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Building Teacher Self-Efficacy Through Administrator Feedback

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BUILDING TEACHER SELF-EFFICACY THROUGH ADMINISTRATOR FEEDBACK

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ABSTRACT

BUILDING TEACHER SELF-EFFICACY THROUGH ADMINISTRATOR FEEDBACK

by Limary Trujillo Gutiérrez

The study explored current site principals' feedback practices that support or hinder teachers' implementation of feedback, and identified site principal's practices that encourage or interfere with teacher's self-efficacy. Using qualitative interviews with site principals and teachers from two different districts and three different school sites, the study analyzed two major leadership practices: (a) an administrator's ability to communicate effectively with teachers before, during, and after the feedback process, and (b) an administrator's use of emotional intelligence when providing feedback. Data were separated into four feedback types (positive feedback, negative feedback, feedback and feedforward) and emotional intelligence traits (self-regulation, self-aware, empathy, social skills, and motivation). Comparative analyses were conducted amongst teachers at the same site to explore patterns and insights within and across sites. The results of this study indicated that site principals primarily provided positive feedback and positive feedforward and exuded some of the emotional intelligence traits when providing instructional feedback to teachers. Teachers also wanted their site principals in their classrooms giving instructional feedback more often and believed that the way in which their principal gave them feedback mattered. These findings suggest that collaborative opportunities with site principals on how to provide feedback to teachers more often is essential. Furthermore, principals should receive additional professional development opportunities targeting emotional intelligence and feedback types.

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"…and to all those who died, scrubbed floors, wept and fought for us." (Burciaga, J.A., 1989).

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Statement of the Problem

In recent years, there has been a growing emphasis on assessment in California public education to ensure that all students excel academically (Berliner, 2012). With the previous passing of No Child Left Behind (NCLB) (California Department of Education, 2011), Race to the Top (California Department of Education, 2018), and California's most recent adoption of standards, districts are accountable to high levels of academic performance. Most recently, the California Dashboard announced a new form of holistic accountability in that schools and districts' suspension rates, graduation rates, and subpopulations' academic proficiency are carefully being assessed (California Department of Education, 2017). Although this shift has allowed for the state department to generate a district or school's holistic growth, these transitions in accountability have led to an increase of responsibility from an administrator's role of managing the safety and security of a site (Hallinger, 2003), to also ensuring that all students succeed with "intellectually challenging curricula" (Robinson, 2011, p. 2) that socio-emotionally and instructionally are conducive to student learning. This transition has caused researchers to not only focus on the different styles of administrative leadership (democratic, transformational, distributive, instructional), but also to study practices that make these leadership styles successful, as defined by student achievement and teacher instructional support (Robinson, 2011).

Since assessment results are not the only element that inform student learning and instruction in the classroom (Wiliam, 2010), researchers need to "spend more time

considering how to effectively create schools in which leaders are responsible for, allow, and encourage all to know and have positive impacts on student learning" (Hattie, 2012, p. 156). Doing so builds teachers' instructional capacity (Robinson, 2011) and self-efficacy (Bandura, 1993). Efficacy beliefs "influence how people feel, think, motivate themselves, and behave" (Bandura, 1993, p. 118) and therefore are useful to analyze when considering the organizational structure and operational environment of a school setting. Moreover, evidence suggests a strong link between leadership and student outcomes (Robinson, 2011), so it is essential that administrators build better organizational systems for teachers to improve student learning and adjust their instructional practices when necessary (Halverson et al., 2006; Ovando, 2005).

As Meadows and Wright (2008) state, "A system is an interconnected set of elements that is coherently organized in a way that achieves something" (p. 1) which is manifested in positive or negative behaviors over time due to personal or collaborative causes and interconnections. Flows of information operate through human systems which ultimately drive how these human systems behave. From a systems perspective, therefore, one of the ways to promote student achievement is through the use of feedback from teachers to students (Hattie & Timperely, 2007) and from administrators to teachers (Ovando, 2005). Ovando (2005) notes that constructive feedback from administrators to teachers is also essential, but asserts that many administrators do not comprehend how different feedback processes affect individual teachers.

For instance, even if administrators understand the instructional content, they may enter the classroom without a clear purpose or with an agenda that differs from the

teacher's, and thus provide feedback that is not helpful (Carless, 2006). Therefore, before providing feedback to teachers, it is important for administrators to establish a systemic process that not only allows for feedback to occur, but also for implementation of that feedback to be accepted by the teacher (Ovando, 2005). Without clear and purposeful feedback, an administrator can deter and disengage teachers from utilizing administrator support to improve student achievement and increase their own self efficacy, and limit opportunities of teaching and learning (Ovando, 2005) for administrators, teachers, and students. Moreover, when these organizational characteristics are not taken into consideration, their absence may instill a lack of trust and a lack of fear within the teachers (Kish-Gephart. Trevino, & Edmondson, 2009). Therefore, it is critical for administrators to capitalize on the opportunity to support feedback structures within an organization (O'Reilly & Tushman, 2008).

Purpose of the Study

To improve instructional practices and build teacher efficacy, it is essential for an administrator to build a foundation for a feedback culture within their school (Robinson, 2011). The purpose of this study was to explore current feedback practices in schools that support teachers' implementation of feedback provided by site administrators and determine if these practices encourage teachers' perceived self-efficacy.

Research Questions

The overall research questions examined specific feedback practices in school settings and the relationships between administrators and teachers that promote both the implementation of feedback and improved teacher self-efficacy. These questions not

only align to the instructional knowledge of the feedback site administrators provide, but the way in which administrators decide to communicate that feedback to their teachers. The questions were as follows:

1. What are site principals' approaches to instructional feedback?
    a. What factors (district initiatives, site and/or personal priorities) influence site principals' instructional feedback?
    b. What is the role of principals' communication practices and emotional intelligence when providing instructional feedback?
2. How do teachers respond to site principals' approaches to instructional feedback?
    a. What instructional feedback approaches enhance teachers' self-efficacy?

In this study, I analyzed two communicative factors that I hypothesized significantly affect how effective feedback will be for teachers: (a) the emotional intelligence level of an administrator and (b) an administrator's ability to communicate with his/her staff before, during, and after the feedback process. This study provided examples of these factors through a systemic lens, specifically using a basic cybernetic Detect, Select, Effect, Correct (DSEC) model that is fundamental to all purposeful behavior (Reckmeyer, 2016). Key systemic concepts focus on leverage points, stock and flow structures, balancing feedback loops, and information flows (Meadows, 2008), which are defined later in this chapter.

Significance of the Study

In more than 900 meta analyses based on 240 million students, Hattie (2009) found influences that impacted learning outcomes for students. He found that 0.40 was the

average effect size that increased learning for one year of achievement for students, and then ranked these influences from greatest to least impact. Feedback was one of the influences studied and was found to have an effect size found was 0.75, significantly higher than what is expected for normal growth. Additionally, principals and school leaders had an impact of on student learning of a 0.39 effect size, almost meeting the 0.40 effect size. According to Hattie & Timperley (2007), applicable feedback has the most impact on teacher implementation and student achievement when the feedback is purposeful, discusses the task in depth, and provides strategies that can be effectively applied to one's respective work. Despite the existence of recommended strategies for successful implementation of teacher-to-student feedback in the classroom, research has yet to elaborately study administrator-to-teacher feedback implementation. Moreover, limited research exists on the relationship between feedback implementation and emotional intelligence. If there is limited evidence between feedback implementation and emotional intelligence, one must consider the factors that minimize the supports of student achievement and learning and enhance the self-efficacy of teachers.

Therefore, this study not only addressed whether Hattie and Timperley's theory of feedback success can be implemented with teachers, but also addressed a site administrator's ability to create a culture of reflection and appreciation of feedback within a teaching staff. Li, Hallinger, and Walker (2016) state that feedback is central to organizational improvement. Moreover, one's self-efficacy intensifies and is sustained when attempting to obtain challenging goals and can be difficult to obtain if the teacher is overwhelmed with self-doubts (Bandura & Cervone, 1983).

Definition of Terms

I used several key terms that have been emphasized by Meadows and Wright (2008) and other system thinkers to analyze the research and data generated in this study. Considering the multiple applications of these terms used in a variety of disciplines, it is essential to clarify their usage in an educational setting.

Black box. "A device, system or object which can be viewed in terms of inputs and outputs" (Black Box Model, n.d.) without understanding the occurrences taking place inside.

Stocks. Stocks are an accumulation of material or information that has been built up over time (Meadows & Wright, 2008). In school districts, this can be considered prior experiences or encounters with administrators, grade-level teams, curriculum, or students. For this study, stocks are prior experiences when receiving or not receiving feedback from an administrator.

Information flow. Information flows "the structure of who does and does not have access to information" (Meadows & Wright, 2008, p. 194), and is determined by the current stock available. For instance, a teacher may decide to implement the feedback, or in this case the information flow, given by their administrator because it was relevant to the teacher's stock.

Feedback loops. These are "a closed chain of causal connections from a stock, through a set of decisions or rules or physical laws or actions that are dependent on the level of the stock, and back again through a flow to change the stock" (Meadows & Wright, 2008, p. 27). In essence, it is the cause and effect reaction of the feedback

provided to teachers by administrators. These feedback loops rely on information flows to operate efficiently throughout the whole system (Meadows & Wright, 2008). However, just because feedback loops are provided does not imply that the feedback was appropriate to the receiver.

Leverage points and parameters. Leverage points are "Places within a complex system where a small shift in one thing can produce big changes in everything" (Meadows, 1999, p. 1). Determining the feedback loops and information flow that will generate a higher investment within the system is crucial when taking advantage of leverage points. Different types of leverage points should be considered when analyzing the respective system. One of the types discussed in this analysis will be parameters. Parameters define a system within its operation. Meadows (1999) discusses that although some parameters are important, they are not the area in which one should spend most time with since they directly relate to the people "who are standing directly in the flow" (p. 148).

Feedback. In systemic terms, feedback is when "corrective action is taken after disturbances affect the output" (Bakshi & Bakshi, 2009, p. 19) meaning that a site administrator provides support after observing in the class reactively.

Positive feedback. Positive feedback "Reinforces the direction of change" (Meadows & Wright, 2008, p. 203). Site administrators would encourage the usage of current instructional strategies given by the teacher to students.

Negative feedback. Negative feedback "Opposes, or reverses, whatever direction of change is imposed on a system" (Meadows & Wright, 2008, p. 187). In terms of site

administrator and teacher relationships, the administrator would provide feedback that opposes the current practice observed in a classroom.

Positive feedforward. In systemic terms, positive feedforward is when "corrective action is taken before disturbances affect the output" (Bakshi & Bakshi, 2009, p. 19) meaning that a site administrator uses proactive communication by providing information before a recipient has had the opportunity to implement a practice.

Negative feedforward. Similar to positive feedforward, negative feedforward is also proactive communication however, "discourages new behavior" from occurring (Reckmeyer, personal communication, September 2017). For instance, a site administrator may advise their teachers to not implement a new strategy.

Self-efficacy. The "belief in one's capabilities to organize and execute a course of action required to produce a given attainment" (Bandura, 1997, p. 2). Individual achievements require not only qualifications and skills, but also a personal belief in one's ability to successfully perform a particular action.

Emotional intelligence. The ability to recognize, understand, and manage one's emotions, and the ability to understand, recognize, and influence the emotions of others (Mayer, Salovey, & Caruso, 2004).

Chapter II: Review of the Literature

According to Hattie and Timperley (2007), feedback has the greatest effect on student implementation and achievement when it is purposeful, discusses the task in depth, and provides strategies to effectively apply to one's respective work. In addition, classroom culture should allow students to develop self-regulation (Hattie, Biggs, & Purdie, 1996), or in other words, opportunities for reflection when feedback is provided. Despite the amount of feedback success and strategies that recommend successful implementation of teacher-to-student feedback in the classroom, research has yet to rigorously study the systemic processes of administrator-to-teacher feedback implementation as well as feedback approaches in general. Therefore, this research examined four communicative structures that may support feedback implementation and enhance self-efficacy for teachers: (a) the feedback type, (b) the complexity of feedback type given, (c) the timing of feedback type, and (d) and the ways in which an administrator communicated with teachers using emotional intelligence traits. These four communicative characteristics were analyzed before, during, and after the feedback process and were analyzed systemically through a cybernetics framework.

Theoretical Framework

Grounded in the theory of cybernetics, this study analyzed how an administrator's communicative practices enhanced or deterred teacher self-efficacy. According to Reckmeyer (2016), cybernetics relates to purposeful, interconnected systems and decision making. Systems, in this case, refer to a set of things that are interconnected and produce a pattern over time (Meadows & Wright, 2008). These systems are changed or

modified based on the potential positive and negative feedback obtained through the DSEC model (Reckmeyer, 2016). Moreover, cybernetics focuses on the functions of systems, how their actions are controlled, and how communication occurs with other components (Spring, 2002). The cybernetics model provides an opportunity for an entity to detect a problem within the system—or the system itself— select practices, or "mini" systems to support the entity, effect changes to implement improvements, and correct the entity's results if necessary. The DSEC model is demonstrated in Figure 1 and is further described below using a possible cybernetic process of a teacher and site principal feedback encounter.

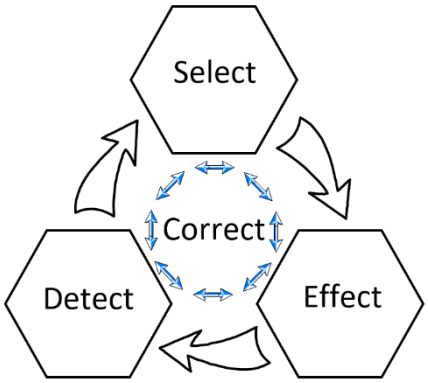

Figure 1. The detect, select, effect, correct (DSEC) model. Modified from Reckmeyer, 2016. Reprinted with permission.

Detect. During the detect phase, an administrator has conducted walkthroughs and detects an instructional strategy or practice that they would either like to encourage or deter from happening. In other words, the site administrator decides on the goal-directed behavior for the teacher to achieve. Communication with the teacher has not occurred during this phase.

Select. During the select phase of this framework, the site administrator decides how to inform the teacher about the instructional practice needing encouragement or needing change. At this moment, the site administrator is generating the type of feedback he or she will give to the respective teacher (positive feedback, negative feedback, positive feedforward, negative feedforward) and what communicative factors will be used to inform the teacher about the behavior (timing, complexity, using emotional intelligence traits). Communication with the teacher has not occurred during this phase.

Effect. The effect stage is the moment a site administrator and communicates with the teacher the instructional practice selected to encourage or deter. At this time, the site administrator communicates the feedback with the teacher about the detected instructional practice(s), and decides to utilize (or not) timing, complexity, and emotional intelligence traits while delivering feedback to the teacher.

Correct. During the correct phase, the teacher continues utilizing the strategy for which feedback was received, or implements the new strategy recommended. Additionally, a teacher's self-efficacy may be impacted positively or negatively.

The example of the DSEC model is one of many that vary depending on both context and content. However, this example was provided to demonstrate the purposeful interconnectivity of the DSEC model as it relates to feedback type, as well as how the feedback is given to teachers—whether it is timely, complex, and if an administrator utilized emotional intelligence traits when providing the feedback.

Feedback within Cybernetics

To further understand cybernetics, this section describes the connection between cybernetics and feedback through history and contemporary research. Seminal cybernetic research stems from the science and mathematical fields. Richardson (1991) examines the historical evolution of feedback from the engineers' model and its steady introduction into the social sciences. Richardson also states that some authors contributed to the social science feedback literature by synthesizing their ideas, thus created the social science literature through two different threads: The "servomechanics thread" (p. 92), which has closer connections to mathematical knowledge, and the "cybernetic thread" (p. 92), a deeper look to the physiology and balance of systems. Although Richardson's servomechanics thread also provides connections to the social sciences, the framework of this review provides a closer connection to the cybernetic thread because of its emphasis on human thought processes (Richardson, 1991).

Some of the main contributions to the field of cybernetics occurred during the Macy Conferences from 1941-1960 (Wikipedia, 2018.). Directed by the Josiah Macy Jr. Foundation, these conferences brought forth information from different areas of thought such as math, engineering, biology, and economics (Richardson, 1991). From studying the mathematical implications of feedback through black boxes in a literal sense (Ashby, 1952), to ideas of neurophysiology (Rosenblueth, Wiener, & Bigelow, 1943), seminal research promoted feedback through the social science lens (Ashby, 1952; Deutsch, 1948; Lewin, 1947; McCulloch & Pitts, 1943; Rosenblueth, Wiener, & Bigelow, 1943; Wiener, 1948, 1958;). Generally, the Macy conferences considered feedback as "the

alteration of input by output" (Richardson 1991), and thus, through these conferences, the feedback loop concept became "one of the most penetrating fundamentals in all social sciences" (Richardson, 1991, p. 2). Moreover, it is through these meetings that the concept of feedback in the social sciences became more articulated in other areas of study.

This understanding of feedback has allowed researchers to enhance the concept by not only considering the Macy conference definition of feedback, but also by elaborating on the current understanding of the feedback loop in different research. For example, Rosenblueth, Wiener, and Bigelow (1943) defined feedback as communication between two or more entities that produce responses from its "input of information", and includes "results of its own action in the new information by which it modifies its subsequent behavior" (p. 390-391). Similarly, Lewin (1947, as cited in Bukley 1968) asserts that the regulation of life itself was a circular motion—constantly providing opportunities for feedback through circular systems. Furthermore, McCulloch and Pitts (1943) had been using the concept of feedback within their studies of the nervous system without explicitly discussing the notion of feedback, however, utilized social science research to emphasize and enhance the meaning of their findings (Rosenblueth, Wiener, & Bigelow, 1943). Further continuing the studies of feedback, Wiener (1943) distinguished higher and lower levels of feedback within living systems and its structure to understand black box in systems (Wiener, 1954) while others viewed feedback and its cause (Ashby, 1952).

Additional elaborations on feedback understanding examined concepts of feedback to emphasize the importance of learning and purpose, among many other traits through complex, goal seeking examples such as systems that require self-modification and feedback change, and thus, require control over behavior (Deutsch, 1948; Richardson, 1991). Due to the behavior interest in complex systems, and the fact that one cannot determine its patterns in behavior (Ashby, 1952), Ashby (1952) asserts systems must be treated as "black boxes of unknowable internal structure" (p. 86). As Richardson (1991) states, "We are left with observing inputs to the system (its environment), observing its resulting outputs (its behavior), and trying to control the latter through the use of cybernetic principles" (p. 116).

Most recently, researchers have built and established frameworks and support structures built around the notions of these seminal pieces. An example of this is Pangaro's beliefs on cybernetics (2015), where he asserts all "intelligent systems" include cybernetics—the idea of reaching a goal through constant reflections and corrections. Meadows and Wrights' (2008) recent work states that systems consist of "elements, interconnections, and a function or purpose" (p. 1), and Reckmeyer's (2016) DSEC model provides an overview of a system at work within the cybernetic model.

Similar to Deutsch's research on goal setting (1948), feedback researchers Hattie and Timperley (2007) suggest that three major questions are asked by the teacher or student for there to be effective feedback: "Where am I going?", "What are the goals?", and "How am I going?" In other words, a teacher, student, or an administrator should know

the goal(s) and the progress being made toward the goal(s) in order to make the necessary progress through reflections and corrections (Lewin, 1947).

All of these different assertions align to what occurs in our educational organizations; practices are constantly reflected upon and refined to ensure our purpose of student learning is achieved. However, the way in which administrators and teachers decide to reflect on current instructional practices is diverse and will be received positively or negatively, depending on the approach. Therefore, revisiting the way in which feedback is shared and implemented are essential to consider. Figure 2 shows how I used the cybernetics within the broader context of teacher feedback to demonstrate the relationship between a site principal's communication, feedback practices, and teacher self-efficacy.

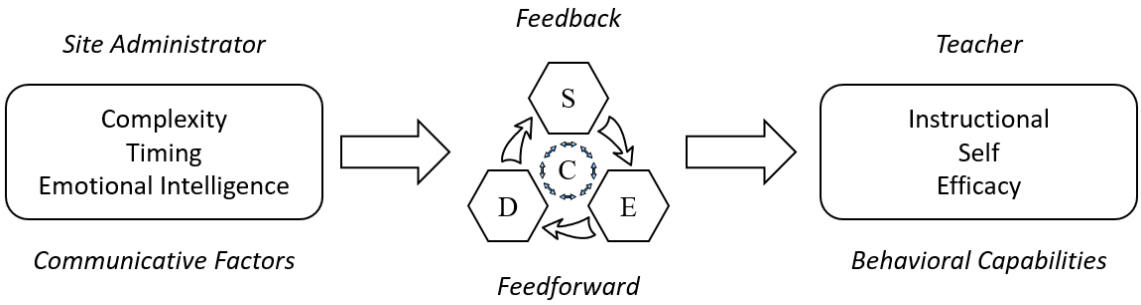

Figure 2. The system as it relates to communicative factors, the DSEC, and teacher self-efficacy.

A Call for Instructional Leadership

Instructional leadership requires communication with staff members; this communication involves skills, knowledge, and characteristics different than those normally taught in traditional leadership programs (Murphy, 1992). More specifically, instructional leadership requires an administrator to "make suggestions, give feedback,

and solicit teachers' advice and opinions about classroom instruction in an inquiry-oriented approach" (Blase & Blase, 1999, p. 367). When instructional leadership is practiced by site administrators, teachers formulate diverse and flexible teaching strategies rather than maintaining inflexible teaching practices (Blase & Blase, 1999).

Therefore, for the purposes of this study, instructional leadership is defined as understanding instructional processes when communicating with teachers to enhance their self-efficacy. In a synthesis of existing studies, Sheppard (1996) similarly found a positive and strong correlation between effective instructional leadership practices and teacher professional involvement, commitment, and innovativeness. These relationships are aligned to the assertions made by Blase and Blase (1999) that administrators who practice effective instructional leadership "create cultures of collaboration, inquiry, lifelong learning, experimentation and reflection" (p. 366)—all attributes of teacher self-efficacy. Furthermore, this acquired self-efficacy is dependent on teachers' perception of their site principal's instructional leadership capabilities (Calik, Sezgin, Kavgaci, & Kilinc, 2012), and is important to consider when attempting to enhance teachers' self-efficacy.

Despite several approaches to instructional leadership having been conceptualized as collaborative, instructional leadership has often been limited to "inspection, oversight, and judgement of classroom instruction" (Blase & Blase, 1999, p. 8), leaving teachers with minimal instructional support and limited opportunities for collaboration. This may be associated with higher accountability measures in school systems (Hallinger, 2003). Knowing that instructional leadership promotes teacher learning and an increase in self-

efficacy, it is essential to consider ways to support site administrators' instructional leadership capacity. Thus, this research specifically analyzed site administrators' communication strategies through feedback as a method to support site administrators' leadership skills and enhance teacher self-efficacy.

Site Administrators' Communicative Practices

To provide support and improve teacher instruction, there should be good communication (Anderson, 1982) because it determines the use of feedback and decision making during a learning process. It should be clear that not every piece of information communicated to the learner is meant to be formative (Hattie, 2007). However, sharing learning intentions and identifying clear assessment criteria through discussion (Robinson, 2011) can lend itself to applicable feedback opportunities. Clark (2012) expresses that motivation provides an avenue for the learner since they are able to build ownership in instructional activities. Therefore, it was hypothesized that encouraging the relationship between administrators and teachers (Anderson, 1982) within a culture of a site would not only provide the opportunity for communication, but also had a positive impact on student achievement (Bell, 1979). Therefore, the following sections provide specific research regarding communication in organizations through its possible complexity, timing, and emotional intelligence characteristics.

Specific and complex feedback. Baron's study (1988) found that recipients of feedback preferred it to be specific. The specificity of feedback is determined by the individual or collective knowledge culture of an organization. Spring (2002) also stated some feedback systems are more complex than others, which provides insight to why

some people may or may not decide to incorporate the feedback provided. For instance, an administrator may provide feedback to the teacher that not only requires the teacher to implement the desired strategies or practices, but it also requires the teacher to ask others for support. It will become complex if the teacher does not have a collaborative relationship with his or her colleagues, or if the more established colleagues are not willing to share resources with the respective teacher.

Feedback implementation is also dependent on verification and elaboration of the feedback given (Kulhavy & Stock, 1989). Kulhavy and Stock defined verification feedback as "Yes/No" responses while elaboration feedback would provide an explanation to the feedback. Learners were more likely to discredit the feedback given when only provided with verification feedback, and sought more of an elaborative feedback response.

In addition to verification and elaboration feedback, there are also differences between feedback related to skill tasks and effort tasks (Baumeister, Hutton, & Cairns 1990). For example, skill tasks involve feedback like "You are fast", while effort-like feedback requires feedback such as "You try hard". His study demonstrated that the praise provided to the person, whether a skill or effort task, can make the learner self-conscious, and that this attention to oneself can disrupt the skilled performance of the learner. In turn, the study gave two groups three different types of praise. This praise had negative effects since it only focused on skilled performance. This type of praise also led some people to believe they no longer had to demonstrate effort and in turn,

disrupted their skilled performance. In essence, this study discussed that praise can have detrimental effects if the provider of praise is focused on skill-based performances.

Feedback and timing. Clark (2012) describes the usage of synchronous and asynchronous feedback to instill self-regulated learning. Synchronous feedback occurs "in the moment", but is flexible enough to capitalize on the instruction observed. During this time, one has the ability to modify instruction in the moment, and therefore, creates the opportunity for metacognition and analysis. Asynchronous feedback occurs within any of the following conditions:

- There is a time interval between gathering the evidence and sharing the evidence;
- A time interval before gathering and sharing the evidence; and
- The evidence has been synthesized from historical analysis

In addition, asynchronous feedback is more comprehensive and supports reflection opportunities, and thus, feedback can be provided synchronously or asynchronously. Kulik and Kulik (1988) analyzed 53 separate studies and found that students learned more when provided with immediate feedback (synchronous) rather than delayed (asynchronous). In a different case presented by Scheeler, McKinnon, and Stout (2012), supervisors provided synchronous feedback to their preservice teachers using webcams and found that this was an effective way for teachers to receive coaching on the targeted technique that had been discussed prior to the observation. This meant that synchronous feedback had more value than asynchronous type of feedback and is more likely to be acknowledged (Scheeler, McKinnon, & Stout 2012). Ashford, Blat, and VandeWalle

(2003) found that providing feedback during a tumultuous time was associated with more stress six months after the transition of a new "strategy" rather than less.

Throughout this section, the importance communication through feedback complexity and timing is discussed as essential for successful implementation of feedback. The following section provides research on emotional intelligence characteristics and its relationship to attributes of communication. Those attributes of emotional intelligence are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 2014).

Emotional intelligence. Emotional Intelligence was first researched by Mayer, Salovey, and Caruso (2004) and has been defined as the ability to recognize, understand, and manage one's emotions, and the ability to understand, recognize, and influence the emotions of others. It is also a practice learned over time by observing the behavior of others (Goleman 2014). More specifically, Bar-On (1988) believes emotional intelligence is "An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p. 14).

Stein and Book (2006) studied the influence of IQ and emotional intelligence and found that IQ has been shown to predict an average of six percent of success in a given job while emotional intelligence predicts an average between 27 and 45 percent job success. Additionally, Cooper (1997) states that emotional intelligence matters more than intellect alone because of its practicality. Moreover, he describes the idea of

emotional literacy, which is articulated in an organization by recognizing, respecting and valuing the "inherent wisdom of feelings" (p. 33).

Emotional intelligence can be nurtured and increases with age (Goleman & Senge, 2014). However, Goleman (2014) states that there are times that maturity in some people is not enough, and those people will need essential training to enhance their emotional intelligence. Systemically, in the case of administrators, this means that additional information flow would need to be provided to these administrators so that there is an increase in their stock. Encouraging this in an individual and in a group has the potential to help the person or group withstand difficult situations individually or collaboratively (Goleman & Senge, 2014). This process allows one to seek the opinions of others regarding current work such as tasks, progress, and performance. Thus, leadership is "intrinsically an emotional process, whereby leaders recognize followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional states accordingly" (Humphrey, 2002, p. 499).

In the following section, the five components of emotional intelligence (Goleman 1998)—self-awareness, self-regulation, motivation, empathy, and social skills—are analyzed through a cybernetic lens. In this case, emotional intelligence was analyzed as characteristics a leader should have and model before feedback is provided to teachers. In a cybernetic approach, these five emotional intelligence factors can be utilized as leverage points that determine the information flow provided to teachers.

This is because it is hypothesized that a principal must have these emotional intelligence characteristics before he/she can fully engage in a successful communication

opportunities with their staff. Therefore, the leader is constantly utilizing this model to promote its systemic effectiveness. Self-awareness, self-regulation, motivation, empathy, and social skills are key determinants in emotional intelligence in people.

Self-awareness. Goleman (2013) has defined self-awareness as the ability to simultaneously focus on yourself in relation to others and the wider world. When a person is self-aware, they are more capable of clearly understanding their own emotions, strengths, weaknesses, needs, and drives (Goleman, 2013). People with strong self-awareness keep a balance in expectations, meaning they keep a balance between becoming too critical or hopeful of a particular situation (Goleman, 2013).

In a cybernetic sense, a person is able to identify their stock and current leverage points so that they can effectively communicate with others. These people are able to look at their stocks and ask, "Is this the right initiative?" "Is this the right time?" "Is this the right intensity for implementation?" (Kirtman & Fullan, 2011, p. 2) when attempting to introduce a new initiative because they are able to place themselves and an initiative in relation to the organization's or person's stock, not just their personal stock. In addition, a person with self-awareness demonstrates balance between stock and the feedback transmitted, which results in information flow suitable for the current situation. Doing so allows for the leader to reflect on the effects new initiatives have on their stakeholders.

Self-regulation. Self-regulation is the ability to monitor and control personal behaviors and altering them to fit the needs of a particular situation (Goleman, 2015). When a leader self-regulates their own opinions on initiatives, this leader has demonstrated the ability to disengage their personal stock and think of the stocks of their

staff. Doing so leads to the possibility of changing the opinions of some reluctant followers. Being self-regulatory also generates positive forms of accountability with the staff. Leaders who have this trait also have the courage to "do the right thing" even if it is not popular (Kirtman & Fullan, 2011). This is because these leaders understand their greater purposes that influence others' investment in the system.

If administrators were to think of the implementation of feedback in this way, there would be a need to be an investment mindset rather than just a focus on accountability. This type of mindset will determine the type of personal and collaborative stocks, or relationships, an administrator and a teacher develop with one another. Moreover, when the information flow is one that appreciates the teacher and has a priority around investing in the teacher, the teacher's stock can fill with trusting and collaborative partnerships that in turn can promote the implementation of feedback by administrators to be considered (Robinson, 2011).

Motivation. A person demonstrating excitement and engagement in any type of environment (Kirtman & Fullan, 2011) exhibits characteristics of motivation. In systems where motivation enhances teacher self-efficacy, accountability is influential and organically formulates as part of the system. Thus, this determines the type of information that fills personal and collaborative stocks. People with high motivation will continue to be optimistic even when information flowing from other stocks are attempting to negatively affect one's stock. Goleman and Senge (2014) argued that motivation merges with self-regulation practices when one is faced with circumstances of frustration over failure. A motivated person is willing to look at the greater system and

hold oneself accountable to its overall success. Looking at the greater system keeps one accountable to stay motivated and regulate one's thought process (Goleman, 2015).

***Social skills*.** Having social skills refers to the act of speaking to people with a purpose (Goleman, 2012), or goal in mind. For an administrator, this social skill might be the ability speak enthusiastically of a new initiative, product, or next step (Goleman, 2012). People with social skills also tend to be persuaders that support the current initiative one is speaking about. It is not only about communicating with people to get an immediate result, but about sharing information in multiple settings to further implementations of future initiatives. When this occurs, the administrator may have to initiate conversations that are irrelevant to the goal in mind (Goleman, 2012).

Thus, a person with sophisticated social skills is fully aware of their stock, their current leverage and needed leverage points, knows the effects they desire, and how these effects will influence other people. Socially-skilled people are able to analyze the cybernetics occurring in their environment, the effects it has on others, and understand the necessary influences one must take for greater success in the organization. They build people's stocks by providing them with information that can be utilized in the future.

***Empathy*.** Empathy is the ability to understand and be sensitive to the feelings of others. Similarly, empathetic leaders have the ability to manage relationships with others (Goleman, 2015). Empathetic leaders are humble and give credit where it is due (Kirtman & Fullan, 2011). Additionally, leaders who hold this trait are considerate of their employees' feelings when attempting to make decisions. Cybernetically, empathetic

leaders understand the current leverage point of their personal system, the employee's system, and the overall organization's system and are able to disaggregate the flow of information to improve the stock, or feeling of understanding, of the people involved. Doing so supports the leader's ability to create a balancing feedback loop, and are also able to transmit feedback to the relevant stocks. For instance, an administrator will reconsider a new program or initiative after realizing that it may negatively affect a certain population's beliefs. Doing so will allow for continuous open communication between all parties, and may inspire trust within the stakeholders.

Feedback and Feedforward in School Contexts

In education, the term "feedback tends to be used in a general, generic sense. Doing so does not allow for further analysis of feedback types and the value they can bring to educational settings. Therefore, this research was conducted in order to distinguish the differences between the feedback provided and generate further discussions on how these feedback types are utilized in educational settings.

Both feedback and feedforward are current parts of the system that are either positive or negative, and will determine the way the entire system functions. Table 1 describes the different types of feedback and feedforward in relation to time that will be further discussed throughout this study. These different types of feedback are positive feedback, negative feedback, positive feedforward and negative feedforward. Additionally, Figure 3 delineates general forms of communication that produce cybernetic, or goal-directed behavior in relation to feedback types (Reckmeyer, personal communication, November 10, 2017).

Positive	**Positive Feedback** responsive communication that encourages existing behavior "keep doing this current action" **GO**	**Positive Feedforward** proactive communication that encourages new behavior "do try this new action" **GO**
Negative	**Negative Feedback** responsive communication that discourages existing behavior "don't keep doing this current action" **STOP**	**Negative Feedforward** proactive communication that discourages new behavior "don't try this new action" **STOP**
	Past	**Future**

Figure 3. Basic forms of system communication to shape cybernetic behavior. Reckmeyer, 2017. Reprinted with permission.

Feedback in school contexts. To ensure these factors are taken into consideration, one must analyze the current systemic structures to see if they lend themselves to successful feedback practice. Clark (2013) gathers information from 199 sources on assessment, learning, and motivation to present a detailed decomposition of the values, theories, and goals of formative assessment and found that any feedback applied is highly dependent on the type of feedback provided. In other words, leveraging the feedback and making it useful to the teacher during the DSEC process is crucial. Moreover, Clark (2012) presents a high effect size "when students were given feedback that is, feedback on how to perform a task more effectively, and far lower effect sizes when students are given praise, rewards, or punishment" (p. 3). Anderson's research (1982) also found that establishing a rapport with teachers before providing feedback supports the feedback implementation process is crucial for the formative feedback process.

Additionally, feedback allows the learner to add to, confirm, or reconstruct information to support their beliefs, cognitive tasks and strategies (Winne & Butler,

1995) and is able to address lack of understanding. In order for new learning to occur in feedback, it would need to be specifically tailored toward individual goals, actionable, timely, ongoing, and consistent (Scheeler, Ruhl, & McAfee, 2004; Wiggins, 2012). Clark (2012) states that effective feedback is the core of formative practices, and provides the opportunity for a self-regulated learning mindset—a mindset in which the learner is encouraged to articulate their knowledgeable skills. In addition, it is "the review of information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (Shute, 2008, p. 1). In order for teachers to advocate for change and support a new initiative, site and district administrators need to "ensure that teachers receive regular feedback on student learning progress, provide continued follow-up, support, and recognize that change is a gradual and difficult process for teachers" (Guskey, 2002, p. 5).

In addition, this feedback is a process of filling the gap of understanding (Sadler, 1989), and as Pelgrim et al. (2012) claim, it takes three steps:

> The first step concerned arrangements for observation and feedback made by trainer and trainee together. The second step related to the content and delivery of the feedback. The third step concerned the incorporation of the feedback in the learning process and required the trainee to accept the feedback, reflect on it in relation to his or her learning goals, and use it to plan some kind of action to pursue these learning goals. (p. 607)

In a study conducted by Blase and Blase (1999), the following components were considered to be effective feedback: (a) focused on observed classroom behavior; (b) was detailed and specific; (c) expressed caring, interest, and support in a nonjudgmental way; (d) provided praise; (e) established a problem-solving orientation based on trust and respect; (f) responded to concerns about student behavior; (g) discussed teacher-student

interaction and relationships; and (h) expressed the principal's availability for follow-up talk. Moreover, Blase and Blase (1999) further asserted that administrators should be "critical friends" (p. 133) who engage in conversations about the instruction observed.

Kulhavy (1977) asserts that deciding to focus on feedback that is already known to the teacher or student can have little effect on criterion performance, "since there is no way to relate the new information to what is already known" (p. 20). In essence, feedback provides information about the gaps and progress, and gives information to the recipient on how to process with the information that was given (Hattie & Timperley, 2007). Feedback is also known to be given for different purposes. Task-level feedback (Shute, 2008), for instance, is more specific and timely, and is dependent on topic, accuracy, responses, work examples, and partial solutions. The delivery of feedback is a process in which every step in the system is considered. It can be used to specifically address the current questions of an individual person or organization by "providing information that leads to greater possibilities for learning" (Hattie & Timperley, 2007, p. 90) in the area of need.

Feedforward in school contexts. Contrasting feedback, feedforward serves as a proactive method of supporting learners with future endeavors. When giving feedforward, one can provide others with the opportunity to obtain suggestions on specific practices. Feedforward also allows for one to generate next steps on future instructional decisions (Frey & Fisher, 2011) rather than just focus on previous feedback that could have been negative (Goldsmith, 2003). Similar to feedback research, Modioc (2016) believes that providing feedforward can be "energizing and rejuvenating rather

than simply informing the learner because it is nonjudgmental" (p. 47). Goldsmith (2003) believed feedforward was more likely to be positive information that the receiver is receptive to since feedforward encourages the learner to view any type of feedback as learning rather than informing the learning about their current performance (Hendry, White, & Herbert, 2016).

In most instances, feedforward uses assignment or expectation exemplars as a method of teaching the learners objectives before an assignment or task is given. Winhurst and Manning (2013) state that there are limited studies demonstrating full supports of this actually working, and therefore, in the mixed-methods study that they conducted, students who were given exemplars prior to the assignment scored higher qualitative part of their study. This is because once students see the expectations of tasks, they move toward this type of expectation of their own work (Winhurst & Manning, 2013).

In a different study where assignment exemplars were given to undergraduate students as a basis for how they would be graded, there was no relationship between the feedforward and student performance on the assessment, however, it was found that the students knew much more about the assignments provided by the teacher (Hendry, White, & Herbert, 2016). This study, along with the preceding research, provides data specifically on undergraduate students. Limited research exists demonstrating the usage of feedforward by teachers from site principals, and therefore, this study's intention is to find the type of feedback teachers respond to most and how these feedback practices enhance a teachers' self-efficacy.

Perceived Self-Efficacy

Possibilities for learning are related to the potential self-efficacy a teacher may attain. Trends between teacher self-efficacy and student self-efficacy have demonstrated positive effects, and have been found to outperform students from other classes lacking teacher self-efficacy (Henson, 2001). Therefore, it is essential to further examine a teacher's self-efficacy. The following section provides (a) additional insight regarding perceived self-efficacy, (b) the school climate that enhances a teacher's perceived self-efficacy, and (c) more specifically, how feedback and feedforward fundamental actions that enhances a teacher's perceived self-efficacy.

Self-efficacy beliefs determine how people feel, think, motivate themselves and behave (Bandura, 1994). Specifically in education, perceived self-efficacy is defined as "a teacher's judgement of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated." (Tschannen-Moran & Hoy 2001, p. 783). Research supports Bandura's (1977) theory that teachers' self-efficacy beliefs are related to the effort they invest in teaching, the goals they set, their persistence when things do not go smoothly, and their resilience in the face of setbacks (Tschannen-Moran & McMaster, 2009). Teachers who express high levels of perceived self-efficacy feel confident about their teaching and appear to be the most receptive to the implementation of new instructional practices (Guskey, 1986).

In Bandura's (1977) social learning theory, there are three elements that determine self-efficacy: Magnitude, strength, and generality. Magnitude, for instance, applies to

the level of task difficulty that a person believes he or she can attain, strength refers to whether the conviction regarding magnitude is strong or weak, and generality indicates the degree to which the expectation is generalized across situations. As one grows with age, the ability to self-reflect and discover self-efficacious strategies also increases (Zimmerman, 1990). These changes are dependent on one's personal experiences of tasks, perceived self-efficacy, and motivation. In addition, these changes are also dependent on social and academic interactions with others (Zimmerman, 1990).

Another way in which a learner's self-efficacy is enhanced is through the "Pygmalion Effect (Gist, 1987, p. 477), which refers to the enhancement of learning high expectations of others. For site principal and teacher relationships, the Pygmalion Effect refers to the idea that if principals hold their teachers to high expectations, the teachers will also enhance their personal expectations. She further theorizes that the self-efficacy one obtains is not only influenced by the supervisor's expectations, but the supervisor's ability to persuade. Gist (1987) states that the credibility and expertness of the supervisor, along with built-in consensus and familiarity of the environment provides "persuasive influence" to learner perceptions. Therefore, the more a site administrator provides an environment of high expectations and can persuade its members to believe in initiatives, the more likely teachers' self-efficacy will increase.

Gibson and Dembo (1984) discovered that teachers with a high sense of self-efficacy were more likely to focus on tasks related to academic learning, praise students, and provide students with the tools necessary to become successful. Self-efficacious teachers were also found to persevere and criticize students less after incorrect student answers.

In contrast, teachers who experience lower self-efficacy were likely to focus on non-academic activities, provided negative feedback to students, and undermined their students' actual self-efficacy (Henson, 2001).

Similarly, there are four influences that can increase a teacher's self-efficacy: Vicarious Experiences, Mastery Experiences, Physiological Arousal, and Verbal Persuasion (Tschannen-Moran & McMaster, 2009). Vicarious experiences require observing another person successfully implementing the action that one is contemplating; mastery experiences are one's personal mastery of the experience; physiological arousal is when people experience sensations from their body, and how they perceive these sensations will determine their self-efficacy beliefs (Redmond & Slaugenhoup, 2016); Verbal persuasion has to do with verbal interactions that a teacher receives about his or her performance from others in the teaching context, such as administrators, colleagues, and/or parents (Tschannen-Moran & Woodfolk Hoy, 2007). Of the four self-efficacy beliefs, mastery experiences were found to be the most powerful since they stem from a teacher's teaching accomplishments with students (Tschannen-Moran & Woodfolk Hoy, 2007). In a study conducted by Tschannen-Moran and McMaster (2009), verbal persuasion and vicarious experiences did not prove to be particularly powerful in creating the conditions to support the implementation of a new instructional strategy when they took place in a large group setting. Considering the importance of individual, task-specific experiences that enhance the value of verbal persuasion and vicarious experiences is critical.

Building self-efficacy through school culture and climate. Knowing that self-efficacy provides opportunities for teachers and students to enhance their academic experiences, it is important to provide a culture of climate within the school that creates high self-efficacy amongst the teachers. The following section discusses the role of school culture and climate when building teacher self-efficacy. Murray, Foster, Schneider, and Robbins (1994) define climate as "the atmosphere that employees perceive is created in their organizations by practices, procedures, and rewards" (p. 18) that provide employees with direction about where they should focus their work. Contrasting this view, they believe culture "refers to the broader pattern of an organization's norms, values, and beliefs" (p. 18) and is strongly influenced by a manager's actions. A potentially important element of teacher's environments related to self-efficacy is the climate of the school. Stronger self-efficacy beliefs have been found among teachers who perceived a positive school atmosphere (Moore & Esselman 1992). Tschannen-Moran and Woodfolk (2007) assert that principals who used their leadership to provide resources for teachers, give flexibility in instruction, provide a common sense of purpose among teachers, and where student disorder was kept to a minimum is where teachers experienced a greater sense of self-efficacy. In a study conducted on more than eight thousand teachers, having a sense of community was the greatest predictor of teachers' self-efficacy (Lee, Dedrick, & Smith, 1991).

Principals also have additional opportunities to capitalize on situations by creating a sense of identity in stakeholders (Ellemers & Haslam, 2009), targeting all stakeholders' individual values (Blankenship, Wegener, & Murray, 2012), and creating informal

networks (Battilana & Casciaro, 2013) of support throughout the site that not only affect them cognitively but also affectively (Stevens, 2013). In relation to feedback, targeting the values of others in order to support the overall system (Blankenship, Wegener, & Murray, 2012) will also support the feedback given to an employee. Moreover, if stakeholders do not feel comfortable with a change or feedback given, they are most likely to resist the possibility for actionable change because it has negatively affected their values, and therefore, may or may not support the feedback provided.

Feedback, feedforward, and self-efficacy. This section delineates ways feedback and feedforward promote self-efficacy and in turn create a positive work environment for the staff. In order to enhance self-efficacy, the feedback should "disrupt one's prior beliefs of one's instructional capabilities" (Bandura, 1997, p. 81). In a study conducted by Bandura and Cervone (1983), teachers' perceived self-efficacy was influenced when they benefitted from goal-setting and feedback. Additionally, receiving positive feedback on teacher performance was significantly associated with teachers' sense of self-efficacy (Rosenholtz, 1989). Even classroom visits without dialogue or feedback by principals had some positive impact on teacher motivation, self-esteem, and reflective behavior, including better planning, focus, and greater innovation (Blase & Blase 1999). Research also discussed the importance of personal reflection and feedback. Gist (1987) argues that self-generated personal reflection and feedback are important indicators of self-efficacy that provide attainable goals for the learner and also raises a person's motivational performance. Moreover, McDowall, Freeman, and Marshall (2014) conducted a study where people from different job assignments were exposed to both

feedback and feedforward. There was an increase in self-efficacy when the participants encountered feedforward first before they received any feedback.

Although positivity arises from obtaining collective and self-efficacies, low self-efficacy levels can lead to critical effects (Baron, 1988), and is usually associated when negative forms of feedback are provided to the learner. For example, learners who received negative feedback reported anger and tension, and stated they were more likely to resist and avoid feedback. These people were less likely to compromise on any issues at hand (Baron, 1988). Moreover, learners with low efficacy levels tend to cope with escapist modes, creating more strain and distress in their life (Bandura, 1997). Thus, the decrease in student achievement and teacher-self efficacy is more of a possibility. Collins (1982) noticed that students scored at their level of their perceived self-efficacy rather than their actual ability. In turn, one needs a strong sense of self-efficacy to persevere through tasks that may appear difficult (Bandura, 1993).

Conclusion and Further Research

The preceding review of literature indicated that feedback is essential to enhance teacher instructional abilities and self-efficacy. The research also demonstrated that the timing of feedback, the complexity of feedback, and emotional intelligence of an administrator should be considered before, during, and after the feedback process.

Even if administrators provided feedback under the components examined, the purpose and effects for providing instructional feedback are still unclear. In a cross-sectional study (Ashford, Blat, & VandeWalle 1986), some teachers were found to use instructional feedback out of fear. The researcher stated newer teachers were more likely

to apply the feedback while veteran teachers were less likely. Additionally, Webb and Asthon (1987) found several factors that diminish teacher self-efficacy: excessive role demands, lack of recognition, professional isolation, uncertainty and alienation (retrieved from Tschannen-Moran & Woodfolk Hoy, 2007). Therefore, it is essential for these factors to be considered when instructional feedback is given to teachers.

In a study conducted by Blase and Blase (1999) that identified characteristics of principals that enhanced classroom instruction, "effective" principal-teacher interaction was monumental in supporting classroom instruction (p. 132). These interactions encompassed giving praise, providing feedback, promoting professional growth, emphasizing the study of teaching and learning, and supporting collaboration among educators. Although characteristics existed that supported the instructional leadership of an administrator, this research did not provide additional information on the types of feedback provided from administrators to teachers, and thus, the following research study expands on Blase and Blase's (1999) work on feedback as it relates to self-efficacy in teachers.

Moreover, as there is research that states the importance of feedback is important in school settings, there is a growing amount of literature demonstrating the "inability of feedback to perform its function in practice" (Molloy & Boud, 2013, p. 2). In Kluger and DeNisi's (1996) meta-analysis study on feedback effects, they found that feedback adequately improved performance however, performance declined for a third of the participants. This decline meant that "individuals were in fact worse off having feedback than not having any feedback at all" (McDowall, Freeman, & Marshall, p. 3). Sadler

(1989) argues "if educators do not provide information on the gap between the actual reference levels and do not help devise strategies to alter the gap, we simply have a construct called dangling data (p. 121). If this is the case, principals may not be interacting with the cybernetic behavior necessary for feedback to be utilized and enhance self-efficacy, and thus, "educators, like all learners need feedback on their (feedback giving) skills in order to recalibrate and improve their practices" (Molloy & Boud, 2013, p. 2). For these reasons this study analyzes the feedback practices and feedback types site principals provide to support self-efficacy in teachers. The next chapter presents a description of the methodology to this study.

Chapter III: Methodology

As discussed in the previous chapters, the purpose of this qualitative research study was to identify site principals' approaches to instructional feedback and explore if these feedback practices enhance teachers' self-efficacy. This chapter presents the methodology utilized to address the following research questions:

1. What are site principals' approaches to instructional feedback?
    a) What factors (district initiatives, site and/or personal priorities) influence site principals' instructional feedback?
    b) What is the role of principals' communication practices and emotional intelligence when providing instructional feedback?
2. How do teachers respond to site principals' approaches to instructional feedback?
    a) What instructional feedback approaches enhance teachers' self-efficacy?

The following sections articulate the methodology and data analysis of this study through descriptions of the: (a) research design, (b) sample and population, (c) recruitment of participants, (d) pilot study, (e) instrumentation, (f) data collection processes, (g) data analysis, (h) limitations of this study and (i) the researcher's positionality.

Research Design

Through the use of the DSEC model, this qualitative research reviewed some communicative practices of feedback and determined if the current feedback practices utilized by site administrators supported their teachers' self-efficacy. Since qualitative research allows for one to "achieve an *understanding* of how people make sense out of their lives" (Merriam and Tisdell, 2016, p. 15), having the opportunity to understand the

process and describe what teachers and administrators interpret of their feedback experiences were reasons why qualitative research was deemed most effective for this study. Due to the many factors involved in this research, the inductive approach I first took allowed for me to move "from specific raw data to abstract categories" (Merriam & Tisdell, 2016 p. 19) and in turn, note the relationship between the DSEC and the feedback processes experienced by site administrators and teachers.

Sample and Population

Purposeful sampling was conducted in order to meet the objectives of this study. Doing so allowed me to "discover, understand, and gain insight" (Merriam and Tisdell, 2016, p. 96) on particular populations involved with the feedback processes in school settings. More specifically, maximum variation sampling was conducted in order to have different methods of analyses throughout the research (Merriam & Tisdell, 2016). The variation included schools with principals in different points in their administrative career to determine the factors and causes for feedback practices. Studying a large and small district was also another maximum variation within the study. Focusing on these factors alluded to challenges in feedback administration in different contexts.

Contrastingly, similar characteristics amongst districts and sites were also taken into consideration. For instance, sites with similar enrollment numbers and demographics were explored in order to enhance the possibility of trends within different contexts. Additionally, elementary school districts were only considered due to the demands of all implementation of standardized assessments in multiple content areas and the demands these multiple assessments have on teachers. Thus, three elementary schools from two

different elementary school districts participated in this study. Pseudonyms were utilized to protect the identity of the participants.

Pinnacles School District. At the time of the study, Pinnacles Union School District (PUSD) had a total of 9,023 students, averaged 644 students per school, and offered transitional kindergarten through sixth grade in all 14 schools. More specifically, four of their schools provided dual immersion programs and two additional schools provided early exit transitional alternative (bilingual). Five schools offered transitional kindergarten instruction. Ninety percent of the students at PUSD were classified as Hispanic or Latino, and 80 percent of their students were socioeconomically disadvantaged. Thirteen of the 14 schools had an assistant principal, and all teachers had access to resource specialists that supported with the site's academic needs. Two schools in the PUSD who participated in this study are further articulated below.

Site A. Site A was comprised of 672 students, kindergarten through sixth grade. Student at Site A were 96 percent Hispanic or Latino, 94 percent socioeconomically disadvantaged, and 67 percent of students were classified as English learners. There were a total of 26 teachers, all with full credentials. The principal of the school and four teachers participated in the study. Three of the four teachers had been in the profession for more than 12 years, while the other teacher had been in the profession for three years.

Site B. Site B is comprised of 830 students, kindergarten through sixth grade. Site B also offered two Special Day Classes (SDC) to support students with disabilities in combination classes of grades first and second, and fifth and sixth grades. Students at Site B were 98 percent Hispanic or Latino, 91 percent socioeconomically disadvantaged,

and 68 percent of students were classified as English learners. There were a total of 33 fully-credentialed teachers at Site B. The principal of the school and four teachers participated in the study. All teachers had been in the teaching profession for more than 13 years.

Elmwood Union School District, Cite C. At the time the research was conducted, Elmwood Elementary School District (EUSD) was a rural agricultural district that served over 2,600 students, averaged 656 students per school, offered transitional kindergarten through eighth grade across three elementary, one middle, and one community day school. Sixty percent of the students were classified as English learners, 91 percent of the students were socially economically disadvantaged, and 90 percent of the students qualify for free and reduced lunch. All schools had an assistant principal.

Site C was comprised of 715 students, kindergarten through fifth grade. Students in Site C were 93 percent Hispanic or Latino, 88 percent socioeconomically disadvantaged, and 72 percent of students are classified as English learners. There were a total of 36 fully-credentialed teachers. The principal of the school and four teachers participated in the study. All teachers at this site had been in the teaching profession for more than 15 years. The following table provides a visual representation of all who participated in this study.

Table 1

Visual Representation of the Participants in the Study

District	School	Number of principals participating	Number of teachers participating
Pinnacle School District	Site A	1	4
Pinnacle School District	Site B	1	4
Elwood Union School District	Site C	1	4

Recruitment of Participants

First, district participation was sought via email. Appendix A is the documentation provided to the district explaining the purpose and process of this research to districts. Once I received email confirmation, a letter of cooperation was obtained from the participating districts. After IRB approval, contacting site administrators was left to the discretion of the districts. Both districts, in different instances, agreed that I contact their site administrators via email where I attached the Site Administrator Consent Form (Appendix D). In this email, I also asked for the contact information of interested participants. The participant contact information was solely used to communicate with the administrators regarding any questions gathered from the collected feedback, scheduling of their respective interview, or to schedule a teacher introductory meeting—whatever was best appropriate for the participating site.

A teacher introductory meeting was conducted for Site A. This introductory meeting allowed me to discuss the purpose of the study with the teachers and seek interested participants. At this meeting, I distributed the Teacher Consent Forms (Appendix E and

F). Appendix E asked for consent in participation in the research and solicited interested participants' contact information. The contact information was solely used to communicate with the interested teacher participants regarding interview schedules. Additionally, this form was utilized to provide participants with detailed information about the study and explained their rights as participants in the study while Appendix F asked for consent to collect any written feedback their site administrators have provided to them. Similar to Appendix E, Appendix F explained their rights as participants in this study.

For sites who did not participate in a teacher introductory meeting (Site B and C), participation was gathered via email. The consent forms (Appendix E and F) were attached to the email and were sent to all teachers in the participating school. This email also asked for contact information, provided key details about the study, and explained their rights as participants of this research.

Pilot Study

A pilot study was conducted prior to the commencement of the research study to ensure that the interview protocols were effective instruments with appropriate questions—all aligned to the questions of this research. During the pilot of the interview protocols, I interviewed one teacher and one administrator. Both of the interviews were administered in an area most comfortable to the participant. Verbal consent to record these interviews was solicited and received by the participants before the interviews commenced. Participants did not receive a copy of the questions before the interview, which made it difficult for them to reference questions asked. Therefore, for the actual

research, the interviewees received a copy of the questions at the beginning of the interview. Additionally, it was noticed during both interview administrations that questions were asked in an order that made sense to me instead of creating a fluid conversation between the interviewee and me. To support this issue, the question structure was changed to ensure a supportive relationship between the future participants and me. Making these changes within the process allowed for participants to not be surprised by any questions asked, but most importantly provided the opportunity for the participants to answer the data in a valid manner.

Instrumentation

This section describes the instrumentation used in this research. To collect qualitative data, I developed and utilized two instruments as no existing instruments existed that assessed the purposes of this study. The instruments are the Teacher Interview Protocol (TIP) and Administrator Interview Protocol (AIP); one for the teachers and one for the administrators (See Appendices B & C respectively). The interviews conducted were semi-structured in manner. In semi-structured interviews, there is no official pre-determined order for questions, questions are used flexibly, and are guided by a list of questions or main topics (Merriam & Tisdell, 2016). For the interviews in this study, both structure and fluidity took place throughout the interview protocol. Additionally, a qualitative approach was utilized to understand the perceptions of others and create meaning (Berg, 2004) of the feedback given to teachers that perhaps a survey would not be able to generate. To further elaborate on the interviews, the following sections will describe both interview protocols in depth.

Teacher interview protocol. The teacher interview protocol is comprised of four different types of questions: Introductory statements and supports, building understanding and background, self-efficacy, and self-efficacy supports. This section describes the components of this interview protocol. Although not compartmentalized for participants in this manner, this structure allowed me to synthesize data for data analysis support further articulated in chapter 4.

Introductory statements and supports. These statements were designed to inform teachers of the context, purpose, confidentiality, and disclosure of data. This was done to ensure teachers knew the purpose of the interview and to reiterate the importance of answering honestly about the questions that follow. In order to capture consistent data from all participants, this was the only section of the interview process that was structured.

Building understanding and background. Due to minimal interaction prior to these interviews, part II was designed to further build relationships with the teachers by asking them questions about their purpose for teaching, and teaching history at their current school. To further align with the study, one of the questions asked teachers what they believed has made them become a better educator. This question set the precedent for the following section.

Self-efficacy. This section's intention was to find information that supported the enhancement of a teacher's self-efficacy. The questions in this section required teachers to reflect on past feedback experiences from their administrator, or prior administrators, how they planned to use the instructional feedback in their teaching practices, and when

they believed feedback helped them improve their instruction. Most importantly, it alluded to the self-efficacy perceived through the feedback given. For instance, one of the questions, "*How would they deliver the message/provide you with the information?"* seeked to find information about their perception regarding their administrator's usage of emotional intelligence in the delivery of their feedback that could have then provided self-efficacy supports for the teacher.

Self-efficacy supports. Since one of the intentions of this study was to find the role of communicative factors (complexity, timing, and emotional intelligence) of feedback, the fourth and final section elicited responses of teacher perceptions of their administrators' communication processes when providing feedback. Specifically, teachers were asked to answer what occurs before, during, and after the feedback process and specific language they have heard their principals use when providing feedback. The language portion of the section serves as a segue into the emotional intelligence component deemed as necessary during the feedback process. Questions regarding teacher perceptions of their administrator's emotional intelligence characteristics—self-awareness, self-regulation, motivation, empathy, and social skills—were also elicited.

Site administrator interview protocol. Similarly, the site principal interview protocol consisted of four different types of questions: Introductory statements and supports, building understanding and background, feedback influences, and self-efficacy supports. Thus, this section describes these different components in detail. Although not compartmentalized for participants in this manner, this structure allowed me to synthesize data for data analysis further articulated in chapter 4.

Introductory statements and supports. This section informs principals of the context, purpose, confidentiality, and disclosure of data. These statements were designed to inform site administrators of the context, purpose, confidentiality, and disclosure of data. This was done to ensure administrators understood the purpose of the interview and to reiterate the importance of answering honestly about the questions that follow. In order to capture consistent data from all participants, this was the only section of the interview process that was structured.

Building understanding and background. Due to the minimal interactions with the participants prior to the interview, part II was designed to further build relationships with the site administrators by eliciting responses of their administrative history at their current school, district, and any other prior experience.

Feedback influences. This section elicited the factors that influenced principals' administration of instructional feedback. Questions asked about current district and site priorities, instances in which feedback was provided, and factors they believe influenced their feedback delivery were presented.

Self-efficacy supports. The final section of the administrators' interview protocol seeks to find the communication processes and emotional intelligence components perceived to be utilized before, during, and after the feedback process. Questions about their perception of their emotional intelligence characteristics - self-awareness, self-regulation, motivation, empathy, and social skills were also elicited and compared to their staff perceptions.

Data Collection

The data collection process commenced once approved by the Interview Review Board (IRB). The data was collected using the interview protocols described above and notes taken through semi-structured interviews. Interviews were recorded, saved, and transcribed in a password protected device.

To further support and triangulate the semi-structured interviews conducted, I also took notes during the interviews with information that related to the research questions. Additionally, if the teacher provided the information, site principal walkthrough data was collected from teachers. The walkthrough data consisted of written feedback left from by the administrator to teachers. These notes were either emailed to teachers or left in their classroom. Notes analyzed were only related to the teachers who also consented to participate in the research. If no feedback is provided, administrators were not required to give feedback to teachers.

In-person interviews were conducted in a three-month span and were held at the discretion of the individual participant. Ten of the 12 teachers were interviewed in their classrooms and two of the 12 participants was interviewed in a location best suitable to her needs. All site principals were interviewed at their sites.

Data Analysis

All interview protocols were recorded and transcribed the week participants are interviewed using an online transcription program. To confirm accuracy of these transcriptions, I listened to the recordings and simultaneously read through the completed transcriptions. If differences were found, I made necessary changes on the transcription

documentation in a different color. The data analysis of this study was used to categorize (a) their perception of the types of feedback given to teachers and (b) the types of feedback given to teachers through email, paper copy, verbal and/or nonverbal communication, and (c) any alignment to emotional intelligence attributes. This analysis created alignment and intersections between communicative factors, feedback, and self-efficacy.

Due to the complexity in data analysis, data was analyzed through a series of cycles. The first data analysis cycle allowed me to identify and highlight any general details and facts that may or may not have alluded to the research question. For the second data analysis cycle, all interview transcriptions were reread and both In Vivo and Descriptive coding (Merriam & Tisdell, 2016) were utilized as a means to target leadership and feedback practices that promote teacher self-efficacy. Also, Saldana (2009) emphasized the need to take interview data through a series of coding cycles. These coding cycles serve a different purpose, getting deeper to the meaning of the data each time. Therefore, In Vivo Coding was first conducted since it will code concepts with a word or phrase from "actual language" found in the qualitative data (Patel, 2014). Then, Descriptive Coding was utilized within this data to summarize the findings with a word that aligns with the basic topic. This allowed for the research to be analyzed deductively—moving from general to more specific ideas, thoughts, and trends (Merriam & Tisdell, 2016).

The third data analysis cycle allowed for me to organize the data captured from these interview transcriptions. The organization of this data was done on spreadsheets. Four total tabs were in this sheet. Tab 1 recorded teachers' perspectives, Tab 2 and 3 recorded

site principal's emotional intelligence and perceived feedback practices respectively, and a fourth tab captured data that responded to research questions. During this third coding cycle, only the first three tabs were reviewed and will be described below.

Tab 1: teacher perspective. Table 2 is an example of the document utilized to organize teachers' perspectives of the feedback given to teachers.

Table 2

The Teacher Perspective Tab

Teacher	Self-Efficacy Evidence	Timing	Complexity	+ Feedback	- Feedback	+ Feedforward	- Feedforward
A			*Repeated Data*				
B					*Repeated Data*		

This table recorded teacher perceptions of the following categories: Their current self-efficacy or lack thereof, timing and complexity of feedback, any positive feedback, negative feedback, positive feedforward, and negative feedforward they experienced with their current principal as well as others. All teachers were given a color to distinguish their information from other teachers. Information placed below the categories were related to the second coding cycle of In Vivo and Descriptive coding. Additionally direct quotes from the transcriptions were also placed within the category—only if alignment existed. If the data was repeated in more than one column, the data was written in the columns it represented and is currently labeled as "Repeated Data" in Table 2.

Tab 2: Site principal perspective: communicative practices. Table 3 is an example of the document utilized to organize site principal's perceptions of their communicative practices when providing feedback to teachers.

Table 3

Site Principals' Tab Regarding Communicative Practices During Interviews

Principal	Timing	Complexity	+ Feedback	- Feedback	+ Feedforward	- Feedforward	Etc.
A			*Repeated Data*				
B					*Repeated Data*		

This table recorded site administrators' perceptions of the following categories: The timing and complexity of feedback they provide to teachers, any positive feedback, negative feedback, positive feedforward, and negative feedforward they give to their teacher staff. An etcetera column was added to place any other valid data that was not categorized within the current table. All site administrators were given a color to distinguish their information from other participants. Information placed below the categories were related to the second coding cycle of In Vivo and Descriptive coding. Additionally direct quotes from the transcriptions were also placed within the category—only if alignment existed. If the data was repeated in more than one column, the data was written in the columns it represented and is currently labeled as "Repeated Data" in Table 2.

Tab 3: Site principal emotional intelligence. Table 4 is an example of the document utilized to organize site administrators' perception of their emotional intelligence in general.

Table 4

Site Principals' Tab Regarding Emotional Intelligence Attributes During Interviews

Principal	Self-Awareness	Self-Regulation	Social Skills	Motivation	Empathy	Etc.	District
A			*Repeated Data*				
B					*Repeated Data*		

This table recorded site administrators' perceptions of their emotional intelligence using following categories: self-awareness, self-regulation, social skills, motivation, empathy, etcetera, and district. An etcetera column was added to place any other repetitive data that was not categorized within the current table. District category was also added because site principal interviews discussed the district multiple times throughout the interview. Information placed below the categories were related to the second coding cycle of In Vivo and Descriptive coding. Additionally direct quotes from the transcriptions were also placed within the category—only if alignment existed. If the data was repeated in more than one column, the data was written in the columns it represented and is currently labeled as "Repeated Data" in Table 4.

The fourth data analysis cycle allowed for me to organize the data captured from these interview transcriptions through the questions for this research. As previously mentioned, the organization of this data was done via spreadsheets. Four total tabs were in this sheet—one where teachers' perspectives were recorded, two other tabs that recorded site administrators emotional intelligence and perceived feedback practices, and a fourth tab that had all research questions. During this fourth data analysis cycle, only the fourth tab was reviewed and is described below.

Tab 4. Relationship to research questions. Figure 3 is an example of the document utilized to organize the transcription data from the previous tabs and aligning that data to the research questions of this study.

What are site principal's approaches to instructional feedback?	What factors (district initiatives, site and/or personal priorities) influence site principals' instructional feedback?	What is the role of principals' communication practices and emotional intelligence when providing instructional feedback?	How do teachers respond to site principals' approaches to instructional feedback?	What instructional feedback approaches enhance teachers' self-efficacy?

Figure 4. Relationship between the questions and the research.

The differences in colors of the columns are in relation to site principal data (light grey) or teacher data (dark grey). Distinguishing in color allowed to visually disaggregate data related to each question and participant.

Once all data was in their respective categories and tabs, I took the data through a final analysis and coding cycle in order to compare comments for site principals and teachers by site. Key trends found in the previous tabs allowed me to find similarities and differences by site.

Limitations

The limitations of this study were specific to the participants and participant availability in relation to time. The following section will describe these limitations and offer insight as to how I ensured validity to the results of the study.

First, site administrator participation was optional and therefore limited the participation of interested teachers that were not at the respective site. Additionally, there were only a few principals available to participate, limiting the amount of data available

to enhance the nature of this study. Furthermore, due to the three-month data collection window, my research was bounded by two districts, three sites, three site principal interviews, and 12 teacher interviews, limiting the possible insight interviewing additional site administrators would bring.

To support these limitations, the triangulation of data was supported in different ways. First, two different elementary school districts participated with multiple participants per site to enhance the validity of the study. These two school districts were different to allow trends in districts and to determine what else can be learned about the current about our school settings. Additionally, interviews included both site administrators and teachers within the same school to ensure trends were found within respective school settings. Moreover, the data gathered from individual schools was compared to their current district, and other schools with similar demographics.

Finally, I am currently a district administrator who comes with teaching experience and limited site administration experience. The districts where the research is conducted are in close proximity to my current workplace and therefore, I have some prior relationships with the district personnel. Although there may be a working relationship at a district level, the majority if not all of the research was conducted with teachers and administrators with whom I had not come in contact with prior to this study.

Research Positionality and Bias

As a former teacher, instructional coach, and current district administrator, I have had the opportunity to work with stakeholders at different levels, and have realized through interviews, interactions, and surveys that all members of the educational community need

support. As a teacher, I received feedback from principals that was irrelevant, unclear, or unattainable. These experiences often led me to disregard or underutilize the feedback provided. As a coach, I worked with teachers who had not developed a collaborative, professional relationship with their principal—either because of the ways in which administrators provided feedback, or the fact that feedback was never given to the teacher in the past. Finally, as a district administrator, I have worked with principals who have stated and demonstrated the need for additional instructional support. Through these conversations and interactions, I have realized that there are many types of feedback that an administrator provides can provide. I have also realized that the way feedback has been delivered to staff can generate different results based on an administrator's approach, leadership practices, and individual priorities.

In order to support these stakeholders, I believe it is imperative to further ask questions about prior and current support structures, solutions, and next steps that districts and school administrators can take. This experience of critically viewing a systems through time and having the opportunity to work in different levels of education has undoubtedly shaped my interest in utilizing a systemic approach in this study to support teacher self-efficacy.

Bias intervenes in my current work environment due to my position, and through my experiences. Although one can never be completely free of bias, continuously reflecting on data analysis measures, such as the data analysis through the triangulation of respective data, was essential to obtain valid and reliable findings within the research.

Summary

This chapter articulated the methods and provided rationale for the study. Additionally, Chapter three described the sample and population used for the research, the instrumentation and data collection, the pilot study conducted, the data analysis procedures, and the limitations of the study. The next chapter presents the findings of the research.

Chapter IV: Findings

Introduction

The purpose of this qualitative research was to find best feedback practices for site administrators to enhance a teachers' self-efficacy. Two districts and three schools participated in this study. The participants included each school's principal and four teachers. Since participating site principals were at different points in their administrative career, the first section of this chapter highlights findings attributed to their current administrative trajectory as they relate to feedback and teacher self-efficacy. The following three principals, along with their experiences, are discussed throughout the chapter: (a) Mr. Scott, a new site administrator to a district, (b) Mrs. Beasley, a first-year site principal that has extensive relationships with the current staff, and (c) Ms. Levinson, a site principal with several years of site administration experience who has held the current position for seven years. In each area, similarities and discrepancies in both teacher and site administrator data will be discussed as a way to demonstrate current values within the respective site as it relates to the site administrators' feedback practices.

Moreover, general findings and themes in this study are further organized into two additional sections. The second section answers the research questions of the study and the last section of this chapter explores additional trends in the data that impact feedback implementation and teacher self-efficacy. In all of these cases, testimonial evidence from both site principal and teachers were utilized to elaborate on the trends found.

Site Principal Introduction

Mr. Scott. Mr. Scott has worked in several districts as a teacher, a site administrator, and at the district office. Due to his prior experiences, he was an advocate for building relationships first before providing instructional feedback to his staff. Therefore, he had yet to provide any feedback to his teachers. He also mentioned that many of his teachers would always reference the past, and the fact that previous practices from prior principals still lingered made it challenging for him to move forward at the rate he anticipated. Although feedback had not been a priority the first few months of the school year, he stated his next announcement would involve the delivery of instructional feedback to teachers.

At the time teachers were interviewed, school had been in session for three months. Teachers were still skeptical about his leadership, but would give him a chance because he was new to the site (4 of 4 teachers interviewed). All teachers mentioned that years prior to the current principal had been challenging, so it was difficult for them to immediately and fully trust their current administrator. Despite their uncertainties, the teachers interviewed believed they could approach him if they had any questions. However, although teachers appreciated him stopping by the classrooms and saying hello, there were instances when the administrator would visit classrooms and stand by the door quietly. "He was standing there and did not say anything, so it'd be nice to hear if I'm doing a good job." Teachers referenced these instances multiple times, and stated that these instances were still better than what they had experienced with their prior

principal (3 of 4 teachers interviewed). Nonetheless, teachers were still seeking for additional feedback (3 of 4 teachers interviewed).

Mrs. Beasley. Mrs. Beasley was very excited to be back at the site where she once taught and coached. She was experiencing her first year of principalship this school year. Prior to this experience, Mrs. Beasley had worked as a teacher, a coordinator at the district level, and a vice principal at another school. She also said she was fortunate enough to have worked with the majority of her current staff at some point as colleagues.

At beginning of the school year, Mrs. Beasley provided feedback during walkthroughs by leaving a note on teachers' desks. She heard several teachers speak about how great that note made them feel and even received verbal feedback from teachers thanking her for leaving the note. However, Mrs. Beasley experienced difficulty getting into the classrooms due to time limitations. Mrs. Beasley was "trying her best" to support the usage of this tool to inform best practices. However she stated principals "are pulled in so many different directions", making it difficult to schedule support for all staff. She mentioned her next steps were to "block times during the day" to ensure she would walk through classrooms more often (Beasley, personal communication, January, 2018).

Ms. Levinson. Ms. Levinson worked at her site and in the district for seven years. She taught in multiple grade-levels and was a principal in other school districts. Due to her time at the school, she gathered a team of teachers and generated the school's walkthrough form. This form served as a checklist and was in alignment with the California Standards for the Teaching Profession (CSTPs).

> This is a form that we've worked on each year. I take it to leadership team, I say, 'What do you guys think? Is this still meaningful? Is this still useful for teachers?' We'll tweak it on occasion. The California teacher's standards have not radically changed in the last, what, decade. This is still relevant (Levinson, personal communication, January, 2018).

Teachers at her site stated there was a collaborative environment at the school and believed they had demonstrated improvements as a team throughout the years (4 of 4 teachers interviewed) after the principal sent surveys to teachers yearly to improve their school. Although the culture of the school had been positively changed, teachers still felt they were not receiving as much feedback as they needed (3 of 4 teachers needed).

Discussion

The sections above distinguished the differences encountered by principals depending on their current administrative trajectory. Site principals had an objective and led their schools to the best of their ability considering the internal and external factors faced. In all cases, there were instances where discrepancies between teachers and principals, or teachers, principals, and district existed. These discrepancies are further articulated in the next section when answering the research questions for this study.

Question 1: What are Site Principals' Approaches to Instructional Feedback?

This section describes the findings of site principal's approaches to feedback. The site principals' data were compared to the information, or lack thereof, that teachers provided regarding what they perceived as their site principals' approach to feedback. Findings in site principal data showed that the type of feedback given to teachers was situational.

Findings in this study indicate site principals provided all four types of feedback—positive feedback, negative feedback, positive feedforward and negative feedforward—and the type of feedback given was dependent on the situation. Site principals conducted more positive feedback and positive feedforward than any other type of feedback. Additionally, positive feedback was utilized the most by site principals, while negative feedback and negative feedforward were minimally provided to teachers by principals; negative feedback and negative feedforward were primarily related to managerial tasks and day-to-day duties rather than teaching supports during instruction. Site principal examples are first introduced and followed by teacher perceptions of the feedback they received.

Positive feedback. Site principals approached positive feedback differently and primarily utilized this method of feedback. All site principals stated they provided positive feedback first via a small note, verbally, or through their checklists. "I always start with something positive" stated both Mr. Scott and Mrs. Beasley, which demonstrates the usage of positive feedback practices from both of these site principals. Ms. Levinson uses her feedback slip, aligned to the California Standards for the Teaching Profession (CSTPs) to inform teachers of positive practices observed. "I always leave a slip behind, giving teachers feedback on what evidence was witnessed while we're in there". Ms. Levinson's feedback form also had a section for comments that was utilized to leave both positive and negative feedback.

Negative feedback. Negative feedback was used in different instances depending on the principal, and was minimally utilized or discussed by site principals. Mrs. Beasley

did not directly provide negative feedback, but would say "please come see me if you'd like more explanation", so that they further discussed an instructional practice. Similarly, Ms. Levinson did not speak on instances where she used negative feedback but did state, "If I need to make a directive, I will definitely pull a teacher aside", signifying that negative feedback is given to teachers if necessary. Mr. Scott did not provide evidence of utilizing negative feedback with teachers for instructional purposes.

Positive feedforward. Positive feedforward examples were shared by two site principals during the interviews. Two principals prefaced instructional practices for teacher success and were evident through professional development opportunities or instructional advice given to teachers. Mrs. Beasley mentioned providing positive feedforward during grade-level collaboration times. "When you're doing this activity, try this. It worked for us". Her comment allowed for teachers to consider future strategies to possibly utilize in their classroom and improve their craft. Furthermore, Ms. Levinson described utilizing positive feedforward most. This was due to the fact that she prefaced many strategies with her staff before implementation, and provided her teachers with the expectations at the beginning of the year. In one instance she provided rationale as to why she gave positive feedforward. "On occasion, like this year, we've really encouraged teachers to make sure they have an objective…I want it to be meaningful. It shouldn't be a guessing game, where administrators walk into classrooms and they're like, well what were they thinking?" Her comment acknowledged she is aware of what her staff needs to be successful, and therefore, provided her teachers with feedforward

experiences. Mr. Scott did not provide evidence of utilizing positive feedforward for instructional purposes.

Negative feedforward. Negative feedforward was minimally discussed throughout the interviews and was only utilized in severe situations. In the particular example provided, Mrs. Beasley used negative feedforward with a teacher after seeing the same trends in one classroom after three prior observations had conducted to this teacher.

> I had to be brutal. You must lead it as the captain of your ship. You have two other adults here with you. They should be adhering to your expectations. Paperwork cannot be done by your instructional aides. This is something you must take care of in the future (Beasley, interview, January, 2018).

In this case, Mrs. Beasley gives directive to her teacher of future expectations by giving negative examples of what was observed in the class. Throughout my conversations with Mr. Scott and Ms. Levinson, no negative feedforward references toward instruction were discussed.

Generally, Mr. Scott and Mrs. Beasley stated they gave one positive comment, or positive feedback, and one suggestion. The suggestion was either to enhance teachers' current successes (positive feedforward), comment on a strategy observed, or possibly modify a need observed (negative feedback). "I always start with something positive, and then give' em the feedback and say 'hey, try X, Y, Z' or 'I have a strategy, please come and see me'". In this particular instance, "I have a strategy" and "please come and see me" were considered positive feedforward or negative feedforward opportunities. Mrs. Beasley stated when she met with the teacher to discuss the instructional strategy, it gave her the opportunity to learn more about the rationale for using the strategy and collaborate in finding an improvement because she was aware she "did not know all the

answers". Mr. Scott stated he "approaches them, but slowly when they're not busy" in order to increase a supportive environment. Ms. Levinson did not speak specifics in regards to positive feedback or negative feedback, however, her CSTP tool was utilized as a positive feedback (observed) and negative feedback (not observed). All site principals however, sent an email or a small note was left for the teacher asking them to stop by the principal's office if there was a concern.

Teacher perceptions: site principals' approaches to instructional feedback. Teachers also believed that site principals mostly provided positive feedback, and also believed their principals gave positive feedforward. These feedback experiences were also the types of feedback they believed were most encouraging. However, many teachers also preferred to receive negative feedback because they believed this feedback method would help them improve their craft.

Similar to site principal perceptions, teachers believed the types of feedback given by principals were in relation to positive feedback and positive feedforward. Examples of positive feedback described by teachers included a "thumbs up" (7 of 12 teachers interviewed), a "great job" using specific strategies (11 of 12 teachers interviewed), or "I really like how you did this" (9 of 12 teachers interviewed). In regards to positive feedforward, teachers believed their site principals would state, "Have you thought of trying this?" (7 of 12 teachers interviewed). For both positive feedback and feedforward, teachers also enjoyed receiving this type of feedback, however, with evidence on how to conduct the feedback (8 of 12 teachers interviewed). "Show me what you're looking for" was mentioned by several teachers as a way help improve instructional practice (6 of 12

teachers interviewed). One teacher stated, "I would absolutely be willing to implement that kind of stuff. If somebody thought that I could improve my teaching by doing more depths of knowledge or technology information, I would ask them to show me, to teach me how to do it".

Teacher perceptions of receiving negative feedback were regarding compliance, for instance, leaving curriculum boxes unopened (6 of 12 teachers interviewed) or not presenting lessons plans to the principal (4 of 12 teachers interviewed). However, some teachers believed they would benefit from receiving negative feedback for instruction because they wanted to know their future areas of growth (6 of 12 teachers interviewed). One teacher specifically stated, "I think that that's very helpful, I mean, not just to judge or to see, 'Oh, you're not doing this,' or, 'You might do that,' but just model, because if you don't model, then we just think, 'Oh, I'm doing something wrong, but how can I fix it?'" Furthermore, teachers minimally discussed their perception of site principal negative feedforward, or seldom mentioned negative feedforward as a method of supporting their feedback practices.

Although site principals discussed their different feedback practices, teachers did not believe they were receiving as much feedback as they should (11 of 12 teachers interviewed). On average, teachers stated their principal provided instructional feedback once a month and wanted their site principal in their classroom more. "I guess the one time where you're able to get more feedback is when it's a formal observation, but that's only about once a year or twice a year, and then once every other year or so, so it's a lot limited". This teacher referenced formal observations and realized those were not

enough to receive support—even if that opportunity may come more often than informal walkthrough support (6 of 8 teachers interviewed). Additionally, teachers in both Mrs. Beasley and Ms. Levinson's sites stated their principals were going to other classes that needed more support (6 of 8 teachers interviewed). "She's with new teachers because there is a lot of them", acknowledging that there may be other teachers who are in need of more support. More specifically, Mrs. Beasley's teachers believed they had not received as much as they wanted. All teachers mentioned receiving a small note on their desk once at the beginning of the year (4 of 4 teachers interviewed). Some teachers had also received online feedback when she came in with an iPad, however, still believed this was not enough to provide them with feedback, or to know if they were "on the right page" (2 of 4 teachers interviewed). Teachers not only believed that feedback mattered to improve their practice, but the way in which their principal provided them with feedback was just as important to them. Saying, "'How about you try this', instead of 'You have to try this'" (2 of 4 teachers interviewed), or "We'll provide you support in this way" (3 of 4 teachers interviewed) were ways in which teachers believed principal feedback had an impact on their receptivity.

Question 1a: What Factors (District Initiatives, Site and/or Personal Priorities) Influence Site Principals' Instructional Feedback?

There were two common findings at each site that are further explored in this section as factors that influence site principal feedback: (a) district priorities, (b) being a new principal to the district or to the school. Both teacher and site principal responses were taken into consideration when analyzing the trends for this question. These findings are compared to teacher perceptions at the end of each section.

District priorities. Both site principals and teachers believed that their school was affected by the priorities the district obtained through curriculum adoptions and professional development opportunities (12 of 12 teachers interviewed; 3 of 3 principals interviewed). Both districts in the study had recently adopted curriculum. During the interviews, all site principals believed they were impacted through district mandates regarding professional development opportunities, or positive feedforward, they could offer to their sites. These perceived limitations determined the types of feedback given to staff.

In terms of professional development, the majority of site professional development were chosen by the districts (3 of 3 principals interviewed). Ms. Levinson discussed the fact that the longer professional development days were district-led. "The district also takes up some of our long professional development days, which are extra-long, where it takes us to 4:00. They're designated district professional development." Although at Ms. Levinson's district had site professional development days, it appeared that the longer professional development days were utilized by the district only, which limited the opportunity for need site-specific professional development. Mr. Scott discussed the process site principals are taken through when receiving professional development from the district office. "You know, administrators have training…there's some things at the district that put out some information in PowerPoint to present some strategies. We add some slides or any other information. Then we come in and we train the staff, you know, with that". At Mr. Scott's district, the district office provides training and gives all necessary materials to principals. In some instances, however, receiving professional

development from the district office makes it challenging for the site principals to differentiate to their site's needs and provide necessary feedback.

Mrs. Beasley discussed a specific instance that made it challenging for her to meet the needs of her site.

> So far, it's all district-led. [The professional development] goes based on our new initiative. We just adopted and purchased a new curriculum so of course, a lot of what we're doing revolves around using the curriculum to teach the standards, but also to fulfill the three goals we have district-wide which are close reading strategies, designated and integrated ELD, and small group instruction. I have not been able to target based on needs of the school, which, in a way, it can be good and bad. The good thing is, we're getting the same message from the district office, and we disseminate the same message out to everybody, so there's consistency. At the same time, I know that there are things we lack, we need. This is the first year we have two SDC (Special Day Class) classes on campus. Teachers aren't used to that, so we brought in a speaker, a district behavioral specialist, to talk to us about positive behavior strategies, and a little bit on inclusion. She took my hour. I'm like oops, okay, now I'm behind, but it was much needed because our teachers were nervous (Beasley, interview, January, 2018).

Although Mrs. Beasley was able to meet the needs of her site, she now felt behind with what the district expected of her to provide her teachers in order to align with the district office's overall vision.

In addition, both Ms. Levinson and Mrs. Beasley—both from different districts—believed there was "a lot going on" at their respective district-levels, and the types of communication disseminated to the sites was often limited, making it difficult for site principals to share appropriate information or feedback with their staff. Ms. Levinson stated,

> There are a lot of moving parts—and I refer to this a lot—there are so many moving parts between the district office, between what we're doing as a school site. For our multi-tiered systems of support, when it comes to intervention, our school site council, our PTO—there are a lot of moving parts. One of the things I've discovered with the multi-tiered systems of support self-evaluation, which I

> engage with my leadership team on, is that not every moving part knows what the other moving parts are doing. There are all these things going on, and we're not taking time to celebrate because this party doesn't know what this group's doing, and this group. This cross-communication is falling down. Should it be in the form of a bulletin? No. I'm right now struggling with what that should look like (Levinson, interview, January, 2018).

Ms. Levinson's discussion of multiple moving parts addressed the difficulties of timely communication with the district office as well as the site.

Teacher perceptions: district priorities. The majority of teachers (10 of 12 teachers interviewed) believed the district impacted what occurred at the site level. Most impacts were in alignment with what site principals believed, and teachers were able to provide additional insight on the factors that impacted the types of feedback given to teachers. One detailed example was related to program-specific curriculum. In general education classrooms, one teacher described how district observations became challenging for teachers because they did not have sufficient support, or perhaps were unaware of the purpose. "In order for it to teach the lowest group, but they wanted you to have rotations and to see everybody. It's not possible because we don't have the time. That's my concern when they come and observe from the district." The teacher's comment emphasizes the fact that with a new curriculum all components are challenging to master. Having the district office observe created a concerning environment for teachers when they believe they have not mastered a task.

The teachers acknowledged these were new changes for site principals as well (9 of 12 teachers interviewed), and most of the disagreement came from the district office. Another curricular concern is in regards to the beginning of the year professional development provided by the district office.

> We haven't had really a lot of professional development on this particular curriculum. At the beginning, before school started, we had it through the company. Now, she's dealing with it because we've been telling her, you know, "we were not—we haven't been properly trained". They expect us to come in to visit. We don't think that's fair. The district is coming to visit classrooms, and they expect us to be—I mean, maybe they don't maybe we have the wrong message (Teacher E, interview, January, 2018).

In essence, although the district has provided materials and training for the staff, teachers do not believe they have received enough professional development, and it was unfair to have district personnel enter classrooms when teachers did not feel prepared.

Even with the new curriculum, teachers at two sites believed their site principal was giving them the flexibility to try the new curriculum to the best of their ability (7 of 8 teachers interviewed), even when they believed the district office expected true fidelity to the curriculum. It was evident that many teachers felt similarly as the teacher below described:

> She has been cutting us some slack. At the same time, she is gonna have some directives from the district. She has to bring those directives back to us. I understand that. I do feel like she has been, I guess, open and giving us the space to learn. At the same time, I think that, you know, where I feel it's more restrictive, in terms of giving us that learning curve it's coming from the district, not so much from her (Teacher D, interview, January, 2018).

New site administration. Being new as a site principal and being new to a site were other factors impacting the instructional feedback provided to teachers, and was a trend found at sites where new principals were employed. For all principals, much of their time was spent building relationships with staff before providing feedback to ensure that teachers felt "comfortable" with the site leadership. This approach from the principals limited the opportunities for feedback to occur.

However, one of the principals also mentioned that it was dependent on the amount of flexibility and support received from the district office. One principal mentioned that at a previous district, he was informed to "change things up" at the site, and therefore, had to take his prior staff through drastic changes. In another instance, when this principal felt as he had made some positive changes at another particular site, the district transferred him to another site even though he believed his work at that site was not yet complete. These ongoing transitions limit the opportunity for perceived positive feedback opportunities by the principal to occur.

Mrs. Beasley, a new principal at one of the participating districts also believed that being new to the position had some limitations.

> I did not expect to be pulled in so many different directions…I don't have a schedule, I don't have things calendared, and then, the day-to-day responsibilities of the principal will really consume you, so I'm trying to find a happy balance between those three. I don't think it's my teachers that don't want me in there. It's just me that I can't pull myself in those classrooms (Beasley, interview, January, 2018).

The fact that Mrs. Beasley has attempted to enter classrooms but has many responsibilities demonstrates the difficulty in scheduling classroom visits as a site principal and also makes it challenging for her to provide feedback to her teachers.

Despite the many expectations of a principal, Ms. Levinson has learned to leverage her vice principal throughout the years to support the feedback process. Providing feedback has become a collaboration process with her vice principal. "Yes, my vice principal and I do debrief, and in some instances will kind of share the comments that we made and what we observed. There are very few surprises, between us, when it comes to sharing out that information."

Teacher perceptions: new site administration. Six of the eight teachers with a new site principal believed that they were more receptive to principals when a prior relationship was already built. Moreover, all teachers with a new principal (8 teachers) mentioned that their principal was new, followed by comments such as "s/he's new, s/he's trying his best" (6 of 8 teachers interviewed), as if there was a period when principals were given the opportunity to become acclimated to their new environment. In contrast, one teacher provided insight on the fact that their site principal had not provided feedback. "I want to give him a chance, I really do. But he has to give us a chance", insinuating that feedback nor a prior relationship had been built between this particular teacher and the site principal. Furthermore, Mr. Scott's teachers stated "there was only so much [site principals] could do" as a new site principal due to his limited opportunities to communicate with his teachers.

Question 1b: What is the Role of Principals' Communication Practices and Emotional Intelligence When Providing Instructional Feedback?

This question was answered by elaborating the emotional intelligence captured through site principal interviews. These findings were compared to teacher perceptions at the end of each section.

All three principals demonstrated emotional intelligence characteristics as a way to connect to teachers for feedback purposes, however, the majority of the emotional intelligence examples are from two principals. Teachers believed their site principals' emotional intelligence mattered for them to be receptive to feedback (10 of 12 teachers interviewed). In several interviews, teachers believed that the information given to them was not as important as the way in which the feedback was said to them (8 of 12 teachers

interviewed). One teacher discussed how tone made a difference when receiving feedback from teachers.

> Did you really think this worked?' It's not just what they say it would be the tone in which they say. If you come in with a smile and you start off with something positive, then I guess, you just—you just plan it out—you put it out as a suggestion, not a mandate (Teacher F, interview, January, 2018).

Out of the five characteristics of emotional intelligence—self-awareness, self-regulation, social skills, motivation, and empathy—self-regulation and empathy were two of the emotional intelligence characteristics most conveyed by site principals and will be further discussed in this section. Motivation, social skills, and self-awareness were minimally revealed during principal interviews as strategies utilized to support the feedback given to teachers. All teacher perceptions regarding the five emotional intelligence characteristics are described at the end of this section.

Self-regulation. Site principals discussed experiencing self-regulation in different situations especially when providing feedback and support to teachers. All site principals believed there were times they wanted to inform teachers of an incorrect practice through negative feedback, but instead, took the teacher into consideration and leveraged other resources such as an instructional coach, to support the teacher with a given practice. Mr. Scott "speaks with his site coach on a weekly basis to discuss teacher needs", since his site coach is in the classroom more often. His academic coach allowed him to regulate how he speaks to his teachers. Additionally, Mrs. Beasley, for instance, discusses a time she held back from immediately supporting the teacher.

> I'm sitting there going, oh, my gosh! A part of me just wanted to jump up and say, "Hey, can I help you out with this? Let's do it like this," cuz I figured, twofold, I'll model it for him, and hopefully he'll learn, but a part of me said, no, I cannot

> invade his lesson, so I made a note. The funny thing is, it's right here, (points to her temple) because he hasn't come to see me. It's like, darn it! I don't know if he's overwhelmed. I don't know, so I have to follow through, and say, "Hey, remember I gave you a little note? This is what I was talking about." I think, at that point, I'm just gonna hafta sit with him and say, "When you're doing this activity, try this. It worked for us (Beasley, interview, January, 2018).

Although Mrs. Beasley self-regulated the opportunity to speak with the teacher, she has not had the opportunity to speak with him.

Teacher perceptions: self-regulation. Teachers did not specifically state their principal was demonstrating self-regulatory skills, and also, provided limited examples that examined self-regulation in site principals (2 of 12 teachers interviewed). One teacher mentioned she appreciated her site principal not being as impulsive as she used to be. "It was nice to know she started listening and not being so impulsive. You know what I mean? Sometimes, she'd cut you off when you're talking cuz that impulsiveness would take over. I think, now, she's learned to relax a little more and listen more", demonstrating that the site administrator had regulated prior actions.

Empathy. Empathy is the ability to understand and be sensitive to the feelings of others (Goleman, 2015) and was also another emotional intelligence trait that appeared when conversing with site principals. All principals elaborated on their experiences as teachers, specifically on years where curricula adoptions were prevalent and understood the difficulties of first-year curriculum adoptions when considering instruction. Because the site principals understood the difficulties in the classroom, they all had an "open-door policy" with teachers to ask any questions on curriculum or supports needed. Doing so was believed to open the lines of communication and support future feedback opportunities.

Empathetic qualities were also in the form of flexibility with curriculum implementation. While the district expected the sites to utilize new curricula with fidelity, site administrators allowed for flexibility due to understanding the challenges that come with adoptions (3 of 3 site principals interviewed). For instance, after speaking of his past experience as a teacher, Mr. Scott described the challenges of having a new curriculum and provided the following feedback as a method to support his staff. "You already know the concept that you're supposed to cover on that day, just review it, check it, and then teach it the way you want…you don't have to be reading the lesson verbatim. You're going to kill the students. You're going to get bored. You don't have a chance to implement your stuff", demonstrating empathetic qualities with his staff, and the genuine flexibility he had in regards to the curriculum. Mrs. Beasley also understood the challenges to new curriculum implementation and assured her staff that great teaching was occurring in their classrooms.

> Give [themselves] a break. [They're] learning together. [They] are more experts at this than I am, because [they] are actually teaching it in [their] classrooms. When I come in, I'm learning from [them]'. I think I'm putting myself at their level, and encouraging, 'no you keep going, because I'm finding really good things happening in your classrooms, and like I said, I'm learning with you (Beasley, interview, January, 2018).

Her comment to her staff demonstrated she understood their current struggle and was willing to support them along the difficulties experienced. Moreover, Ms. Levinson demonstrated empathy when describing the act of giving feedback to her staff. She stated that walkthroughs were highly important "but not at the expense of teacher stress". In addition, she stated "passing judgement on a five-minute visit is really not fair", which

acknowledges the fact that teachers may feel judged or stressed at the time of walkthroughs.

Teacher perceptions: empathy. Teachers did not specifically describe empathetic qualities, but provided insight similar to that of principals. For example, a teacher mentioned an instance when Mrs. Beasley allowed for flexibility with the curriculum; the teachers decided to utilize their prior lessons instead. "She was the one that actually suggested that we should do this (stay with previous lessons), and she agreed that what we're doing has been working in previous years". The fact that Mrs. Beasley demonstrated empathy by allowing flexibility supported her current feedback opportunities. Moreover, in Ms. Levinson's case, although teachers did not talk about her empathy, they were not anxious when she visited their classrooms (4 of 4 teachers interviewed). All of the teachers stated they were "comfortable" with having her in their classroom—exemplifying the empathetic qualities Ms. Levinson had with her teaching staff. However, by allowing teachers the flexibility in curriculum implementation, teachers did not mention an instance where they had a conversation where he demonstrated empathy by allowing flexibility in the curriculum. In addition, although Mrs. Beasley discussed the collaborative environment, one teacher still believed it was challenging that her site administrator was "unable to support" and provide feedback because she "did not understand the new curriculum".

Motivation. The principals did not address ways they motivated teachers to take their feedback into consideration. Although Mr. Scott stated he motivated his teachers by

"empowering" them, no evidence throughout the interviews demonstrated how he empowered his teachers.

Teacher perceptions: motivation. In contrast to site principal findings there were instances where teachers believed they were motivated at their sites. Although Mr. Scott did not explicitly discuss ways in which he motivates teachers, his teachers believed that snacks and "positive shout-outs" during staff meetings and completing lesson plans were motivating (4 of 4 teachers interviewed). Teachers also stated he provided treats to acknowledge the completion of lesson plans (4 of 4 teachers interviewed). "He's got chocolate—that's always a plus". However, one teacher explained her significance when receiving treats.

> I did my lesson plans one day and he left a happy face on it, like good job and left me candy. Then another classroom, same grade level, he went to and said you're missing these things, but we were written very similar, so we couldn't figure out what I did right and what she did wrong, so there was confusion on what was completely expected from us, and I don't believe there was any anger towards it just a lot of okay, what are you looking for? (Teacher D, interview, October 2017)

Even if teachers had received reinforcements, the expectations were different depending on the teachers. These inconsistencies made it difficult for some teachers to understand their purpose. Moreover, one teacher mentioned appreciating past practices that were not as validated as they previously were. "When we recognize positives that are happening in this school, sometimes, they're kind of like skimmed over, which I feel like—you know, in the past, when I first started here, every grade-level had to share a shout-out.

Although all of Mrs. Beasley's interviewed teachers described similar motivation strategies as their site principal, two of the four teachers believed they were motivated

when the site administrator was prepared for meetings, provided them with answers to questions they were seeking, and informally checked-in with them and their grade-level.

Social skills. There was minimal evidence that determined how site principal's social skills influenced feedback implementation and self-efficacy in teachers.

Teacher perceptions: social skills. Similar to site principal findings, minimal evidence on what teachers believed their site principal to have social skills that supported the implementation of feedback or enhanced self-efficacy in teachers. However, teachers from all sites (10 of 12 teachers interviewed) believed their administrator personally checked-in with them and initiated conversations. One teacher from Mr. Scott's site stated she appreciated this time because she felt that her administrator "cared" about her personally. Although Ms. Levinson did not speak about any social skills she exuded, her teachers mentioned they appreciated the fact that she made an effort to ask questions about weekend events, and allowed teachers to sit in her office to "say hello" and discuss anything of interest to the teacher (4 of 4 teachers interviewed). "She's very good at talkin' and stuff. We get along great", was one of the comments that exemplified that Ms. Levinson's social skills were valued by her staff.

Self-awareness. When a person is self-aware, they are more capable of clearly understanding their own emotions, strengths, weaknesses, needs, and drives (Goleman, 2015). The majority of site principals were self-aware of particular situations and made decisions based on what they believed would create a more supportive environment. For example, all site principals discussed the importance of transparency, making

collaborative decisions, and learning from their teachers as it is related to the feedback that could have potentially been given to the staff.

Ms. Levinson was self-aware by not dictating what teachers should do. "I don't want to say, 'this is what we're gonna do.' Those practices aren't shared leadership practices that I embrace", acknowledging she is self-aware of how her teachers would feel if she dictated initiatives or instructional practices at her site. Mrs. Beasley demonstrated self-awareness—and also motivation—when embracing past practices that allowed staff to provide feedback to one another. It pertained to sharing a statuette with one another depending on who received the most positive reinforcements.

> One of the things we do, and this was a tradition that started years ago, here at the school. I thought, you know what? I'm gonna continue it… We start every meeting with kudos, just kudos, whoever wants to share a kudo. I always try to incorporate a kudo also. I don't always, cuz I want them to acknowledge each other. Then those two [statuettes] are out there, and so someone gets to keep it for the month. It's just based on—there's really no set criteria, other than a person you think is deserving for whatever reasons you're going to describe. They really like that, I think, because again, they're acknowledging each other, and each other's work, and each other's help, so that's one way (Beasley, interview, January, 2018).

Teacher perceptions: self-awareness. Although site principals believed they made collaborative decisions, learned from their teachers, and discussed the importance of transparency when making decisions, there were some discrepancies based on teacher input or lack thereof.

Ms. Levinson discussed the fact that she appreciated a "shared leadership approach" as a method to support future feedback opportunities. All teachers mentioned collaboration and shared leadership to be the culture of the school. One teacher stated, "I think in general that—I think everybody takes the idea that we're all in this together, and

let's get through it 'cuz it doesn't make a lotta sense to be adversarial'", which demonstrates the importance of collaboration from a teacher's perspective, and the positive effects to Ms. Levinson's self-awareness.

Mrs. Beasley discussed the importance of the messaging when delivering feedback, which is considered a way for Mrs. Beasley to be self-aware. One of the teachers believed Mrs. Beasley would—

> Be open to any kind of criticism just because I know it's a natural—she's pointing at something that needs to be corrected…. I think it has to do with a lot because she's very respectful… I think when you have someone who's respectful with the way that they address you, then you feel more open or less intimidated.

This teacher particularly points out ways that her site principal has addressed situations with the staff. In terms of utilizing a teachers' past experiences, three of four teachers interviewed mentioned they like the fact that she kept the positive reinforcement traditions previously used with prior site principals. No teachers from Mr. Scott's site mentioned him exude self-aware qualities.

Question 2: How Do Teachers Respond to Site Principals' Approaches to Instructional Feedback?

In response to the second research question, three themes were explicitly referenced by all three sites: (a) Teachers prefer explicit, direct, feedback with modeling, (b) teachers wanted their site principals in their classroom more often, and (c) if teachers received feedback from their administrator, it mattered how the administrator provided that feedback. The following section will elaborate on the findings related to the second research question.

Teachers prefer explicit, direct, feedback with modeling. Teachers at all sites believed in the need for site principals to be explicit if giving negative feedback (7 of 12 teachers interviewed). Instead of only stating what the teacher did not do, teachers preferred to have concise, explicit advice, or positive feedforward, of what was expected along with modeling of the expectation. Teachers felt this would create a supportive environment. "I guess, it would be that to just helping us. If I don't get it, teach it to me. At the same time once I do get it or think I have it, let me bring in some of my own resources." For this teacher, it was not only about supporting the teacher, but also allowing for the teacher to utilize her own creativity once they had received clarity on future expectations. Moreover, at all three sites, some teachers also believed that group feedback was not as helpful as tailored, individual feedback because they felt that group feedback was not directed toward them. (7 of 12 teachers interviewed).

Teachers want their site principals in their classrooms more often. Although the majority of the teachers had a positive experience and were susceptible to the feedback provided by their site administrator, 11 of the 12 teachers interviewed wanted more feedback and administrators in their classroom more often. Additionally, at all sites, 10 of 11 veteran teachers believed that feedback was important and would help them grow. "I feel like this is almost my life. I mean, really when you're a teacher, this is like my second home. I feel like yeah, I feel I need, this isn't just a job where I clock in whatever 8-5. It's more, I give more of my heart, so yeah." This teacher expressed that a majority of her time was spent in her classroom and receiving a positive acknowledgement from her principal would possibly enhance her self-efficacy.

Not the what, but the how. The major theme throughout teacher interviews was in regards to the way in which feedback was given to teachers. For instance, although teachers were given several opportunities for positive feedback and positive feedforward, teachers believed that it was the way in which a site administrator decided to deliver the information to the staff that impacted them the most (9 of 12 teachers interviewed). All three sites discussed administrator approaches as a determinant factor to accept feedback given by administrators. As evident during interviews with one of the sites, three of the four teachers described how much it mattered that their administrator had a positive demeanor when providing them with feedback, and they were fortunate to have been able to experience this. Two of four of those teachers specifically used the word "tone" as a way to express how the feedback mattered to them. However, one of the teachers interviewed from this site mentioned having a negative experience with the administrator that made it challenging for her to positively acknowledge and utilize future feedback given by her principal. This teacher stated she felt "more comfortable" with her vice principal due to the way in which the administrator had provided feedback, support, and positivity in the past.

Similarly at a different site and district, two of four teachers interviewed believed that the site principal had improved the site's supportive culture throughout the years, which made it easier for them to be comfortable with their site principal's feedback. Additionally, all teachers at the site stated the difficulties experienced by teachers in the past, causing several teachers to also leave the school. However, since there had been a change in the principal's emotional intelligence usage throughout the years that makes

the feedback the principal provided was more susceptible to use. Teachers also mentioned she was "unintrusive" in the way she approached feedback situations which made them feel comfortable with accepting the feedback provided. Lastly, the principal discussed the importance of "choosing words" wisely when speaking to teachers and reminisced on different instances when she received positive feedback from her principal. She appreciated the way in which principals provided her with positive feedback when she was a teacher, and discussed how her receptivity to feedback would have dwindled if not given respectfully. "pero si me hubieran dicho [if they would have told me] in a rude way, forget it," insinuating that she would have not been as receptive to feedback as she was if her site principal would have given her feedback in a negative manner.

Question 2a: What Instructional Feedback Approaches Enhance Teachers' Self-Efficacy?

As previously mentioned in chapter two, Tschannen-Moran and McMaster (2009) identify four factors that affect a person's self-efficacy— verbal persuasion, vicarious experiences, mastery experience, and physiological factors. Although this research did not measure teachers' utmost self-efficacious tendencies, the following section articulates how these four categories of self-efficacy were described by teachers as a way of making them feel better about their craft and enhanced self-efficacious tendencies.. Throughout the interviews, verbal persuasion was mentioned the most, while vicarious experiences, mastery experiences, and physiological arousal were mentioned only three times.

Verbal persuasion. Verbal persuasion has to do with verbal interactions that a teacher receives about his or her performance from others in teaching context, such as administrators, colleagues, and/or parents (Tschannen-Moran & Woodfolk Hoy, 2007).

In contrast to all other traits said to enhance self-efficacy, verbal persuasion appeared in 10 of the 12 interviews as a trait that enhanced teacher self-efficacy. These teachers believed that any type of feedback, or verbal persuasion, from their administrators would make them better. Many of them also felt like administrator feedback was not the only trait that enhanced their self-efficacy, but receiving verbal affirmations from colleagues was also impactful for teachers. "Well, I think on a practical thing, feedback from some of my colleagues is probably more useful because we're tryin' to solve a specific problem. But she [site principal] does okay." This particular teacher provided value to his colleagues' feedback, since it is more specific to his needs, however, was still aware of the value the feedback given by his principal. Additionally, these teachers wanted to receive additional feedback because they believed it would serve as a method to make them better educators.

> Has feedback helped you grow? Yes. Yeah, cuz then you know exactly—maybe you can try this. Maybe you can try that I'll say, "Why?" I didn't think of that I didn't do that…Her feedback is telling me I'm okay. I'm going the right track. I'm doing what I'm expected to do…Sometimes, it's a very little. Sometimes, it's a lot. Sometimes, it's, 'Oh, I needed to read more, or I needed to go to a training.' I think principals do really well with encouraging teachers because we needed to keep growing. We need to keep refreshing, I guess, you know, what we learn. I think if we didn't have those feedbacks, you know, we would stop. We probably wouldn't know where to go. By not being encouraged, we wouldn't try hard… I think it's really good that the principals come to us, and show us new things or new techniques, and give us ideas, and invite us or encourage us to go to more professional development because that makes us refresh what we know and increase our knowledge and how to be better teachers. Feedback and that's why I would appreciate it more. If you can get it, take it. Don't just give up (Teacher A, interview, October 2017).

Therefore, the feedback received from site principals supports the teacher's self-efficacy enhancement.

Although the findings in chapter 2 stated that verbal persuasions and vicarious experiences were not found to be as powerful in enhancing a teacher's ability to implement an instructional strategy, verbal persuasion did appear to have an impact on teachers especially when the verbal persuasion perceived was given in a respectful manner. Additionally, verbal persuasion was positively received by the teachers when it was tailored to their individual needs as mentioned in the prior research. These were findings in relation to the research question and thus, the section below will discuss additional trends found throughout the interviews.

Vicarious experiences. Vicarious experiences require observing another person successfully implementing the action that one is contemplating (Tschannen-Moran & McMaster, 2009). In this research, only three different teachers referred to vicarious experience as a way to enhance their self-efficacy. These vicarious experiences referred more toward professional development opportunities. The teachers mentioned attending trainings and learning about a strategy or skill to be incorporated in the classroom that they believe helped them improve their craft. The types of professional development included, technology, tools that are readily used in the classroom, and relevant information related to their content. "By the way, I did sign [myself] up for that one [professional development]. I've got to get myself in there", was a comment a teacher said when referencing an opportunity to observe the implementation of a program she used. She believed observing another person modeling the strategies she needed to implement would help her improve her craft.

Although vicarious experiences only appeared three times during interviews, four additional teachers wished they received more opportunities to observe the demonstrating implementation regarding the feedback they had received. For instance, the teachers discussed receiving feedback from their administrators, however, did not receive support on how the feedback would unfold in the classroom. "If I didn't understand how to do it, can you show me? Can you let me know what you are thinking and then we can do it together?" demonstrating that although the teacher appreciated the feedback, having someone show the expectation was missing from the experience.

Mastery experiences. Mastery experiences are one's personal mastery of an experience, and in this case, an instructional strategy (Tschannen-Moran & McMaster, 2009). According to teacher interviews, mastery experiences were communicated a total of six times as a way in which a teacher's self-efficacy was enhanced. Many teachers believed and were willing to take the feedback, no matter if it was positive or negative. One teacher, for instance, stated, "Positive or negative, I am going to reflect on how to make it better", acknowledging the fact that improving on a task would make her a better teacher. Additionally, the type of feedback received was believed to be a reflection of them, and acknowledging their improvement demonstrates mastery experiences. Another teacher stated, "Any feedback from anybody is resourceful to yourself, especially your site admin's case as well, maybe they haven't been in the classroom in a while, and I don't know a single administrator who has never taught in a classroom or has not had some experience in the classroom". This teacher not only acknowledged the principal's

for having instructional skills, but stated that their feedback, along with anybody else's would help on improving her skills.

Physiological arousal. Physiological arousal causes people to experience sensations in their body, and how they perceive these sensations will determine their self-efficacy beliefs (Redmond & Slaugenhoup, 2016). Similar to vicarious experiences, physiological arousal was only discussed by three different teachers as a method perceived to enhance a respective teachers' self-efficacy. These three teachers believed that the more site administrators came and provided feedback, the less nervous, or the less physiologically aroused they became, they felt and the more they got better as a teacher. "I think it would help me do more. I think it would push me more to do more because now I'm going to be expecting them coming." In addition, these teachers also mentioned that physiological circumstances were reasons for teachers not to perform as effectively—especially as new teachers. The three teachers that discussed physiological changes had been teaching for more than 12 years, and were able to describe the different ways they felt from the beginning of their teaching experience until now. Additionally, they felt more confident now than when they first began their profession. "I realize now when I first started teaching I had those visits a lot. I noticed that. The same with the new teacher and the other ones. Oh, the nerves. I was nervous all the time. I kept wondering, 'I wonder how I'm going to keep this up.'"

Discussion

The section above provided data that answered the questions of this research. In general, it is critical to note there are several factors that influenced if site administrators

provide feedback that teachers enjoy receiving positive feedback and feedforward with modeling and positivity because it encourages them to do better, and that the type of behavior exuded by administrators, or emotional intelligence characteristics, will determine the enhancement of a teacher's self-efficacy. The following section describes additional findings that impacted principals providing feedback and enhancing self-efficacy.

Other Factors Affecting Feedback and Self-Efficacy

Additional findings were evident during the interviews that impact the feedback teachers receive and the self-efficacy they obtain. They are as follows: (a) All sites demonstrated lack of clarity when understanding the instructional focus of the school and district and (b) the amount of informal conversations via check-ins between principals and teachers was vast.

Lack of clarity. The following tables provide an overall depiction of what were perceived to be the instructional foci for the school or district. There are three different tables to compare individual site perceptions and are presented in the following order: Mr. Scott's school, Mrs. Beasley's school, and Ms. Levinson's school. The numbers below each section represents the amount of times a topic was perceived to be an instructional focus by the teachers and principal. Although a total of one principal and four teachers were interviewed by site, there may be more than five different choices per site; this is due to the fact that some participants believed there was more than one focus for the year. Table 5 represents the presumed foci at Mr. Scott's school.

Table 5

A Representation of Mr. Scott's School's Perceived Instructional Focus

Presumed Focus	Implementing Curriculum	English Language Development	Small Groups	Instructional Minutes
Teacher Instructional Focus	1	2	1	1
Principal's Instructional Focus		1		

Mr. Scott's table demonstrates there were four different perceived instructional foci for the year. English Language Development was observed to the instructional focus from two different participants, while the rest of the foci were only perceived by one of five people interviewed. This demonstrates a lack of clarity in terms of what the instructional focus was at this particular site and can possibly impact any type of focus on feedback given to teachers. Table 6 represents the presumed foci at Mrs. Beasley's school.

Table 6

A Representation of Mrs. Beasley's School's Perceived Instructional Focus

Presumed Focus	Implementing Curriculum	English Language Development	Grade-Level Specific	Main Ideas and Details	Unsure
Teacher Instructional Focus	1	1	1	1	1
Principal's Instructional Focus	1	1			

Mrs. Beasley's table demonstrates there were five different perceived instructional foci for the year. While curriculum implementation and English Language Development was perceived to be the instructional focus, there were three other participants who believed there was another focus or were unsure of what were the foci of the year. This also

demonstrates a lack of clarity in terms of what the instructional focus could be and can possibly impact a type of focus on feedback given to teachers. Table 7 represents the presumed foci at Ms. Levinson's school.

Table 7

A Representation of Ms. Levinson's School Perceived Instructional Focus

Presumed Focus	Implementing Curriculum	Data Analysis	Grade-Level Specific
Teacher Instructional Focus	1	1	2
Principal's Instructional Focus		1	1

Lastly, Ms. Levinson's table demonstrates there were three different perceived instructional foci for the year. Although this representation shows three different instructional foci, there was more cohesion and agreement on what the instructional foci for the school are assumed to be. However, lack of clarity on instructional foci is still evident due to the fact that there were participants who believed differently on the matter and can possibly impact and type of focus on feedback given to teachers.

Informal conversations via check-ins. Another commonality found as an approach to instructional feedback involved the "check-ins" site principals provided. Check-ins, as the phrase is commonly used the schools studied, referred to an instance when a site principal has a personable and open discussion with the teacher. During this type of conversation, a site principal asks about possible materials and supports needed in the classroom, or asks questions about the teacher's personal life to connect with the teacher at a personal level. Check-ins with staff may build a foundation for collaboration and

future feedback opportunities. Two of three principals mentioned some form of check-in with their staff—whether it was in passing or was scheduled at the beginning of the week. Similarly, the majority of teachers believed check-ins were important and liked that their site principal did (11 of 12 teachers interviewed). Site principal examples are given and are followed by examples of teacher perceptions.

Mr. Scott, for instance, checks-in with his staff regarding their day. "So, the first thing I always do is check in with them. How are you doing? How's everything?" demonstrating the way he fostered relationships. Mrs. Beasley checked-in with staff regarding their personal life. "If I happen to know something about their personal lives- hey how's your mom doing? Let' em know I'm listening, I care, because as a principal you don't always hear everything", which acknowledges the fact that Mrs. Beasley is attempting to check in with her staff to foster relationships. Ms. Levinson on the other hand, did not discuss how and if she checked-in with teachers.

However, most teachers at all sites believed check-ins were important and supported their receptivity to feedback (10 of 12 teachers interviewed). However, at Mr. Scott's site, one of the teachers had not experienced regular check-ins.

> I actually know you more than I know him, because I've had more of a conversation with you more than I have him…he's probably trying to find his niche, and you know, how can I really get to teachers…I think it'd be nice if he would just like spend a little bit of time with each of us…relationships first. Everything else second (Teacher D, interview, October, 2017).

The teacher's comment above demonstrates her preference in building relationships with her principal first and has not experienced check-ins even if her site principal stated he conducted regular check-ins. Additionally, one of the teachers in Mrs. Beasley's site

stated she "couldn't imagine not having someone who's very standoffish and not very open. It would make it harder to come to work", demonstrating that checking in with staff and building relationships was valuable to the teacher. Although Ms. Levinson did not provide details on ways she checks-in with her staff, all of her staff mentioned the fact she checked-in with them (4 of 4 teachers interviewed). For instance, one of her teachers provided details on the different ways Ms. Levinson check-ins with her staff.

> Oh come on in what would you like? What's going on? Even to point if I just wanna talk, if I wanna just say, 'hey I just need a break from paperwork, and I'm passin' through. "What's goin' on? They ask about your weekend, just the whole social connection along with the notes and bolts of what we're here to do (Teacher J, interview, February 2018).

This teacher provides an example that demonstrates one way Ms. Levinson was successful in building relationships with her staff. Although these particular check-in experiences may have not been related to the constructs studied in this research, check-ins allowed for foundations of support to be built that would in the future enhance self-efficacy and feedback given attained.

Conclusion

This chapter discussed the findings of the study as they relate to the feedback practices enhancing teacher self-efficacy. This chapter was comprised of three parts to demonstrate the differences in administration that solicit or impede feedback and self-efficacy in teachers and additional trends in the research. The first part of this chapter gave insight on site principals and the role of feedback at their site. The second section of this chapter answered the research questions, and the last section of this chapter discussed additional findings that provide additional rationale for possible uncertainties,

or the type of feedback given to teachers. Chapter 5 provides discussion, implications, and final conclusions of the findings.

Chapter V: Discussion, Implications, and Conclusions

The focus of this dissertation was to examine the role of site principals' feedback practices as they relate to teachers' self-efficacy. Individual interviews with both teachers and site principals provided valuable insight on the types of feedback given to teachers, the type of feedback teachers positively respond to, and the challenges site principals are faced with when providing feedback to teachers. As previously mentioned in chapter 2, feedback is most commonly utilized generically, without distinguishing the different types of feedback. However, this study provided insight in utilizing the different feedback types to support instruction and self-efficacy for teachers. This chapter provides a summary of the key findings and offers conclusions, recommendations, limitations, and implications for future research as a way to continue to revisit feedback practices and support systemic structures for both site principals and teachers.

Summary of Key Findings

The findings in this research were vast for both site principals and teachers alike. It was found that site principals generally provided positive feedback and positive feedforward, and these specific feedback practices supported teachers' self-efficacy. Half of the teachers interviewed also appreciated receiving negative feedback; however, the majority teachers expressed these feedback practices were valuable if emotional intelligence was demonstrated by principals before, during, and after the feedback process. There were also variations within the feedback given due to the differences in site principals' administrative career. Other findings that affected the feedback given to

teachers were in regards to the lack of clarity found when understanding site's instructional focus for the year, or the ability for site principals to check-in with their staff regularly.

Significance of Key Findings

The significance of the findings were in relation to site principals' emotional intelligence, the type of feedback they provided to teachers, and the way this feedback influences or enhances teachers' self-efficacy. In the following section, I revisit the cybernetics framework discussed in chapter 2 to analyze different components of the system—principals and teachers—as they relate to the DSEC model of cybernetics. As previously mentioned in the second chapter, cybernetics relates to goal-directed behavior of interconnected systems attempting to reach the necessary goal (Reckmeyer, 2016). Figure 3 revisits the components of this research as the connection between cybernetics and emotional intelligence, feedback, and teacher self-efficacy.

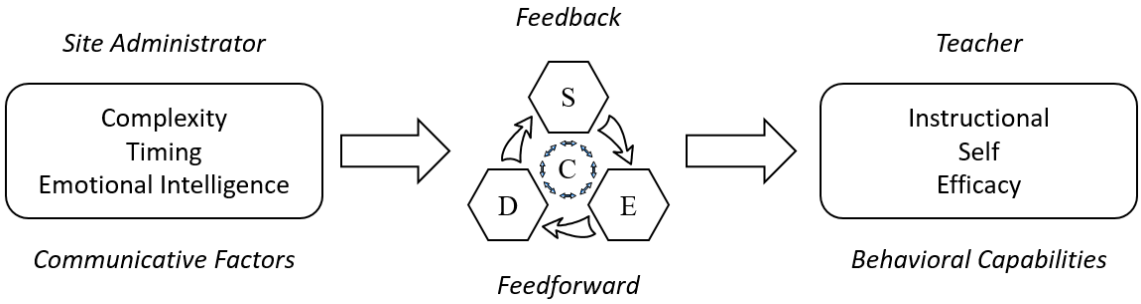

Figure 3. The connections between communicative factors, feedback, and teacher self-efficacy.

Figure 3 represents how principals' feedback processes may impact a teacher's self-efficacy. More specifically, the way a site principal decides to communicate feedback to their teachers may enhance or deter self-efficacy. However, the DSEC model is in each

component of the larger self-efficacy feedback system and is not intended to be seen linearly. The process in Figure 3 is cyclical in nature with no beginning, middle, or end as evident with the findings in chapter 4. The cycle is further articulated below through the findings of site principal's emotional intelligence, the type of feedback principals provided, and the teacher self-efficacy enhanced.

Emotional intelligence. Particular emotional intelligence characteristics embodied by principals and primarily described by teachers were self-awareness and empathy. The DSEC cycle demonstrated that if a principal is aware of his/her impact when utilizing emotional intelligence, they may participate in the DSEC process by "detecting" their current responsiveness to emotional intelligence, "selecting" the emotional intelligence approach they want to implement, "effecting" the emotional intelligence trait, and "correcting" further emotional intelligent behavior to ensure that the feedback given is receptive for teachers. For instance, Mrs. Beasley was self-aware of the limited time she spent giving teachers feedback, and was in the process of attempting to make changes in her schedule to ensure she was in the classrooms more often. Her ability in attempting to self-regulate her current practices illustrates the DSEC model working to support her feedback practices.

Similarly, teachers mentioned the need to receive more feedback from their principals, and therefore, it is essential for site principals to realize their role in the DSEC process by becoming self-regulatory and self-aware of their impact when providing feedback or lack thereof. Teachers mentioned how much they appreciated the way their site principal checked-in with the staff. Creating a check-in environment provided a

foundation for future feedback opportunities. In turn, principals participating in the DSEC process when considering their emotional intelligence may have a positive effect on teacher receptivity to feedback.

Feedback and feedforward. The interview data found that site principals generally provided positive feedback and positive feedforward, and these specific feedback practices enhanced teacher self-efficacy. Teachers appreciated receiving this type of feedback, but also mentioned it would be beneficial for them to receive negative feedback. The different types of feedback given to teachers impacted the DSEC cycle and the teachers' self-efficacy when not given negative feedback with emotional intelligence traits. Therefore, when analyzing figure 4, teacher self-efficacy may have possibly be minimized in this study due to the fact that the feedback given to the teacher was not given with emotional intelligence, or that the type of feedback received was not conducive to their learning. Thus, the DSEC cycle is impacted positively or negatively, depending on the level of emotional intelligence used by the principal when giving feedback.

For this study, the findings demonstrated teachers engaging in a positive DSEC cycle when receiving positive feedback and positive feedforward, and negative feedback when emotional intelligence was utilized by a site principal. Teachers engaged negative experiences when receiving negative feedback without the articulation of emotional intelligence by principals. When site principals are not aware of the type of emotional intelligence they are projecting when providing feedback, teacher self-efficacy may be impacted as it may have been in the cases referenced in chapter four. Moreover, not

providing the type of feedback conducive to teacher learning may impact self-efficacy opportunities. This possibility may be the reason for varying levels of teachers' self-efficacy.

Systemic Recommendations for Principals

Minimal instructional support was evident in chapter 4's findings indicating teachers were not gathering as much feedback as they deemed necessary. However, Hallinger (2003) believes this limited instructional support is due to the higher accountability measures in school systems. A model presented in Fullan and Boyle's (2014) research demonstrated the challenges and the push/pull dyanamic principals are exposed to when attempting to enhance positive change. For example, not only do they have to "challenge the status quo", (p. 12) but they also are tasked to create a "commonly owned strategy" (p. 12). Similarly, site principals have to have the "courage to intervene" (p.12) and at the same time create "sustainability" (p.12) amongst teams. Knowing that instructional leadership promotes teacher learning and positive self-efficacy, it is essential for principals to consider the learning opportunities available to them that will enhance their ability to work under these circumstances. To support this challenge, Fullan (2011) offers a a shift for principals to not view themselves as the sole instructional leader at their site but instead as the "leaders of learning". This flexibility allows for site principals to understand overarching goals and functions of the instruction to take place, and instead, ensure they have a balance of managerial and instructional supports. Mrs. Beasley began this process at her site by allowing teachers to generate their own goals and provided several examples on how she believed she exuded emotional intelligence

characteristics. However, she still had a difficult time getting into classrooms to support instruction due to the fact that she was still attempting to work around the push/pull dynamic at the school.

Fullan and Boyle (2014) also discussed two additional ideas to maximizing impact in school settings: The principal becoming a system player by contributing to their site's improvement and the principal taking the role of a change agent. From a system standpoint, Fullan and Boyle are essentially advising site principals to leverage opportunities at their school through these three key ideas. Leveraging their roles and responsibilities as both a managerial and instructional leader at the site may enhance their opportunities to provide feedback more often and enhance teachers' self-efficacy. In comparison to Mrs. Beasley, Ms. Levinson was able to "lead learning" because she leveraged her resources due to her experiences and ample time at one site.

In all aspects of the site principal role (managerial and instructional), site principals should consider how they utilize emotional intelligence as strategies to further enhance teacher growth. A possible way to utilize emotional intelligence factors is to self-regulate possible comments that may not be conducive to the learning of the teacher. Additionally, utilizing emotional intelligence even outside the feedback process (in passing, during staff meetings, after school, etc.) may also develop relationships amongst staff and provide opportunities for understanding and support amongst the teachers and site principals.

Systemic Recommendations for Districts

The veteran principal in this study was found to have processes for feedback implementation place due to her established time as a principal of the particular site. She was able to leverage her resources to provide the necessary supports to her staff. In order to support newly transferred or new principals to the profession, districts should consider the types of professional development opportunities given to principals. Included in these trainings should be methods to improve site principals' leadership capacity and systemic understanding. Molloy and Boud (2013) state that there are four concepts to support the feedback process at a school: (1) Create learner disposition for seeking feedback and create a culture that will demonstrate this will occur, (2) provide an overview to the purpose of feedback and learning, (3) provide staff with explicit and repetitive tasks, and (4) allow for site principals to practice giving feedback to teachers. Districts that enable these processes for principals would support, improve, and enhance site principal feedback abilities. Additionally, Kirtman (2013) provides strategies for districts to support their principals with their many roles and responsibilities:

> Understanding the expectations of site principals, the districts' role in ensuring maximal support for site principals is of essence. The role of the principal needs to be balanced between content and organizational leadership. These competencies involve building instructional leadership into the culture of the school and building strong leadership in teachers. The educational leader is the overall leader of instruction, but he or she needs to have time and skills to motivate and build teams and develop leadership capacity in his or her school for change (p. 8).

Due to Mr. Scott's and Mrs. Beasley's new administration status, they had not had the opportunity to develop the skills, and thus, would have been beneficial for them to have received district support that encompassed content and organizational structures at sites.

Essentially, providing principals with strategies on building school culture and teacher capacity should be considerations for districts as ways to support principals' leadership abilities. Other strategies to support site principals include giving them the opportunity to share best practices with other colleagues in relation to building culture, teacher capacity, and leveraging systems may promote an environment of support and collaboration. Also, districts should provide principals with time to detect, select, effect, and correct their current leadership capabilities as it may support the development of leadership skills, and further, provide an environment of support to principals that encompass Fullan and Boyle's (2014) three key ideas for maximizing impact—becoming a leader of learning, a system player, and change agent—since it may support site principal responsibilities at their sites. Similar to classroom instruction, districts should provide an environment conducive to principal learning, and should also ensure they are meeting the needs of all site principals individually, as their needs may be different depending on their current administrative experience.

Recommendations for Administrative Credential Programs and Policy

Current administrative credential programs in California provide aspiring administrators with coaching from seasoned administrators. Similar to districts and principals, the mentors in credential programs should also obtain training on systemic leadership to support site principals' reflection on their current practice. It will also assist principals in understanding the different ways they can leverage their resources to support the overall well-being of the site. Additionally, data from this study suggests the need for site administrators to have access to differentiated professional development

opportunities and continuous collaboration with other staff members, or mentoring programs for site principals—regardless of the years at a district. Therefore, it is proposed that administrative credential programs not only provide support for new administrators, but for current administrators in need of support.

Although current administrative programs provide opportunities for site principals to shadow other principals, this practice will not suffice, as the principal's daily work is diverse in nature. Administrative credential programs should expose principals to scenarios where multiple situations are taking place at once, provide the opportunity for reflection on decisions made, emotional intelligence utilized, how the decisions ultimately impacted student and teacher learning, and how feedback provided to teachers was impacted throughout these scenarios. Moreover, providing current site principals with the opportunity to share their stories and engage in dialogue regarding leadership practices may prepare potential principals for the workplace. In relation to feedback, it is essential for credential programs to explicitly teach the different feedback types in order to generate additional ways to give feedback to teachers and to decipher their emotional intelligence throughout their process. More specifically, it is crucial for administrative credential programs to teach aspiring principals how to reflect on their emotional intelligence as it relates to that of their current and future staff.

Limitations and Recommendations for Further Research

To further answer the questions above and address the limitations of the study, there are many recommendations to consider for further enhancement of the research. First, this study had a limited number of participants, and it is proposed that future studies

interview additional site principals and teachers. Doing so will provide a wider data set for further validation. In addition, all schools participating in this study were elementary schools with similar geographic settings. These similarities limited the ability to attain data from diverse populations, and therefore, interviewing principals and teachers from different geographic locations may also expands the findings of the research. Furthermore, since this study primarily elicited veteran teacher insight, future studies should include additional new-teacher interviews, as their collective needs may be different than what was found for veteran teachers. Moreover, site principals' emotional intelligence quotient and teacher self-efficacy were not measured, generating limited accurate levels for both emotional intelligence and self-efficacy. Measuring emotional intelligence in principals and self-efficacy in teachers may provide a deeper analysis of this study's current findings. Finally, due to the nature of this qualitative study and the one-on-one interviews, information was not intended to be generalizable, and further triangulation of data through mixed-methods or quantitative approaches may be considered to further provide validation of all collected data.

The data trends and limitations found within the context of this study raise a number of questions that future research may want to address. In relation to districts, it is essential to consider how they are creating an overall system that not only enhances student learning, but creates an environment of autonomy and collaboration for elementary principals tasked to lead the work. Additionally, districts can also consider the flexibility and supports currently given to site principals regarding the professional development and feedback processes at the site, and if any of these practices not only

support teacher self-efficacy, but enhance student achievement. For county offices and state policy, it is critical to analyze if differentiated professional development for site principals is occurring, or if opportunities regarding the use of emotional intelligence, feedback practices, and instructional leadership currently exist. And lastly, analyzing the degree to which emotional intelligence characteristics are in alignment with teacher responsivity to feedback would be essential for deeper analysis of site principal feedback practices.

Moreover, continuous analysis of the DSEC model as it relates to the overall data trends may support the type of feedback principals provide and may also help them consider their approach when they have or have not provided feedback to their staff. As mentioned in chapter one, limited research exists comparing site administrator and teacher feedback and therefore further analysis of this relationship as it relates to other content and organizational constructs would be of essence.

Summary

In reference to the first chapter, the role of the principal has shifted from only managerial supports to encompassing instructional leadership attributes at their sites. With the current demands site principals face, it is crucial to find best practices in the field to maximize support for both principals and teachers. In addition to obtaining insight on site principals' emotional intelligence, feedback practices, and how these processes support teachers' self-efficacy, other findings in this study pertained to teacher's needs regarding feedback. Since teachers stated the need to receive clearer, specific, feedback and modeled instructional strategies from their principal, there is a

need for principals to consider the type of feedback given to teachers. However, this work is not solely the responsibility of the teachers and site principals—districts should also ensure they have created supportive structures for site principals that allow them to provide the feedback teachers seek in order for them to leverage learning opportunities for their staff. Ensuring these systems are in place may create a more conducive learning environment for site principals, as the confident leaders of learning for their school site.

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Appendix A: Invitation Document

Project Title: Building Teacher Self-Efficacy through Administrator Feedback
Primary Contact Name: Limary Trujillo Gutiérrez
Primary Contact Email: limary.gutierrez@sjsu.edu
Primary Contact Phone: cell - 831-821-2897

Building Teacher Self-Efficacy through Administrator Feedback

This dissertation research would be a collaboration between myself/San José State University and XYZ Union School District to better understand site administrator's feedback practices that influence teacher's self-efficacy. The specific questions this study will answer are:

1. What are site principals' approaches to instructional feedback?
    a) What factors (district initiatives, site and/or personal priorities) influence site principals' instructional feedback?
    b) What is the role of principals' communication practices and emotional intelligence when providing instructional feedback?
2. How do teachers respond to site principals' approaches to instructional feedback?
    a) What instructional feedback approaches enhance teachers' self-efficacy?

In collaboration with the district and respective site administrator, I would possibly survey and interview your district's principals as well as their staff. I would also collect feedback notes and/or emails that that the administrator has shared with their staff during walkthroughs. At the discretion of the respective individual, site, and/or district, follow-up interviews with your district's principals and four to six teachers per site would also take place.

Purpose and Significance

This study's purpose is to empower administrators' and teachers' truest potential by identifying ways to develop a relationship of collaboration, analysis, and reflection. XYZ Union School District's mission to provide "quality instructional experiences for all students", and thus, the data gathered from this study will provide the opportunity for administrators to reflect on their current feedback practices and find ways to support their teaching staff that in turn will support student learning. Further implications will allow for possible differentiated, professional learning opportunities for teachers and administrative staff.

Timeline

An Institutional Review Board (IRB) will be granted by August 2017, and therefore, I will be ready to start collecting data at this time pending district approval.

Survey and interviews would be conducted in the months from September to November 2017. Walkthrough notes for the month of September and October will be collected. To ensure contract times are considered, times and dates for the administration of these artifacts will be determined in collaboration with district and/or site personnel. All data analysis will be complete by February 2018 and findings will be available by April or May, 2018.

Confidentiality

The data gathered from this research is highly confidential. Pseudonyms will be utilized for sites, individuals, and administrators. The school district's name will never be made public and the identities will remain confidential.

Potential Actionable Steps as a Result of the Study

I would be more than happy to meet with site and district personnel regarding the data. While it is difficult to identify specific action items before the findings are known, below are a few potential action steps for XYZ Union School District as a result of the study.

1. The data from the study could be used to support the professional development (PD) opportunities for administrators and teachers.

2. The data can be utilized to differentiate learning opportunities and support for both administrators and teachers.

3. The data could encourage discussion around possible professional development and reflection opportunities for administrators that might entail setting goals around providing ongoing support for teachers.

While XYZ Union School District is clearly grounded on research and best practices, I would be able to help them to consider the role of systemic practices and its influence to a learning environment. I would also be able to help consider how the findings from this study relate to previous research.

As a doctoral student at SJSU, my research will be overseen/supervised by my dissertation chairperson, Dr. Allison Briceño, who can be reached at allison.briceno@sjsu.edu if you have any questions or concerns.

Appendix B: Teacher Interview Protocol

- Provide Context
  "*The goal of this dissertation is to learn how districts can provide site administrators with support in enhancing teacher's self-efficacy through the feedback they provide. Therefore, our purpose today is to better understand your perception of the current feedback systems at your site. In addition to interviewing you and other teachers, I am also planning to meet with/interview your site administrator. There is no right or wrong answer, I am simply interested in what you have to say.*
- Confidentiality:
  "The data gathered from this research is highly confidential. Pseudonyms will be utilized for all responses. I will be the only person with access to this information. Paper copies will be provided of this interview if asked." 'Off the record' responses are acceptable and will allow you to express your feelings of discomfort with certain questions."
- Recording and Transparent Disclosure of Data Use:
  "*Would you be comfortable with me recording your interview? All recordings and transcriptions will be deleted once the research study is complete."*

1. How did you know you wanted to become a teacher?
2. Describe your teaching history.
3. What would be the ideal supportive instructional environment at your school?
4. In regards to instruction, what has been most encouraging comment gesture you have received from any administrator? What about your site administrator?
5. Has your administrator created a supportive instructional environment? What leads you to believe this?
6. What strategies does your administrator utilize to motivate teachers?
   a) (If the administrator does not motivate teachers- "What would be ideal strategy your administrator can use to motivate you and other teachers?")
7. What is your current relationship like with your administrator? Do you believe he/she has the same relationship with your colleagues? What would be the ideal relationship with your administrator?
8. Describe a time your administrator wanted to implement a new strategy with the school. What were his/her attitudes throughout the process?
9. When do you use the feedback an administrator provided?
10. What are your school's current instructional foci?
11. Have you received feedback from your administrator on these foci? If not, what type of feedback have you received instead?
12. How often have you provided feedback this year? What does it look like? Sound like?
13. Is this the type of feedback you would normally use? If not, how would it be different? How would they deliver the message/provide you with the information.

. How will this type of feedback help you grow as an educator?

14. Describe the type of feedback received before, during, and/or after your most recent walkthrough or observation.
15. What specific elements of principals' feedback do you believe feedback will help you improve your teaching practice?
16. How do you use the feedback the administrator gave you to enhance your teaching practices?
17. Describe the feedback process at your site. Is it any different than your personal feedback experience? (ask if it was reviewed with them, written anywhere)
18. Tell me some of the language and/or gestures used by your administrator when providing feedback.
19. Some people argue that much of the feedback provided to teachers from administrators does not help them improve their craft. Would you agree with this statement? Why or why not?

Appendix C: Administrator Interview Protocol

I. Provide Context

"*The goal of this dissertation is to learn how districts can provide site administrators with support in enhancing teacher's self-efficacy through the feedback they provide. Therefore, our purpose today is to better understand your perception of the current feedback systems at your site. I will not only interview you and other teachers, but I will also visit with your administrator. There is no right or wrong answer, I am simply interested in what you have to say.*

II. Confidentiality:

"The data gathered from this research is highly confidential. Pseudonyms will be utilized for all responses. I will be the only person with access to this information. Paper copies will be provided of this interview if asked." 'Off the record' responses are acceptable and will allow you to express your feelings of discomfort with certain questions."

III. Recording and Transparent Disclosure of Data Use:

"*Would you be comfortable with me recording your interview? All recordings and transcriptions will be deleted once the research study is complete."*

1. Please tell me about your history as an administrator.
2. Please tell me your history as in administrator in this school/district.
3. How long have you been in this position? In this district?
4. Would you describe different strategies you utilize to motivate yourself to achieve an instructional goal?
5. Would you describe different strategies you utilize to motivate others to achieve an instructional goal?
6. What are some empathetic qualities you show your staff when they struggle with an instructional strategy?
7. How have you built relationships with your staff? How did they respond?
8. As a site administrator, what do you believe your three top priorities are and why? What actions do you take to ensure your priorities are met?
    a) Do your three top priorities align with the district's vision? Why or why not?
9. Would you agree with weekly/monthly/bimonthly walkthroughs as a district focus? Why or why not?
10. What type of feedback do you provide? What is the language you use?
11. How often have you provided feedback this year? What does it look like? Sound like?
12. What factors influence the instructional feedback you provide?
13. Describe the process of providing instructional feedback to your teachers. (May need to prompt administrators to consider the before, during, and after process)
14. How do you communicate with teachers who are having difficulty implementing a school-wide instructional strategy?

15. Describe a time when you conducted walkthroughs and teachers were having difficulty with an instructional strategy. How did you address the individual teachers and/or staff?
16. Describe a scenario where you provided feedback to a teacher. How did the teacher respond? More specifically, how did the teacher respond to the feedback?
17. Some people would say it is difficult to get teachers to try a new instructional practice. What would you tell them?

Appendix D: Site Administrator Consent Form

REQUEST FOR YOUR PARTICIPATION IN RESEARCH

TITLE OF THE STUDY: Building Teacher Self-Efficacy through Administrator Feedback

NAME OF THE RESEARCHER: Limary Trujillo Gutiérrez, Doctoral Candidate, San José State University

PURPOSE: You are invited to participate in a research study to better understand site administrator's feedback practices that influence teacher's self-efficacy.

PROCEDURES: You will be asked to participate in an interview that I anticipate will take about an hour. The interview will occur at a time and location that is mutually convenient. You will be asked to consent to audio of this interview. These interviews are confidential and no specific information will be shared with your site administrator and district about your participation in the process. You will also be asked to provide records of the feedback you have provided to your teachers. Possible feedback obtained may be through photocopies, carbon copies, written notes, and printed emails.

POTENTIAL RISKS: I do not foresee any risks associated with this study. You do not have to answer any questions you do not want to answer and can stop the interview and your participation in the study at any time. Your decision whether or not to participate in this study will not affect your employment.

POTENTIAL BENEFITS: I cannot and do not guarantee or promise that you will receive any benefits from this study. As a result of participating in this study you will help contribute to knowledge about feedback that best supports both teacher and student learning.

COMPENSATION: There is no compensation for participation.

CONFIDENTIALITY: All information from the study will only be seen by the researcher and will be kept confidential. The names of individuals will not be included in any reports of the study. That is, no information that could identify you will be included in any reports of this research study. Participation is voluntary and there is no penalty if you decide not to participate.

PARTICIPANT RIGHTS: Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with your district. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any

rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

QUESTIONS OR PROBLEMS: You are encouraged to ask questions at any time during this study.

- For complaints, questions about participants' rights, or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at pamela.stacks@sjsu.edu or 408-924-2479.

- For questions about participants' rights or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at 408-924-2479.

SIGNATURES: Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records.

Please indicate Yes or No:

I give consent to participate in this study.
Please check: ___Yes ___No

I give consent to be audiotaped during the interview portion of this study.
Please check: ___Yes ___No

_____

Participant's Name (printed) Participant's Signature Date

Researcher Statement
I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

_____

Limary Trujillo Gutiérrez Date

Appendix E: Teacher Participant Consent From

REQUEST FOR YOUR PARTICIPATION IN RESEARCH

TITLE OF THE STUDY: Building Teacher Self-Efficacy through Administrator Feedback

NAME OF THE RESEARCHER: Limary Trujillo Gutiérrez, Doctoral Candidate, San José State University

PURPOSE: You are invited to participate in a research study to better understand site administrator's feedback practices that influence teacher's self-efficacy.

PROCEDURES: You will be asked to participate in an interview that I anticipate will take about an hour. The interview will occur at a time and location that is mutually convenient. You will be asked to consent to audio of this interview. These interviews are confidential and no specific information will be shared with your site administrator and district about your participation in the process.

POTENTIAL RISKS: I do not foresee any risks associated with this study. You do not have to answer any questions you do not want to answer and can stop the interview and your participation in the study at any time. Your decision whether or not to participate in this study will not affect your employment.

POTENTIAL BENEFITS: I cannot and do not guarantee or promise that you will receive any benefits from this study. As a result of participating in this study you will help contribute to knowledge about feedback that best supports both teacher and student learning.

COMPENSATION: There is no compensation for participation.

CONFIDENTIALITY: All information from the study will only be seen by the researcher and will be kept confidential. The names of individuals will not be included in any reports of the study. That is, no information that could identify you will be included in any reports of this research study. Participation is voluntary and there is no penalty if you decide not to participate.

PARTICIPANT RIGHTS: Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with your district. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

QUESTIONS OR PROBLEMS: You are encouraged to ask questions at any time during this study.

- For further information about the study, please contact Limary Trujillo Gutiérrez at limary.gutierrez@sjsu.edu
- For complaints, questions about participants' rights, or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at pamela.stacks@sjsu.edu or 408-924-2479.

SIGNATURES: Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records.

Please indicate Yes or No:

I give consent to be audiotaped during this study.
Please check: ___Yes ___No

_____

Participant's Name (printed) Participant's Signature Date

Researcher Statement
I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

_____

Limary Trujillo Gutiérrez Date

Appendix F: Teacher Consent Form of Collection of Feedback Documentation

REQUEST FOR YOUR PARTICIPATION IN RESEARCH

TITLE OF THE STUDY: Building Teacher Self-Efficacy through Administrator Feedback

NAME OF THE RESEARCHER: Limary Trujillo Gutiérrez, Doctoral Candidate, San José State University

PURPOSE: You are invited to participate in a research study to better understand site administrator's feedback practices that influence teacher's self-efficacy.

PROCEDURES: Your site administrator will be asked to provide feedback he/she has shared with you. Possible feedback obtained may be through photocopies, carbon copies, written notes, and printed or forwarded emails. Your administrator will then place all of their written feedback in a sealable folder or envelope marked "confidential", and I will collect it on a bi-weekly basis. I will leave an extra folder for the administrator for future collections. Principals will be instructed to leave manila folders in a secure and locked location.

POTENTIAL RISKS: I do not foresee any risks associated with the collection of this documentation. Your decision whether or not to participate in this study will not affect your employment. All data will be kept confidential and your name will never be associated with it.

POTENTIAL BENEFITS: I cannot and do not guarantee or promise that you will receive any benefits from this study. As a result of participating in this study you will help contribute to knowledge about feedback that best supports both teacher and student learning.

COMPENSATION: There is no compensation for participation.

CONFIDENTIALITY: All information from the study will only be seen by the researcher and will be kept confidential. The names of individuals will not be included in any reports of the study. That is, no information that could identify you will be included in any reports of this research study. Participation is voluntary and there is no penalty if you decide not to participate.

PARTICIPANT RIGHTS: Your participation in this study is completely voluntary. You can refuse to participate in the entire study or any part of the study without any negative effect on your relations with your district. You also have the right to skip any question you do not wish to answer. This consent form is not a contract. It is a written explanation of what will happen during the study if you decide to participate. You will not waive any

rights if you choose not to participate, and there is no penalty for stopping your participation in the study.

QUESTIONS OR PROBLEMS: You are encouraged to ask questions at any time during this study.

- For further information about the study, please contact Limary Trujillo Gutiérrez at limary.gutierrez@sjsu.edu
- For complaints, questions about participants' rights, or if you feel you have been harmed in any way by your participation in this study, please contact Dr. Pamela Stacks, Associate Vice President of the Office of Research, San Jose State University, at pamela.stacks@sjsu.edu or 408-924-2479.

SIGNATURES: Your signature indicates that you voluntarily agree to be a part of the study, that the details of the study have been explained to you, that you have been given time to read this document, and that your questions have been answered. You will receive a copy of this consent form for your records.

Please indicate Yes or No:

I give consent for my site administrator to provide any written or verbal feedback he/she has shared with me.

Please check: ___Yes ___No

_____

Participant's Name (printed) Participant's Signature Date

Researcher Statement

I certify that the participant has been given adequate time to learn about the study and ask questions. It is my opinion that the participant understands his/her rights and the purpose, risks, benefits, and procedures of the research and has voluntarily agreed to participate.

_____

Limary Trujillo Gutiérrez Date