invite them to reflect on the conversation before building a reflective question at the end of the conversation	8	3	0.7273
2. Invite teachers to reflect on their teaching and follow-up on their teaching practices	11	0	1.0000
3. The reflective conversations that I hold with teachers promote collaborative teaching engagement	11	0	1.0000
Post Three-Minute Walkthrough Reflection The purpose of these items is to focus on the impact of the reflective conversation.			
1. Teachers implement the ideas that I discuss with them	10	1	0.9091
2. Teachers implement teaching plans made during reflections	10	1	0.9091
3. I follow up on the action items discuss during feedback with teachers	8	3	0.7273
4. The Three-Minute Walkthrough improves teacher's instruction	10	1	0.9091
5. The Three-Minute Walkthrough improves teacher's supervision	10	1	0.9091
6. The Three-Minute Walkthrough program is interesting	10	1	0.9091
7. The Three-Minute Walkthrough program is pleasant	9	2	0.8182

Core Tenets of Three-Minute Walkthrough The purpose of these items is to establish the basic premise of the Three-Minute Walkthrough	Agree	Disagree	Proportion
8. The Three-Minute Walkthrough program is understandable	11	0	1.0000
9. The Three-Minute Walkthrough program is worthwhile	11	0	1.0000
10. The Three-Minute Walkthrough program promotes success	5	6	0.4545[*]
11. The Three-Minute Walkthrough program is easy	6	5	0.5454[*]
12. The Three-Minute Walkthrough program is important	11	0	1.0000
13. The Three-Minute Walkthrough program is useful in facilitating the following outcomes	11	0	1.0000
14. Getting an idea of what happens in the course of teaching experiences within the school	11	0	1.0000
15. Determine teachers' instructional strengths and weaknesses	9	2	0.8182
16. Encourage teachers to evaluate their instructional practices	9	2	0.8182
17. Encourage teachers to improve their planning	10	1	0.9091
18. The Three-Minute Walkthrough Program promotes interactive feedback with teachers	7	4	0.6364[*]
19. Evaluate students learning experiences	10	1	0.9091
20. Improves teacher's effectiveness in your school	11	0	1.0000
21. Improve your effectiveness as a principal of your school	11	0	1.0000
22. To what extent do the barriers listed below hinder the effective implementation of the Walkthrough Program	11	0	1.0000

Appendix D

Revised Three-Minute Walkthrough Program Instrument

AN INSTRUMENT ASSESSING THE EXPERIENCE OF PRINCIPALS CONCERNING THE THREE-MINUTE WALKTHROUGH PROGRAM

The purpose of this instrument is designed to gather the perceptions of principals regarding the Three-Minute Walkthrough Experience. This instrument is divided into two separate sections. The first section pertains to the experiences of principal in the Three-Minute Walkthrough Program, the practices associated with the Program, and the degree to which they use the Program to assess the building's curriculum, teaching pace, and the learners' impression of their lessons designed to improve instructional practices.

The second section seeks demographic information concerning the participants gender, ethnic background, year of experience as a principal, years of experience with the Walk-Through Program, number of building staff, building's average, etc.

Section I: The Three-Minute Walkthrough Process

1. Have you ever received training in the Three-Minute Walkthrough Program?
   [ ] YES. If yes, please go to question #2.
   [ ] NO. Skip to question #3.

2. What was the approximate length of time you were trained in the Walkthrough Program?
   [ ] Less than 1 month
   [ ] 2 to 4 months
   [ ] 5 to 7 months
   [ ] 8 to 10 months
   [ ] 11+ months

3. As principal, tell me how long you have been monitoring/supervising teachers in the Three-Minute Walkthrough Program.
   [ ] Less than 1 year
   [ ] 1 – 3 years
   [ ] 4 – 6 years
   [ ] 7 – 9 years
   [ ] 10+ years

The next set of questions ask the degree to which you implemented attributes associated with the Three-Minute Walkthrough Program. On a four-point response scale ranging from "To a Very Great Extent" to "Not at all," please check (x) the box that would best describe the level of involvement.

	To a very great extent	Somewhat	Not very much	Not at all
4. Implemented the tenets of the Three-Minute Walkthrough Program	O	O	O	O
5. The Walkthrough process focused on curriculum decisions	O	O	O	O
6. The Walkthrough process focused on instructional decisions	O	O	O	O
7. The Walkthrough process focused on evidence of student learning	O	O	O	O
8. The Walkthrough process focused on Safety and health issues	O	O	O	O
9. The Walkthrough process focused on designing a reflective question for future conversation	O	O	O	O

10. Would you like to make additional comments on the degree to which you implemented the attributes of the Three-Minute Walkthrough during your classroom observations?
    [ ] YES (Go to question #11]
    [ ] NO (Skip to question # 13)

11. Please comment
_____
_____
_____
_____
_____

The next set of questions is concerned about your perception of a students, teachers or other events occurring in the classroom when Walkthroughs are conducted. To what extent do you feel that:

	To a very great extent	Somewhat	Not very much	Not at all
12. Students appear to be attentive when you first walk into the classroom	○	○	○	○
13. Teachers are teaching during the Three-Minute Walkthrough	○	○	○	○
14. The Three-Minute Walkthrough activity is aligned with the District/State curriculum	○	○	○	○
15. I choose an area of reflective conversation discuss it with the teachers and invite them to reflect on the conversation before building a reflective question at the end of the conversation	○	○	○	○
16. Invite teachers to reflect on their teaching and follow-up on their teaching practices	○	○	○	○
17. The reflective conversations that I hold with teachers promote collaborative teaching engagement	○	○	○	○
18. Teachers implement the ideas that I discuss with them	○	○	○	○
19. Teachers implement teaching plans made during reflections	○	○	○	○
20. I follow up on the action items discussed during feedback with teachers	○	○	○	○
21. The Three-Minute Walkthrough improve teachers' instruction	○	○	○	○
22. The Three-Minute Walkthrough improve teachers' supervision	○	○	○	○
23. The Three-Minute Walkthrough Program is interesting	○	○	○	○
24. The Three-Minute Walkthrough Program pleasant	○	○	○	○

	To a very great extent	Somewhat	Not very much	Not at all
25. The Three-Minute Walkthrough Program is understandable	O	O	O	O
26. The Three-Minute Walkthrough Program is worthwhile	O	O	O	O
27. The Three-Minute Walkthrough Program is success promoting	O	O	O	O
28. The Three-Minute Walkthrough Program is easy	O	O	O	O
29. The Three-Minute Walkthrough Program is important	O	O	O	O

30. Would you like to make additional comments on your perceptions of students, teachers or other events using the Three-Minute Walkthrough during your classroom observations? observations?
[ ] YES (Go to question #31]
[ ] NO (Skip to question #32)

31. Please comment

_____
_____
_____
_____
_____

The Three-Minute Program is useful in Facilitating the following outcomes:

	To a very great extent	Somewhat	Not very much	Not at all
32. Getting an idea of what happens in the course of teaching experiences within the school	O	O	O	O
33. Getting an idea of what happens in the course of the teaching experiences within the school	O	O	O	O
34. Determine teachers' instructional strengths and weaknesses	O	O	O	O
35. Encourage teachers to evaluate their instructional practices	O	O	O	O
36. Encourage teachers to improve their planning	O	O	O	O
37. Promote interactive feedback with teachers	O	O	O	O
38. Evaluate students' learning experiences	O	O	O	O
39. Improve teachers' effectiveness in your school	O	O	O	O
40. Improve your effectiveness as a principal of your school	O	O	O	O

To what extent do the barriers listed below hinder the effective implementation of the Walkthrough Program?

	To a very great extent	Somewhat	Not very much	Not at all
41. Lack of experience	○	○	○	○
42. Lack of time	○	○	○	○
43. Lack of analytical and diagnostic skills	○	○	○	○
44. Tension between principals and teachers	○	○	○	○

45. Would you like to make additional comments on the extent barriers hindered the effective implementation of the Three-Minute Walkthrough during your classroom observations?
[ ] YES (Go to question #46]
[ ] NO (Skip to question # 47)

46. Please comment _____

_____

_____

_____

Section II: Demographic Information. Please provide the following information. Please check [x] only one response for each question.

47. Gender
    [ ] Female
    [ ] Male

48. Ethnic Background
    [ ] African American
    [ ] Asian/Oriental
    [ ] Hispanic/Latina
    [ ] Native American
    [ ] White+

49. Total years worked as a school principal
    [ ] 0 – 5
    [ ] 6 - 10
    [ ] 11 – 15
    [ ] 16+

50. Number of years as principal in current school
    [ ] 0 – 5
    [ ] 6 – 10
    [ ] 11 – 15
    [ ] 16+

51. Number of years of experience in the Three-Minute Walkthrough Program
    [ ] 0 – 5
    [ ] 6 – 10
    [ ] 11 – 15
    [ ] 16+

52. Number of teaching staff at your school
    [ ] Less than 10
    [ ] 11 – 15
    [ ] 16 – 20
    [ ] 21+

53. Your building's average class size
    [ ] Less than 15
    [ ] 16 – 20
    [ ] 21 – 25
    [ ] 26+

54. Please check the box that best represents your age
    [ ] 21 – 30
    [ ] 31 – 40
    [ ] 41 – 50
    [ ] 51+

□ If you have an interest in receiving a summary of the findings please provide your name, address or email address.

Appendix E

Cover Letter to Participants

Dear Administrator,

My name is Trent Mosley and I am an Academic Superintendent in the Cleveland Metropolitan School District, Cleveland Ohio. I am writing to seek your involvement in a quantitative research study on the use of the Three-Minute Walkthrough process and the degree to which you are currently utilizing the tenets associated with the Three-Minute Walkthrough Process.

By way of introduction, I am a doctoral student in Western Michigan University's Educational Leadership, Research, & Technology (ELRT) Department in Kalamazoo, Michigan. The study that I am conducting is part of my research requirement for the degree of Doctor of Philosophy (Ph.D.) in the Department. Your participation would be limited to completing an online survey instrument that would take approximately 12 to 15 minutes to complete.

Participation in this study is completely voluntary and there is no penalty for not participating, or for withdrawing from the study, if you so choose to withdraw from the study. If you agree to participate in this study, your identity will be kept strictly confidential, and no names of individuals, school districts, or buildings will be released, or otherwise reported. All response data will be kept on a CD-ROM in a secured office of the Principal Investigator, Dr. Walter L. Burt, at Western Michigan University. Naturally, if you are in need of further information, or have questions or concerns about any part of this study, you may contact Dr. Burt at (269) 387-1821, or the University's HSIRB Department at (269) 387-8298.

Thank you very much for your consideration.

Sincerely,

Trent Mosley
Doctoral Student

Appendix F

Consent Document

Department of Educational Leadership, Research, and Technology
Dr. Walter Burt, Principal Investigator
Trent Mosley, Student Investigator

ARE EXPERIENCED PRINCIPALS MORE LIKELY TO IMPLEMENT THE
ATTRIBUTES OF THE THREE-MINUTE WALKTHROUGH PROGRAM
THAN LESS-EXPERIENCED PRINCIPALS?

You are invited to participate in a study examining whether experienced principals are more likely to implement the attributes of the Three-Minute Walkthrough Program than less-experienced principals. This study is being conducted by Trent Mosley, Academic Superintendent in the Cleveland Metropolitan School District, and a doctoral student in the Education Leadership Department at Western Michigan University. This study is being conducted under the supervision of my Doctoral Dissertation Committee Chair, Dr. Walter Burt.

The information provided in this document is to request your participation and also inform you that your participation is strictly voluntary. In addition, if you wish to participate in this research, or wish to withdraw at any time, you may do so without affecting your relationship with the researchers, or Western Michigan University.

All the information collected from your participation is strictly confidential. Your name or other identifying features will not be used in any analysis, or in any reporting of the research. Data will be reported only in aggregate form. All survey information will be retained in the principal investigator's office. Only the co-principal investigator will have access to the file.

Your participation in this research is voluntary. You may elect not to participate at any time, to not answer certain questions, or to request your data not be included in the analysis, without prejudice or penalty.

If you have any questions about this study, please contact Dr. Walter L. Burt, the Principal Investigator at (269) 387-1821, or contact a representative in Western Michigan University's Human Subjects Institutional Review Board (269) 387-8293 if any questions or issues arise during the course of the study.

This consent document has been approved for use by the researcher for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in the study if the stamped date is older than one year.

A signed copy of this consent form will be given to you for your records.

Participant	Date

Consent obtained by:

Interviewer/Student Investigator	Date

Appendix G

Human Subjects IRB Approval Letter

WESTERN MICHIGAN UNIVERSITY

Date: November 1, 2017

To: Walter Burt, Principal Investigator
Trent Mosley, Student Investigator for dissertation

From: Amy Naugle, Ph.D., Chair *Amy Naugle*

Re: HSIRB Project Number 17-10-30

This letter will serve as confirmation that your research project titled "Re-experienced Principals More Likely to Implement the Attributes of the Three-Minute Walkthrough Program than Less-Experienced Principals" has been **approved** under the **exempt** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note: This research may **only** be conducted exactly in the form it was approved. You must seek specific board approval for any changes in this project (e.g., *you must request a post approval change to enroll subjects beyond the number stated in your application under "Number of subjects you want to complete the study*)." Failure to obtain approval for changes will result in a protocol deviation. In addition, if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

Reapproval of the project is required if it extends beyond the termination date stated below.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: **October 31, 2018**

Appendix H

Three-Minute Walkthrough Author Support Letter

SDSU

Department of Educational Leadership, College of Education
San Diego State University
5500 Campanile Drive
San Diego, California 92182-1127
858-875-1333
cdowney@san.rr.com

June 6, 2017

Dear Survey Recipient,

Trent Mosley is a doctoral student at Western Michigan University. He is conducting his doctoral dissertation on the Three-Minute Walk-through with Reflective Practice. Trent is gathering data on principals' experience with the approach as a means toward improving teaching and learning.

Please know that I endorse his study, and I would greatly appreciate your participation in the study. His research will enhance the overall program to improve principal expertise in the Three-Minute Walk-through program. If you have any questions please contact me at my email or phone number above.

Thank you.

Sincerely,

Carolyn J. Downey

Carolyn J. Downey

Dr. Carolyn J. Downey, Ph.D.
Professor Emeritus, Educational Leadership