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Karena Chunoo
University of Central Florida



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A STUDY OF THE RELATIONSHIP BETWEEN THE QUALITY OF DISTRICT
SUPERVISOR NARRATIVE FEEDBACK TO SCHOOL PRINCIPALS AS IT RELATES TO
STUDENT ACHIEVEMENT, FISCAL MANAGEMENT, SCHOOL CLIMATE, AND
TEACHER EFFECTIVENESS.

by

KARENA SHARA CHUNOO
B. A. Florida State University, 2007
M. Ed. Stetson University, 2012

A dissertation submitted in partial fulfillment of the requirements
for the degree of Doctor of Education
in the School of Teaching, Learning, and Leadership
in the College of Education and Human Performance
at the University of Central Florida
Orlando, FL

Summer Term
2017

Major Professor: Barbara A. Murray

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ABSTRACT

The purpose of this study was to investigate the quality of narrative feedback from district supervisors given to school principals. In addition, building on the research of effective feedback, another purpose of this study was to determine the relationship between supervisor narrative feedback to school principals and four pillars of principal responsibility: student achievement, school climate, fiscal responsibility, and teacher performance. Narrative observation data from the School Leadership Evaluation - Florida Model were analyzed from a large urban school district to determine the level, (i.e., quality) of narrative feedback provided to school principals. Additional data were collected on the four pillars of principal responsibilities and then compared to the quality of narrative feedback to determine if a relationship existed between the quality of narrative feedback and each of the principal responsibilities. The information from this study was valuable for understanding the relationships that existed between the quality of feedback given to school leaders to aid in school improvement.

To my parents

Without their many sacrifices, I would not have been afforded the opportunity
to accomplish the American dream.

ACKNOWLEDGMENTS

Theodore Roosevelt once said, “Nothing in the world is worth having or worth doing unless it means effort, pain, difficulty...I have never envied a human being who led an easy life.”

With great effort, pain, difficulty, and sacrifice comes great reward. I am forever grateful for the unconditional love and support of my family. Thank you to my parents who have always taught me that there was nothing I couldn't do as long as I was willing to work hard for it. I thank them for making me the person I am today.

I would like to recognize the support and guidance of my chair, Dr. Barbara Murray. Her compassion and expertise has forever changed me. In addition, I would like to thank my committee members, Dr. Lee Baldwin, Dr. Walt Doherty, and Dr. Martha Lue Stewart who have each bestowed upon me their time, and knowledge from their many years as educators. A special thank you to Dr. Shana Rafalksi and Dr. Rachel Haynes who set the course for this study. I would be remiss if I did not thank the kind heart and mastery of Dr. Mary Ann Lynn, who has been a continuous encouragement through this once in a lifetime process.

Many people have supported me both personally and professionally as I took on this endeavor. Through this experience, I have grown as student, professional, and as a person. The journey of learning is truly a lifelong ride. I am forever thankful for the friendships that I have made and the relationships that I have experienced through this journey.

Above all, I am thankful to God, for with Him all things are possible. Matthew 19:26.

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CHAPTER 1 PROBLEM OF PRACTICE

Introduction

Principals have long been identified as a deciding factor in regard to the effectiveness of a school. School leadership has ranked second only to teaching among school-related factors in its impact on student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Those interested in school improvement efforts have included principal effectiveness as a key ingredient to effective schools (Goldring, Cravens, Murphy, Porter, Elliott, & Carson, 2009). Student achievement and overall system success is reliant on the vision, guidance, and direction of an effective leader; and at the school building level the principal constitutes the core of the leadership structure. Horng, Kalogrides, & Loeb (2009) suggested that

Effective principals influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning. (p. 206).

Fuller, Hollingworth, & Lui, later observed, “Yet, there has been little research on principal evaluation systems and no state-by-state analysis of the principal evaluation systems adopted at the behest of the legislation (2015, p. 164).

A Brief History of Performance Evaluation in Education

The history of federal government and federal influence on education in the United States dates back to the 1960s. Bjork, Browne-Ferrigno, & Kowalski (2014) observed,

Although the federal government is prohibited from providing general support for education (i.e., reserve clause in the Tenth Amendment), it is allowed to fund specific education programs deemed appropriate by Congress. For example, the Elementary and Secondary Education Act initially passed in 1963 was supported

by federal funds to advance science and mathematics education during the Cold War era. In addition, the 1964 Civil Rights Act passed by Congress used federal funds to support school desegregation. Likewise, Congress passed the Education of All Handicapped Children Act in 1997 and extended its provisions under the Individuals with Disabilities Education Act to ensure that handicapped children received an adequate public education. Federal support for these and other programs are transferred to states and then to local school districts. These federal funds constitute approximately 7% of a state's annual education budget (2014, p. 445)

Over time the federal influence has expanded across the country and has federal funds attached to the expectation. Owens and Valesky (2015) described the expansion as follows:

The NCLB Act [in 2001] promised to increase federal expenditures in education by 20% over the previous year, and it had three major goals:

1. Improving the preparation of teachers and increasing their compensation so that every classroom in the United States would be staffed by a “highly qualified” teacher by the end of the 2005 – 2006 school year.
2. Closing the achievement gap for disadvantaged students by having all children at proficient levels or better in reading and math by 2014.
3. Instituting closely monitored systems of accountability for students, teachers, and schools. (p. 17)

New teacher and principal evaluation systems, the Common Core State Standards, and Race to the Top initiatives among others, underscore the critical importance of giving and receiving meaningful, actionable, and effective feedback to colleagues regardless of their roles in schools (Drago-Severson & Blum-DeStefano, 2014). In 2011, in response to the nation's educational reform, the state of Florida wrote into state statute an outline which establishes assessment procedures for instructional personnel and school administrators' annual evaluations.

For the purpose of increasing student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the district school superintendent shall establish procedures for evaluating assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The

district school superintendent shall annually report the evaluation results of instructional personnel and school administrators to the Department of Education in addition to the information required under subsection (5). (S.B. 736, 2011)

Further clarification of the legislation was outlined in Fla. Stat. § 1012.34 (2011). This statute laid the framework for the evaluation system that was analyzed in this study. This study investigated the principal evaluation system used in one large urban school district in Florida. The purpose was to gauge the effectiveness of the feedback received by principals from district supervisors in an effort to improve their schools as reflected by student achievement, fiscal management, school climate, and teacher effectiveness. The principal evaluation model for this school district follows the Marzano School Leadership Florida Model. The research used to develop the Marzano School Leadership Evaluation Model included studies from the Wallace Foundation (Louis, Leithwood, Wahlstrom, & Anderson, 2010), *The Study of What Works in Oklahoma Schools* (Marzano Research Laboratory, 2011), the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and the Marzano Study of Effective Schooling (2003). These studies along with the 21 responsibilities of the school leaders from School Leadership that Works (Marzano et al., 2005), and Hattie's instructional behaviors (2009) provided the framework for the Marzano School Leadership Florida Model.

The expectations bestowed upon any principal are multi-faceted and demanding, which in turn requires a foundation of responsibility. According to the Florida State Board of Education Rule 6A-5.081, the Florida Principal Leadership Standards were designed around four domains of principal performance. The domains include: student achievement, instructional leadership, organizational leadership, and professional and ethical behavior.

Problem Statement

To date there has been little research into the influence of feedback provided to principals and its effect on student achievement, fiscal management, school climate, and teacher performance. Despite wide use of principal evaluation, “Research on principal evaluation systems and policies is sparse and has not been of sufficient strength to provide a robust theoretical foundation (Fuller et al., 2015, p. 166).

Given the importance of leadership in schools and the central role of the principal, one might assume that suggestions regarding leadership practiced in schools are based on a clear, well-articulated body of research spanning decades. Unfortunately, this assumption is incorrect for at least two reasons.

As cited in Marzano et al., 2005,

In a review of the quantitative research from 1980-1995, Hallinger and Heck (1996) identified only 40 studies that address the relationship between school leadership and academic achievement. Second, the research that has been conducted on school leadership is quite equivocal, or at least has been perceived as such. Donmyoer (1985) explained, “Recent studies of schools invariably identify the principal’s leadership as a significant factor in schools’ success. Unfortunately, these studies provide only limited insight into how principals contribute to their school’s achievements.” (p. 6)

Although Rafalski (2015) and Haynes (2016) have addressed the effectiveness of narrative feedback to classroom teachers through the Marzano evaluation system, researchers have not taken similar action with regard to the effectiveness of narrative feedback to school principals. Furthermore, there has been relatively little research on the relationship of narrative feedback and outcomes in school performance. This study was conducted to address the quality of narrative feedback given to elementary school principals by district supervisors and how it related and aligned to the four pillars of principal responsibility.

Purpose Statement

The overall purpose of this study was to investigate the quality of district supervisor narrative feedback to school principals as it related to the four pillars of principal responsibility in order to build the capacity of school based principals. Building on current research on meaningful observation feedback, one specific purpose of the study was to determine the quality of narrative feedback from district supervisors given to principals. In addition, building on the effective feedback research, another purpose of this study was to investigate the relationship between the quality of narrative feedback to principals as it related to student achievement, school climate, and fiscal responsibilities related to the school. Additionally, the alignment of teacher performance was reviewed to determine if there was a relationship between the type of narrative feedback and the outcomes in teacher performance. These four categories encompass the four pillars of principal responsibility.

Definition of Terms

The following definitions, presented in four categories, are offered to ensure clarity of understanding in this document. Included are: (a) definitions related to evaluation and feedback, (b) definitions related to student performance, (c) definitions related to fiscal responsibilities, (d) definitions related to school climate, and (e) operational definitions.

Definitions Related to Evaluation and Feedback

Accountability systems – Accountability systems provide useful data on instructional delivery to educational practitioners and provide accurate and reliable information reflecting the quality of the educational program (Doran & Izumi, 2004). School accountability systems, according to Fusarelli (2002), have three distinguishing characteristics:

1. A shift from input (process) to output (performance) standards;
2. Greater emphasis on what students should know and be able to do; and
3. A push to link often fragmented state policies into a coherent framework (systematic accountability reform) (p. 570).

Design Question (DQ) – Marzano (2007) discussed the characteristics of effective teaching as being organized into broad categories framed as design questions. These are questions that teachers ask themselves when planning a lesson or unit of instruction. The Marzano School Leader Evaluation Model is included in Appendix A.

Element – Research-based strategies are interpreted in the Marzano model as elements. These elements are described through desired effects, and evidence is gathered through teacher and student observed behavior (Rafalski, 2015).

Marzano Principal Protocol – This protocol consists of 24 key strategies revealed by research for effective teaching presented in a robust, easy-to-understand model of instruction based on *The Art and Science of Teaching* (Marzano, 2007).

Observation Rating Scale –The Marzano observation system includes the following rating scale:

Innovating (4) –Adapts and creates new strategies for unique student needs and situations.

Applying (3) –Teacher used the strategy and monitors the extent to which students understand their level of performance.

Developing (2) – Engages students in the use of a strategy but does not monitor the use.

Beginning (1) – Uses strategy incorrectly or with parts missing.

Not Using (0) – Strategy was called for but not exhibited.

Feedback – For the purpose of this study, feedback is defined as “information about how we are doing in our efforts to reach a goal” (Wiggins, 2012, p. 11), and

Student Learning Growth (Value Added Score) – reflects the average amount of learning growth of the teacher’s students above or below the expected learning growth of similar students in the state, using the variables accounted for in model (FDOE, 2016).

Definitions Related to Student Performance

The following definitions indicate the ways in which student performance terms are used in this study:

Florida Department of Education (FDOE) – The Florida Department of Education is the governing body for education in the state of Florida.

Florida Standards Assessment (FSA) – This assessment refers to the standardized performance examinations administered to public school students in the state of Florida. The examinations are administered to students in 3rd through 10th grade in the subjects of Mathematics and English Language Arts.

Science Florida Comprehensive Assessment Test 2.0 – The assessment refers to the assessment that uses the Sunshine State Standards to measure science mastery of 5th graders.

Definitions Related to Fiscal Responsibilities

Comprehensive Annual Financial Report (CARP) – CARP refers to the procedures to obtain audit evidence about the amounts and disclosures in the school’s financial statement.

Inventory – For purposes of this research, book store items, school store items, locks for sale or rent, and uniforms comprise a school’s inventory.

Definitions Related to School Climate

Accreditation – Accreditation is a voluntary method of quality assurance developed early in the 20th century by American universities and secondary schools and designed primarily to distinguish schools adhering to a set of educational standards. At the time of the present study, the accreditation process was used at all levels of education and was recognized for its ability to effectively drive student performance and continuous improvement in education. (AdvancED, 2015)

Leadership Capacity – The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. (AdvancED, 2015)

Resource Utilization – The use and distribution of resources must be aligned and supportive of the needs of an institution and the students served. (AdvancED, 2015)

Teaching and Learning Impact – The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses. (AdvancED, 2015)

Operational Definitions

Alignment – A match between the content of the narrative comment and the intended expectations of the pillar of principal responsibility or Marzano element.

Evaluation Instrument – A formal document, (i.e. the evaluation instrument), is used by supervisors in evaluating the performance of personnel in relation to behavior traits and/or goals and objectives. (Rebore, 2015)

Evaluation Process – This term refers to the development of policies, procedures, methods, and instruments used in evaluating the performance of personnel, with an emphasis on legal and due process considerations. (Rebore, 2015)

Feedback alignment – For the purpose of this study, feedback alignment is appropriate and matched commentary given in observations based on the content teachers are teaching and the methods they are using in relation to effectiveness. (Rafalski, 2015)

Rubric – A rubric is a guide for communicating expectations of quality for a task by setting clear criteria and listing specific measures for scoring. On Rafalski's (2015) rubric used in this study, the following categories were organized by level:

Level 1, No feedback – The observer provides no opinion in the comment section of the protocol.

Level 2, Unrelated feedback or General Statement – The observer gives some information in the comment section but it is not relevant to the element or meaning cannot be interpreted.

Level 3, Recount of Observation Events – This could include a narrative of what the teacher and students were doing during the observation, general statements of events, or notes the observer took to justify the rating given. In some instances the observer included statements to support the effectiveness of a strategy.

Level 4, General Affirmation or Praise Statement – The observer either leaves a single word or phrase to indicate approval or adds a complement to the end of a recount of observation events.

Level 5, Reflective feedback or reflective question – The observer asks the teacher to think about their practice or a specific element in either a general or specific way.

Level 6, Standardized feedback – The observer uses the cut and paste option in the protocol to leave systematized feedback.

Level 7, Specific targeted feedback – The observer leaves differentiated and meaningful statements intended to improve the impact of an instructional strategy.

Standards-based instruction – This type of education is based on standardized measures. It is the connection between curriculum and assessment (Rafalski, 2015).

Targeted feedback – This refers to feedback that is informative, constructive, objective, actionable, and focused on specific classroom strategies and behaviors during a set time interval (Florida RTTT Glossary, 2016).

Significance of the Study

This study is significant as it extends the knowledge of the relationship of the narrative feedback given to school leaders as it pertains to student achievement, fiscal management, school culture, and teacher effectiveness. It was hypothesized that the quality of feedback given to school principals would not have an impact on student achievement outcomes, school climate results, fiscal responsibility, and teacher performance. The findings of this study were intended to inform policy on current principal observation practices and feedback, and should help school districts align the quality of narrative feedback offered to principals from district supervisors with the outcomes of their leadership responsibilities within the school.

Information gathered from this study can help guide the process of providing actionable and meaningful feedback to school leaders. Additionally, higher education institutions could help

future district level administrators and evaluators develop effective feedback measures through graduate coursework and collaboration with school districts to improve the leadership of school principals. Finally, this study was conducted to add valuable information to the body of knowledge regarding principal evaluations and actionable feedback. The information gathered from this study should advance the understanding of increasing the performance of school principals and school performance.

Theoretical Framework

To understand the relationship between principal observation feedback and the impact on school improvement, the researcher reviewed the work of Argyris and Schon (1974) on single-loop and double-loop learning. “Single-loop learning occurs when errors are corrected without altering the underlying governing values. Double-loop learning occurs when errors are corrected by changing the governing values and then the actions” (Argyris, 2002, p. 206). Single-loop learning leads to first-order change and innovation. Double-loop learning leads to second-order change and transformation. At the highest level of generalization, double-loop learning leads to a paradigm shift, to a change in the fundamental governing values that define the institution (Barr & Tagg, 1995; Tagg, 2003, 2007).

Cartwright (2002), a researcher from Oregon State University, offered that one of the key purposes of leadership education is to influence peoples’ thinking and behavior to become more effective leaders. Leading is about transformation. The intent of double-loop learning is also transformation; the transformation of deeply held perspectives of the world in which individuals work and act. Double-loop learning can be viewed as a distinctive educational strategy that contains high level potential to shift the perceptions of our learners. The usefulness of the

strategy of double-loop learning for leadership education and development comes from its potential to extract tacit knowledge from individuals and convert it to explicit knowledge. It is a way for people to better understand the ordinary, to question the everyday working world, to think outside the presumptions and limitations that have been constructed and are held, perhaps unconsciously (Cartwright, 2002).

According to Argyris (1976),

Some current research and theory on organizational decision making from the political science literature is examined, in which the potential role of learning and feedback in the decision-making process is largely ignored. An espoused theory of action based on single-loop learning is found to be the most general model of action. A double-loop model is proposed as providing feedback and more effective decision making. (p. 363)

Argyris and Schon (1974) discussed this dynamic by referring to “espoused theories” (p. 7) as opposed to “theories in use” (p. 7). When individuals are asked how they would behave under certain circumstances, the answer usually given is their espoused theories of action for that situation. This is the theory of action to which they give allegiance and which, upon request, they communicate to others. However, theory that actually governs one’s actions are theories-in-use (Argyris & Schon, 1974). According to Marzano et al. (2005), “Argyris and Schon further explain that leaders all too often espouse one set of ideals and beliefs yet operate from another--theories-in-use contradict their espoused theories. Apparently, such a discrepancy rapidly erodes trust in the leader’s fitness to manage” (p. 73).

Single-loop Learning

Single-loop learning seems to be present when goals, values, frameworks and, to a significant extent, strategies are taken for granted. The emphasis is on “techniques and making techniques more efficient” (Usher & Bryant, 1997, p. 87). Any reflection is directed toward

making the strategy more effective. Double-loop learning, in contrast, “involves questioning the role of the framing and learning systems which underlie actual goals and strategies (*op. cit.*)” (Smith, 2013, p. 10). As cited in Cartright (2002),

Henry Mintzberg (1994) stated, “Every manager has a mental model of the world in which he or she acts based on experience and knowledge. When a manager must make a decision, he or she thinks of behavior alternatives within their mental model. This is single-loop learning. (p. 68)

According to Tagg (2010), “When we act for a purpose, we receive feedback from the environment that tells us whether the purpose has been achieved. Normally, we learn to adjust our action strategies directly in response to feedback. This is called ‘single-loop learning’ (p. 53).

Much earlier, Argyris (1977) discussed

If double loop learning occurs it would be because (1) a crisis precipitated by some event in the environment; (2) a revolution from within (a new management) or from without (political inference or takeover); or (3) a crisis created by existing management in order to shake up the organization. These choices entail several long-range problems. First the change usually comes long after its necessity has been realized by the organization. Second, those who are not alert or not as involved are reinforced in their behavior. They learn that if they wait long enough and keep their reputations clean, someone else will someday take action. Third, change under crisis is exhausting to the organization. Fourth, such changes usually reinforce the factors that inhibit double loop learning in the first place. (p. 5)

Argyris suggested that highly skilled professionals, having spent much of their lives acquiring qualifications and mastering their disciplines, were frequently quite good at single-loop learning.

However, when single-loop strategies go wrong they can become defensive and their ability to learn from these errors can shut down (Argyris, 1977).

Double-loop Learning

Double-loop learning does not supersede single-loop learning. Single-loop learning enables us to avoid continuing investment in the highly predictable activities that make up the bulk of our lives. Double-loop learning changes the governing variables (the “setting”) of one’s programs and cause ripples of change to fan out over one’s whole system of theories-in-use (Argyris & Schon, 1974). Double-loop learning provides a framework for dealing with high risk situations as it allows for uncertain situations to evolve across professional boundaries dealing with the emergent nature of change (Joyce & Kinnarney, 2014).

Because double-loop learning challenges the mental model of leaders, Argyris and Schon (1977) recommended a form of inquiry-based dialogue; dialogue that questions the validity of underlying assumptions and beliefs about leadership. The leadership of the educator, through the development of critical questions, guides learners through an inquiry process which gets underneath the starting perceptions about leading and managing. Learners must then ask why they hold the positions they do and what they mean by them. Only through this inquiry-based dialogue can leaders truly determine what their single-loop decisions are and what has to change to cross the threshold into double-loop learning (Cartwright, 2002). The emphasis would be on double-loop learning, which means that underlying assumptions, norms, and objectives would be open to confrontation. Also, any incongruities between what an organization openly espoused and what its objectives and policies and practices actually were could also be challenged.

Double-loop learning, according to Argyris (1977), always requires an opposition of ideas for comparison.

When an organization is in a situation where it is torn between single-loop learning behavior and double-loop learning behavior, it is in what Argyris (1977) described as the “double bind” (p. 4). Argyris (1977) used the example of revealing errors, “When employees adhere to a norm that says ‘hide errors,’ they know they are violating another that that says ‘reveal errors’” (p. 4). Whichever norm they choose, they risk getting into trouble. If they hide the error, they can be punished by their superiors if the error is discovered. If they reveal the error, they run the risk of exposing a whole network of camouflage and deception. Employees are thus in a double bind, because whatever they do is necessary yet counterproductive to the organization. (Argyris, 1977).

Double-loop learning occurs when no existing strategy suffices to solve a given problem. In these situations, the problem must be conceptualized differently or new strategies must be conceived. Double-loop learning, then, expands an organization’s view of the world while adding new strategies to an organization’s repertoire (Marzano et al., 2005).

Research Questions

The study was guided by the following research questions:

1. What is the frequency of the level of narrative feedback provided by district supervisors to elementary school principals?
2. What relationship, if any, exists between the frequency of each level of feedback from district supervisors’ narrative observation feedback to elementary principals and student achievement?

- H01. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes.
3. What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate?
- H02. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate.
4. What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and the annual school financial audit report?
5. What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?

Delimitations

The researcher identified the following delimitations for this study:

1. A Florida school district with over 120 elementary principals was chosen for this study.
2. The researcher accessed one year of principal evaluation data, student performance data, teacher performance data, fiscal reports, and school climate surveys for the study.

3. Student achievement was determined by the FDOE overall school grade points earned.
4. Traditional public elementary schools were selected for this study. Charter schools, private schools, virtual schools, and schools that included Kindergarten through Grade 8 were excluded.

Limitations

The researcher identified the following limitations for this study:

1. Principal feedback was acquired from one school district's school leadership observation tool.
2. Feedback was obtained from multiple school district observers within the school district which may have resulted in discrepancies in inter-rater reliability.
3. School climate was determined using a voluntarily administered survey associated with the school district's accreditation process.
4. Formal narrative feedback given to principals through an online observation tool served as the source of feedback for the study. This tool was prescribed as the primary feedback method for district supervisors to administer narrative feedback. Other means of informal feedback, (e.g., email communication, verbal feedback, alternative classroom feedback tools, and other written communication), were not used.

Methodology

This study used a mixed-methods analysis to determine the relationship between the quality of feedback to school principals and outcomes related to the four pillars of principal responsibility. Quantitative procedures were used to answer Research Question 1 as descriptive statistics were used to determine the frequency of levels of narrative feedback as defined by Rafalski (2005). Quantitative procedures were also conducted to answer Research Question 2 and 3 within the study. Pearson's r correlation were used to determine the relationship between the level of feedback from the district supervisors' narrative observation feedback to elementary principals retrieved from Research Question 1, with student achievement outcomes as determined by the FDOE earned school grade and school climate as determined by the AdvancED Stakeholder Survey. Qualitative procedures were used to answer Research Question 4 and Research Question 5, as it was used to assess the alignment between identified variables. To answer Research Question 4, financial reporting data will be analyzed for themes, and then compared to the narrative feedback offered by the district supervisors to elementary principals. Themes were aligned to the exceptions noted in the audit report. To answer Research Question 5, trends of teachers' Student Learning Growth Ratings (VAM) on Professional Improvement Plans were analyzed and compared to the narrative feedback offered by the district supervisors to elementary principals.

Procedures

This study required a multi-step process in order to answer each of the research questions guiding the study. To determine the population of the study, traditional public elementary schools were identified using the online school district directory from the 2014-2015 school year.

Once the schools to be included in the study were identified, several data sets were collected to conduct the study. Principal narrative feedback from all traditional elementary schools from all evaluations identified by school, principal, domain and element were requested. Overall AdvancED Stakeholder survey scores identified by parent, staff, early elementary, and elementary, were also requested. The 2014-2015 school financial report was collected from the school district Internal Audit Exception report found on the school district public reports website. The student learning growth score for each teacher by building was also requested, along with the number of teacher Professional Improvement Plans per building. The aforementioned data were requested from the school district. The school grade points earned were collected from the Florida Department of Education online school grade database.

Once the data were collected for the study, both qualitative and quantitative procedures were used to answer the research questions. The district supervisor narrative observation comments from 2014-2015 were coded using the rubric created by Rafalski (2015), and descriptive statistics were run to determine frequency levels of the feedback offered to each principal. Descriptive statistics also included counts, percentages, and frequencies. The Pearson's r statistical test was used to determine if there was a significant relationship between the level of feedback from district supervisors' narrative observation comments and the student achievement outcomes as represented by the FDOE school grade. The Pearson's r statistical test was also used to determine if there was a significant relationship between the level of feedback from district supervisor's narrative observation comments and school climate ratings as identified by the AdvancED Stakeholder surveys.

Qualitative procedures were used to determine the alignment between the type of

feedback offered to principals by district supervisors, and the fiscal management of school finances, and teacher performance scores. The researcher looked for trends and themes in the financial reporting and the narrative feedback from the district supervisors to school principals. The researcher anticipated the following trends on the financial audit records: prior year comments, requisitions, principal discretionary account, purchase orders, timely deposits, fundraisers, and ticket sales. The researcher also analyzed teachers' student learning growth ratings (VAM) on Professional Improvement Plans and district supervisors' narrative observation feedback to determine if there was an alignment between the feedback and performance trends.

Population

The population for this study included 122 principals of traditional kindergarten through fifth-grade public elementary schools from a large urban school district in Florida. Charter schools, alternative schools, virtual schools, and schools that included kindergarten through 8th grade within this school district were excluded from the study. Data acquired from the principals were analyzed to determine the relationship between the district supervisors' narrative feedback to school principals and the four pillars of principal responsibility.

Data Collection

Once the Institutional Review Board of the University of Central Florida (Appendix A) and the school district (Appendix B) approved the request to conduct research, data were collected to be analyzed for the study. Several databases were accessed through public record requests and web-based public databases. The following data was requested from the school

district through a public records request: (a) the actual state-issued one-year VAM score by teacher by school issued for the 2014-2015 school year from each elementary school in the study, (b) the number of elementary teachers on professional improvement plans for each elementary school in the study from the 2014-2015 school year, (c) all narrative evaluation comments issued to each elementary school principal in the target school district (identified by school and element) for each of the following elements from the Marzano School Leadership Evaluation - Florida Model from the 2014-2015 school year:

Domain 1: Element 1 – The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Domain 2: Element 4 – The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Domain 5: Element 3 –The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Domain 5: Element 4 – The school leader ensures that the students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Domain 5: Element 5 – The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

The annual financial audit and the school climate survey results were accessed through the school district's online databases. The FDOE school grade points earned were collected from the Florida Department of Education school grade online database through the FDOE website.

Data Analysis

A mixed-methods analysis was used to determine the relationship between the quality of feedback to school principals and the four pillars of principal responsibility. In response to Research Question 1, the narrative observation feedback was categorized by the levels of feedback as determined by Rafalski (2005). Descriptive statistics were used to identify the frequency by level of narrative feedback.

Research Question 2 required the use of a Pearson's r correlation computation to determine the relationship between targeted feedback from district supervisors' narrative observation feedback and student achievement outcomes as represented by the FDOE school grade points earned. Statistical tests were used to determine if the coefficient was significantly different from zero at the 0.05 level, thereby identifying a possible correlation between the level of feedback and the success of student achievement.

Research Question 3 also used a Pearson's r correlation to determine the relationship between targeted feedback from district supervisors' narrative observation feedback and the Index of Education Quality Score. Statistical inferences were used to determine if the coefficient was significantly different from zero at the 0.05 level and to determine the possible correlation between the level of feedback and school climate.

Qualitative procedures were used to respond to Research Question 4 to examine possible trends from district supervisors' narrative observation feedback and the components of the internal audits. Possible sources of trend information included: prior year comments, requisitions, principal discretionary account, purchase orders, timely deposits, fundraisers, and ticket sales. These trends were analyzed for alignment with the narrative feedback given to the elementary school principals in the study.

Research Question 5 also used qualitative analysis to look for trends from district supervisors' narrative observation scores and teacher performance. Teacher performance was determined by the average student learning growth rating also known as the value-added model (VAM) score. Professional improvement plans for teachers with the lowest student growth ratings were analyzed for alignment with the narrative feedback given to the elementary principals in the study.

Table 1

Research Questions, Variables, and Sources of Data

Research Questions	Qualifying/Independent Variable(s)	Dependent Variable	Source(s) of Data
1. What is the frequency of level of narrative feedback provided by district supervisors to elementary school principals?	Frequency of level of narrative feedback	n/a	The narrative feedback comments by district supervisors to principals
2. What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes?	Level of narrative feedback defined as no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback	2014-2015 FDOE School Grade Points Earned	Florida Department of Education School Grade Report The narrative feedback comments by district
3. What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school?	Level of narrative feedback defined as no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback	AdvancED Stakeholder survey score	AdvancED Stakeholder survey The narrative feedback comments by district supervisors to principals

Research Questions	Qualifying/Independent Variable(s)	Dependent Variable	Source(s) of Data
4. What alignment exists between the level of feedback from district supervisors' narrative observation feedback to elementary principals and school financial reporting?	n/a	n/a	School District Internal Audit Exception The narrative feedback comments by district supervisors to principals
5. What alignment exists between the level of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?	n/a	n/a	Teacher Instructional Practice Score Student Learning Growth Rating(VAM) The narrative feedback comments by district supervisors to principals

Organization of the Study

This report of the research has been organized in five chapters. Chapter 1 has included a statement of the problem, the purpose and significance of the study, definition of terms, conceptual framework, research questions and the limitations, delimitations, and organization of the study. Chapter 2 contains a review of the related literature. Chapter 3 describes the methodology used for the research study. Chapter 4 presents the findings of the study. Chapter 5 provides a summary of the study, discussion and implications of the findings for educational policy and practice on teacher evaluation, and recommendations for further research.

CHAPTER 2 LITERATURE REVIEW

Introduction

This chapter elaborates on the rationale for conducting research on the quality of district supervisor narrative feedback to school principals as it relates to student achievement, fiscal management, school climate, and teacher effectiveness. Educational leadership has been extensively studied, but the research has been limited as to the relationship of principal supervisors' narrative feedback and school effectiveness. Researchers have been documenting principal responsibility for decades, but there is a void in the research on how principals perceive their supervision and evaluation and how evaluations are accomplished (Fuller et al., 2015).

In the era of school accountability, principal supervisors have moved beyond the managerial role to the role of educational leaders. Superintendents' were historically organizational managers at the school district level. Superintendence as a management position has changed. The superintendent's position was refocused on providing instructional leadership when the federal government passed the 2001 NCLB law (Kowalski & Björk, 2005). The responsibility of school accountability also falls on the building principals as they directly influence the learning that occurs within the classroom. "Principals typically have an indirect effect on student outcomes by influencing directly the people who work in schools, how they work, and on what they focus their work" (Fuller et al., 2015, p. 182).

The researcher analyzed literature about the four pillars of principal responsibility, feedback, evaluation, and educational change to construct the literature review for this study. The four pillars of principal responsibility include student achievement, school climate, fiscal management, and teacher effectiveness. The research conducted on feedback and evaluation

focused on principal evaluation, the Marzano evaluation system for teachers and principals, and a value added model. Finally, the education change addressed in this literature review reflected research on both the superintendent's and principal's influence on educational change and principals' theories in practice.

The researcher utilized the UCF Library One Search online reference tool to find literature to support the following topics supporting the research questions of this study: (a) pillars of principal responsibility, (b) evaluation and feedback, (c) superintendent influence on educational change, and (d) principal decision making on educational change. The literature presented in this chapter has been organized around these areas of interest.

Pillars of Principal Responsibility

The four pillars of principal responsibility that are addressed in this literature review are student achievement, school climate, fiscal management, and teacher effectiveness, thereby elaborating on the current state of student achievement and school accountability in the United States. A historic lens on school climate is also addressed, along with the role of fiscal management in public schools and teacher effectiveness.

Student Achievement

The first pillar analyzed for a relationship in this study was student achievement. Measuring student achievement is a fairly modern concept in the national arena and is credited to educational reforms that date back to the 1960s. The Elementary and Secondary Education Act of 1965 was signed into law by President Lyndon B. Johnson. This federal mandate dictated

what was expected of the additional “Titled” funds that were allocated to schools that served disadvantaged students. At the time, the student achievement requirements were as follows:

In general, each local educational agency receiving funds under this part shall-(A) use the State academic assessment and other indicators described in the State plan to review annually the progress of each school served under this part to determine whether the school is making adequate yearly progress as defined in section 1111(b)(2). (Elementary and Secondary Education Act of 1965)

Jennings (2015) reviewed the effects of the ESSA and the last 50 years of educational needs of the United States. He cited some of the effects as follows: (a) most students are tested yearly in response to federal prescriptions enacted in the No Child Left Behind Act (NCLB), (b) the 2001 reauthorization of ESEA, (c) young children with disabilities are provided with preschool programs through funding from IDEA., (d) pupils who struggle to keep up academically receive extra instruction and other supports which are paid for by federal funds under ESEA’s Title I (the main federal program), (e) immigrant children are learning English in federally funded classes.

Subsequently, the No Child Left Behind Act of 2001 increased the involvement of federal government funds and mandates in public education. In 2001,

NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement. This focus on accountability has been critical in ensuring a quality education for all children (US DOE 2016).

According to Dee and Jacob (2011),

This legislation, which was signed by President Bush in January of 2002, dramatically expanded federal influence over the nation's more than 90,000 public schools. The hallmark features of this legislation compelled states to conduct annual student assessments linked to state standards to identify schools failing to make “adequate yearly progress” (AYP) toward the stated goal of having all students achieve proficiency in reading and math by 2013–2014 and to institute sanctions and rewards based on each school's AYP status. (p. 418)

In 2015 President Barak Obama reformed NCLB, and signed the Every Student Succeeds Act. Just as the ESEA intended, “the new ESSA law encourages schools to follow the practices of many other schools that have significantly raised achievement levels for low-income and minority youth” (Chenoweth, 2016, p. 39). Four principles created the framework for ESSA;

1. States must articulate what they expect students to learn.
2. Schools have an obligation to help all their students meet or exceed standards.
3. States should assess regularly to measure whether schools are teaching the standards.
4. States must make information about schools, including assessment results, available to educators, students, parents, and communities (Chenoweth, 2016).

These sanctions provided new criteria for public schools and public school administrators to address. Currently federate statutes mandate,

Performance of Students. At least 50% of a performance evaluation must be based upon data and indicators of student learning growth assessed annually and measured by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by district assessments as provided in statute” (1008.22(8), F.S.).

These federal mandates have created the framework for student accountability in public schools.

The ESSA will continue to hold schools and school leaders accountable for student achievement.

Because the state of Florida changed the assessment tool used to measure student achievement, not all current components of the school grade could be used to determine school grade points during the 2014-2015 school year. This led to the addition of a statute to address the transition from the Florida Comprehensive Assessment Test to the Florida Standards Assessment which outlined the annual requirements for student achievement.

To assist in the transition to 2014-2015 school grades and school improvement ratings, calculated based on new statewide, standardized assessments administered pursuant to s.1008.22, the 2014-2015 school grades and school improvement ratings shall serve as an

informational baseline for schools to work toward improved performance in future years.
(F.S. 1008.34)

Table 2 includes the components of the school grade that were used for the 2014-2015 school year, and identifies those components that were added the following year after the state had baseline data to determine overall learning gains and learning gains from the lowest 25% of students in Grades 3-5.

Table 2

School Grading Components for Florida: 2014-2015 and 2015-2016

School Grade Category	Used in 2014-15	Added in 2015-2016	Total Points
Eligible students passing statewide, standardized assessments in English Language Arts	X		100
Eligible students passing statewide, standardized assessments in mathematics	X		100
Eligible students passing statewide, standardized assessments in science	X		100
Eligible students who make Learning Gains in English Language Arts		X	100
Eligible students who make Learning Gains in mathematics		X	100
Eligible students in the lowest 25 percent in English Language Arts, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized English Language Arts assessments		X	100
Eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments		X	100

Source. F.S. 1008.34

School Climate

The second pillar of school performance analyzed in this study was school climate. The National School Climate Center attributed the original concept of school climate to Perry in 1908. Perry wrote,

If 'the school is only an institution for providing environments, for turning environmental forces to a definite and conscious end,' and if, for the time, we regard the word environment in its popular rather than in its technical sense, it is clearly a "general" duty of the principal correctly to appraise the particular environment forces operative in his community. In this he is considering his school in its institutional phase, and himself, as the head of the institution. (Perry, 1908, p. 20)

Perry granted the responsibility of the climate of the school building solely to the school principal. Almost a half century later, Halpin and Croft expanded on the idea of organizational climate and defined it as (a) a function of the socio-economic status of the school and (b) the student achievement as measured by standard achievement tests (Feldvebel, 1964).

Halpin and Croft (1963) developed a school climate survey, the Organizational Climate Description Questionnaire (OCDQ) to gather data from parents, staff, and students regarding their perceptions of school climate. According to these researchers, "an essential determinate of a school's "effectiveness" as an organization is the principal's ability-or lack of ability-to create a "climate" in which he, and other group members, can initiate and consummate acts of leadership" (p. 1). From the questionnaire, Halpin and Croft were able to discern six organizational climates based on social interactions in regard to the educational environment. The first organizational climate, the open climate, describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' needs. The autonomous climate is when the leaders exert little control over the group members, and leadership acts emerge primarily from the group. In a controlled climate, the behavior is directed

primarily toward task accomplishments and is impersonal. This lacks openness and collaboration because the group is preoccupied with task achievement. If the environment is highly personal, (e.g., the members satisfy their social needs, but pay little attention to the task accomplishment), it can be described as the familiar climate. The paternal climate is characterized when the principal constrains the emergence of leadership acts from the group and attempts to initiate most of the acts himself. Finally, the closed climate has a high degree of apathy where the spirit is low because neither the social-needs nor the task achievement is occurring (Halpin & Croft, 1963).

Other researchers added to the concept of school climate and atmosphere. Tagiuri (1968) defined climate and atmosphere as summary concepts dealing with the total environmental quality within an organization. According to Tagiuri, the four elements of the environment included:

Ecology (the physical and material aspects), its *milieu* (the social dimension concerned with the presence of persons and groups), its *social system* (the social dimension concerned with the patterned relationships of persons and groups), and its *culture* (the social dimension concerned with belief systems, values, cognitive structures, and meaning). (p. 369)

Fiscal Management

The third pillar analyzed in this study was fiscal management of the school's internal funds by the building leader. Jennings (2015) commented on the federal government's increased involvement in public education, noting that prior to the 1965 ESEA legislation, the government had only peripheral involvement in the day to day school operations. Many of the obligations of public schools regarding the use of federal grants have continued to the present day. According to the United States Department of Education (2016),

ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education. (para. 10)

As with school climate, financial responsibility of the school building has typically been designated to the school principal. Matthews and Upchurch (1978) developed a system of financial guidelines to improve the efficiency of the financial operating systems at the school level. They expressed the belief that, “To free principals to meet other responsibilities, fiscal management systems should also be efficient. The primary source of inefficiency in administering fiscal affairs are generally problems which are recurring in nature” (p. 43). Table 3 lists and describes each of the 10 financial guidelines that are suggested to school principals. These suggested guidelines designed by Matthews and Upchurch were used to guide the analysis related to Research Question 4.

Table 3

Suggested Guidelines for School Financial Systems

Guideline	Description
1. Issue receipts with each transfer of cash	Once in possession of a receipt noting transfers, individuals have a basis for building a defense against false accusations. Issuing receipts also serves to protect contributors by locating responsibility for cash with specific individuals at given points in time.
2. Require a duly authorized purchase order before payment of any bill	Issuing purchase orders prior to incurring obligations is essential if control over expenditures is to be maintained.
3. Authorize purchases only by the signature of the principal or his designated agent	Since the principal is personally accountable for the administration of fiscal affairs control is his responsibility. In this sense, control means ensuring that cash is available to pay for liabilities incurred through purchase orders and that expenditures are for intended purposes.
4. Maintain an encumbrance accounting system	This means being able to determine the cash balance minus the value of outstanding purchase orders (encumbrances) for each fund.
5. Issue purchase orders only when the unencumbered cash balance is sufficient to pay for goods or services ordered	When goods or services, properly authorized through written purchase orders, have been accepted by school employees, the school has incurred a legal obligation. The practice of postponing payment of bills until sufficient cash becomes available is fiscally unsound.
6. Pay bills only upon verification of receipt of goods or services	Payment before receipt is an unsound business practice because protection is not provided against those few vendors who may use unethical business practices. In financial disputes between schools and vendors, the party holding the money has a distinct advantage.
7. Make all payments by check	Although cash is a commonly accepted medium for school receipts, it is not an acceptable form of disbursement. Cash is particularly susceptible to loss, theft, and misappropriation.
8. Place special conditions on all purchase orders	The objective of purchasing is to obtain desired goods or services within an acceptable time and at an acceptable price. By placing special stipulations on all purchase orders, principals can reduce some of the more common undesirable aspects of purchasing.

Guideline	Description
9. Maintain integrity of all funds	Funds are accounting entities established for the purpose of recording financial transactions of special groups or money generated for specific purposes. When funds are co-mingled, contributors to the deficient fund are temporarily denied the use of their money while others may have benefited from the use of the money.
10. Maintain perpetual inventory controls	Fiscal management is generally considered to be restricted to the management of money, but procedures for managing physical assets are also an integral part of any comprehensive fiscal management system.

Source. Matthews & Upchurch, 1978

The feedback to school principals would seemingly be less important if principals were well trained to manage the fiscal and operational budgets of their buildings. In conjunction, feedback to school principals would be specific and targeted if supervisors were also trained to manage the fiscal and operational budgets of schools. Bird, Wang, and Murray (2009) conducted a survey in a southeastern state with district superintendents on their fiscal management training. “Of the participants in the study, 97% agreed that they learned their current set of budget-building strategies from on-the-job training. This suggested little relationship between the superintendents’ professional preparation and their budget-building process” (Bird et al., 2009, p. 148). Gonzales and Bogotch (1999) conducted a study with school principals to gain insights on their confidence in fiscal management and external factors that may influence their fiscal management decisions.

Principals were asked to rank their sources for learning business management and spending discretionary funds. The top responses were (1) Other principals or colleagues,

(2) collaborative decision making with teachers, (3) assistant principal experience, (4) professional reading, (5) site-based management. (p. 43)

This information indicated that site-based management support was not a highly ranked avenue for principals to use as a source for learning.

Teacher Effectiveness

The final pillar analyzed in this study was teacher effectiveness. The measuring and monitoring of teacher effectiveness can be attributed to the requirements of No Child Left Behind (NCLB). The requirements of this bill morphed with the funding associated with Race to the Top grant competition, and teachers began to be assessed on instructional practice and student growth rating based on standardized examinations. Because of the assessment process in place, this study also utilized professional improvement plans issued from principals in the study.

Florida State Statute 1012.34 describes the evaluation system requirements for the teacher evaluation system used in this study.

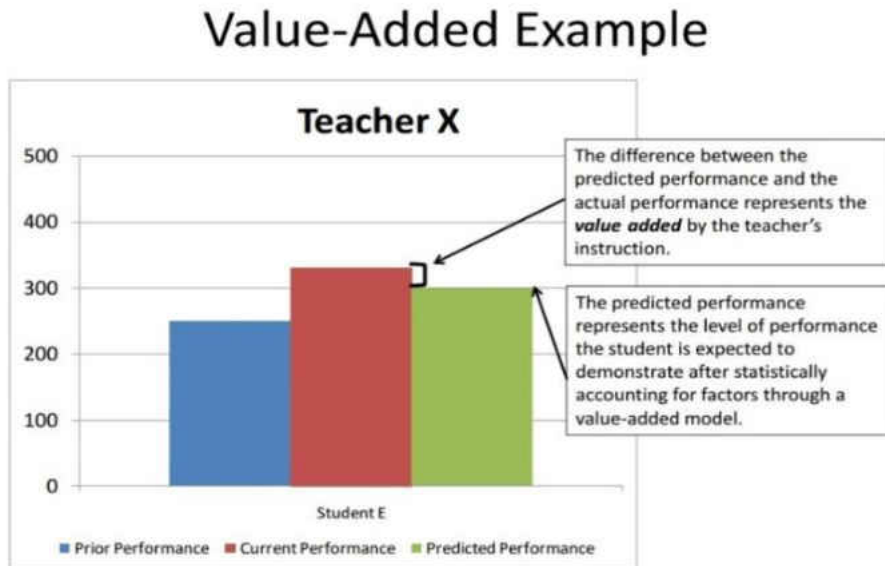
The evaluation systems for instructional personnel and school administrators must: (a) Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.(b) Provide appropriate instruments, procedures, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.(c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.(d) Identify those teaching fields for which special evaluation procedures and criteria are necessary.(e) Differentiate among four levels of performance as follows: (1)Highly effective. (2) Effective, (3) Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing, (4) Unsatisfactory (SS.1012.34)

The evaluation system used for teachers in this study followed the Art and Science of Teaching Teacher Evaluation Model (FDOE, 2016). This model includes four instructional practice domains: Domain 1: Classroom Strategies and Behavior, Domain 2: Planning and Preparing, Domain 3: Reflecting on Teaching, Domain 4: Collegiality and Professionalism. According to the FDOE (2016), “The Department of Education has provided to school districts across Florida sample models and forms that may be utilized within each school district's evaluation systems for instructional personnel and school administrators.” (FDOE, 2016)

In addition to the teachers’ instructional practice, student performance is taken into account when determining teacher effectiveness. “Section 1012.34, F.S., requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator’s students. The law places a premium on using learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher’s classroom” (FDOE, 2016, p. 2). The value-added model for the school district in this study follows the Florida value-added model. The value-added models measure the teacher contribution to student learning. The models in the state of Florida do this, “by measuring the difference in student performance on a statewide assessment from one year to the next, and then accounting for other factors that show impact on the learning process” (FDOE, 2016, para. 2).

Figure 1 shows the value-added model used by the state of Florida. The model uses three years of achievement data and calculates the difference between the predicted performance and the actual performance which represents the value added by the teacher’s instruction. The model

can also use a one-year calculation of achievement for teachers who may not have three years of student achievement data. This study utilized a one-year VAM score for teacher effectiveness.



Source. FDOE, 2016

Figure 1. Florida's Value-added Model (VAM)

The FDOE (2016) explained the model as follows:

For teachers who teach more than one grade level or subject assessed by the FCAT (now FSA), the Aggregate VAM Score also combines a teacher's results from grades and subjects taught. For example, an Aggregate VAM Score of +0.25 would mean that, on average, the teacher's students scored 25 percent above the state average growth for that grade and subject. Conversely, an Aggregate VAM Score of -.10 would mean that, on average, the teacher's students scored 10 percent below the state average growth for that grade and subject. (p. 2)

According to the FDOE (2016), "To isolate the impact of the teacher on student learning growth, the model developed by the Student Growth Implementation Committee (SGIC) and approved by the Commissioner accounts for: student characteristics, classroom characteristics,

and school characteristics” (p. 13). Table 4 depicts the characteristics related to each of the areas of consideration when isolating the impact of the teacher on student learning growth.

Table 4

Characteristics Related to Student Learning Growth

Student	Classroom	School
Up to two prior years of achievement scores (the strongest predictor of student growth)	Class size Homogeneity of students’ entering test scores in the class	May represent the impact of the school’s leadership, the culture of the school, or the environment of the school on student learning.
The number of subject-relevant courses in which the student is enrolled		
Students with Disabilities (SWD) status		
English Language Learner (ELL) status		
Gifted status		
Attendance □ Mobility (number of transitions)		
Difference from modal age in grade (as an indicator of retention)		

Source. FDOE, 2016

Value-added models have received criticism due to the variance in student abilities from classroom to classroom. Konstantopoulos (2014) reviewed the effects of teachers on student achievement and value-added models. “In the last decade, the effects of teachers on student

performance (typically manifested as state-wide standardized tests) have been re-examined using statistical models that are known as value-added models” (p. 7). Part of his study was the review of covariates in the value-added regression models. One of the covariates that school districts try to statistically control is the family background characteristics, as students are assigned to schools based on their zones which are linked to their neighborhoods and homes. “By and large, students are not assigned to schools following a random assignment process, but instead, they attend schools that have been selected by their parents” (Konstantopoulos, 2014, p. 6). According to the review done by Konstantopoulos family background would include “student background, prior educational experiences, parental education, household income, resources at home, and family size. “Teacher experience is perhaps one of the few teacher characteristics that have been identified somewhat systematically, compared to other characteristics, as a positive predictor of student achievement” (Konstantopoulos, 2014, p. 4).

Feedback and Evaluation

Teacher evaluation can be coupled with principal effectiveness to forecast the effectiveness of schools. This section contains a review of teacher feedback and principal evaluation practices.

Teacher Feedback

The 2009 report on the Widget Effect (Wissberg, Sexton, Mulhern, & Keeling), addressed “the tendency of school districts to assume classroom effectiveness is the same from teacher to teacher” (p. 4). It goes further in depth as to the administrator’s neglected responsibility to evaluate and respond to poorly performing teachers. The report stated:

One side claims that the teacher tenure and due process protections render dismissal a practical impossibility, shielding ineffective teachers from removal in all but the

most egregious instances. The other argues that the process provides only minimal protection against arbitrary or discriminatory dismissal, but that administrators fail to document poor performance adequately and refuse to provide struggling teachers with support (Wissberg et al., 2009, p. 2).

According to the study, the problem exists because of weak evaluation processes. “The characteristics above are exacerbated and amplified by cursory evaluation practices and poor implementation. Evaluations are short and infrequent...conducted by administrators without extensive training, and influenced by powerful cultural forces” (Wissberg et al., 2009, p. 6). However, the study showed a negative effect of conducting quality evaluations of teachers. Administrators find that the dismissal process for ineffective teachers can be overly time consuming and an overly extensive process. “Even for the small number of administrators that actually do attempt the process, fully half report that it yielded an outcome other than dismissal” (Wissberg et al., 2009, p. 17).

Ovando (1992) described several steps for facilitating feedback for teaching “Regardless of the source and focus, feedback for teaching needs to be gathered on a permanent basis.” She offered six steps to facilitate feedback for teaching:

- Set a climate of trust and respect.
- Clarify expectations of performance.
- Gather significant information from others (ask questions, request written comments, place a suggestion box in a convenient location).
- Adjust (teaching) as needed by introducing pertinent modifications or using new strategies.
- Evaluate effectiveness of modifications.

- Review each comment or piece of information and acknowledge it. (Ovando, 1992, p. 6)

The study of matching student outcomes to instructional practices is known as process-product studies. “Learning is maximized when teachers help their students relate new knowledge to what they already know, and when teachers monitor students’ performance and provide feedback through practice and application activities” (Brophy, 1986, 1988). Good and Brophy (1987) also discussed important teacher characteristics, (e.g. teacher’s confidence, efficient use of classroom time for academic purposes, classroom and group management), which help students become engaged and contributes to developing the understanding of concepts.

Rafalski (2015) and Haynes (2016) conducted studies on teacher evaluations using the Marzano Evaluation Framework. Rafalski conducted a study to determine the relationships between the number of classroom observations and teacher VAM scores as well as to identify the relationship between the types of feedback provided to teachers and student achievement. She found that there was no significant relationship between the number of observations teachers received and their student growth (VAM) scores. The study also indicated that no significant relationship existed between predominant evaluation comments for teachers and student growth (VAM) scores.

Haynes (2016) conducted a follow-up study in order to take a deeper look at the specific targeted feedback in the teacher narrative evaluations using a purposeful sample from Rafalski’s 2015 study. The focus of Haynes’ work was to examine the relationship between the specific targeted feedback, and student achievement as well as to identify student and teacher knowledge

voids from the content of feedback in relationship to achievement level outcomes. She found no significant relationships outside of procedural feedback and student achievement outcomes as determined by the FCAT 2.0 mean reading achievement level, mean reading retake achievement level, and the mean mathematics achievement level. A slight relationship or a relationship of little value was found between procedural feedback and student achievement outcomes. These two studies on the Marzano Teacher Evaluation Model provided the impetus for the present study conducted with principals using the Marzano School Leader Florida Model.

Principal Evaluation

This section contains a review of the literature focused on principal evaluation and the Marzano Evaluation Tools for school administrators. Evaluation criteria and methods have changed with the onset of school accountability. According to Clifford and Ross (2012),

With the widespread adoption of high-stakes testing, a number of states started to include measures of achievement, attendance, and graduation in their evaluations of principals. This process was hastened by the No Child Left Behind Act in 2001 requirement that states adopt principal evaluation policies. (p. 167)

However, different models have been utilized to evaluate principal responsibility and accountability. One model describes the principal role as follows: “Job tasks associated with the principalship generally include the responsibilities for managing school programs, pupil personnel, community relations, physical facilities, and student behavior and coordinating professional development” (Goldring, Cravens, Murphy, Porter, & Elliot, 2009, p. 21).

Another model as described by Fuller et al. (2015), evaluated principals on a set of skills that are seen to be effective leadership skills, rather than demonstrated behaviors to determine

principal effectiveness. Yet a more modern model focused on the ISSLC standards described further in this literature review:

This method utilized findings from research on the best practices of principals in “effective” schools and examined the degree to which principals exhibited these behaviors. Much of the emphasis in this process-oriented model was incorporated in the Interstate School Leaders Licensure Consortium (ISLLC) Standards (Fuller et al., 2015, p. 166).

The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) commissioned a two-year initiative led by Clifford and Ross (2013) that focused on what principals thought their evaluation systems should include. One of the driving factors of this study was the research on principal evaluation that suggested that many state and district evaluations do not reflect existing principal standards or proven practices, and many principal evaluation instruments are neither technically sound nor useful for improving principal performance--despite the proven importance of the principal to school and student success. The result, *Rethinking Principal Evaluation* listed several issues that demonstrated the disconnect with principal evaluation systems across the country:

- Principals view performance evaluation as having limited value for feedback, professional development or accountability to school improvement (Portin, Feldman, & Knapp, 2006);
- Principal evaluations are inconsistently administered; therefore, performance is inconsistently measured (Thomas, Holdaway, & Ward, 2000);
- Performance evaluations may not align with existing state or national professional standards for practice (Heck & Marcoulides, 1996; Reeves, 2009) or standards for personnel evaluation (Goldring et al., 2009); and,

- Few widely available principal evaluation instruments display psychometric rigor or make testing results public so that validity and reliability can be examined (Clifford, Menon, Gangi, Condon & Hornung, 2012; Condon & Clifford, 2010; Goldring et al., 2009; Heck & Marcoulides, 1996). (NAESP/NASSP Principal Evaluation Report, 2013).

Although the evaluation criteria have changed for school principals, the idea of principal evaluation systems cannot be credited to the onset of national accountability of student achievement. There are several frameworks for school leadership evaluation systems that date back to the 1800s. “School administration was constructed almost entirely on a two-layered foundation built during the 19th century: (a) concepts from management, especially from the private sector, and (b) theories and constructs borrowed from the behavioral sciences.” (Murphy, 2005, p. 156). One of the most influential leadership frameworks was established in 1994 when the NPBEA created the Interstate School Leaders Licensure Consortium Principles and Standards (ISLLC) which drafted the standard assessment criterion for school administrators.

The National Policy Board for Educational Administration (NPBEA), under the leadership of its then–corporate secretary, Scott Thomson, created ISLLC in 1994 to develop standards to anchor the profession as it headed into the 21st century. The objective of the Consortium was twofold: (a) to create a set of standards that would provide the basis for reshaping the profession of school administration in the United States around the perspectives on school leadership outlined in the next section of the article and (b) to direct action in the academic, policy, and practice domains of the profession consistent with those perspectives across an array of strategy leverage points (e.g., licensure, professional development, administrator evaluation). Thus, the ISLLC *Standards* were crafted to influence the leadership skills of existing school leaders as much as they were to shape the knowledge, performances, and skills of prospective leaders in preparation programs. (Murphy, 2005, p. 155)

The ISLLC established seven principles and six standards to guide the profession of educational leaders. Table 5 references the principles and standards that constitute the ISLLC standards. “A significant chunk of the *Standards* is supported by the empirical findings from studies of effective schools and from the larger body of research on school improvement in which school effects studies are nested. The framework employed by ISLLC was developed by Murphy and Hallinger in the early 1980s” (Murphy, 2005, p. 159).

Table 5

ISLLC Principles and Standards

ISLLC Principles	ISLLC Standards
Standards should reflect the centrality of student learning.	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
Standards should acknowledge the changing role of the school leader.	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
Standards should recognize the collaborative nature of school leadership	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
Standards should be high, upgrading the quality of the profession.	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
Standards should inform performance-based systems of assessment and evaluation of school leaders.	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
Standards should be integrated and coherent.	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
Standards should be predicated on the concepts of access, opportunity, and empowerment for all members of the school community.	

Source. Murphy, 2015, p. 167

The 2012 Principal Evaluation Report guided by Clifford and Ross (2012), revealed that even with the importance of principals to student success, many principal evaluations neglect to include principal standards or proven practices, coupled with being neither being technically sound or useful for principal growth to improve performance. Thus, the National Association of Secondary School Principals established a model that would be useful to school principals and improve their performance. The NASSP used six domains as the framework for the principal evaluation model. The domains included: (a) professional growth and learning, (b) student growth and achievement, (c) school planning and progress, (d) school culture, (e) professional qualities and instructional leadership, (f) stakeholder support and engagement (Clifford & Ross, 2012). The NASSP Principal Evaluation Report indicated that principal evaluation was an area that had much room for growth, and it included a framework created by a joint committee of elementary, middle, and high school principals of what they believed the purpose of a principal evaluation should include:

- Created by and for principals;
 - Part of a comprehensive system of support and professional development;
 - Flexible enough to accommodate differences in principals' experiences;
 - Relevant to the improvement of principals' dynamic work;
 - Based on accurate, valid and reliable information, gathered through multiple measures;
 - Fair in placing a priority on outcomes that principals can control; and
 - Useful for informing principals' learning and progress.
- (Clifford & Ross, 2012, p. 3)

The 2013 Wallace Foundation Report on The School Principal as Leader Guiding Schools to Better Teaching and Learning stated that “Ten years ago, school leadership was noticeably absent from most major school reform agendas, and even the people who saw leadership as important to turning around failing schools expressed uncertainty about how to

proceed” (Wallace, 2013, p. 5). The Wallace Foundation developed a framework of key practices for leadership evaluation; (a) vision, (b) climate, (c) cultivating leadership, (d) improving instruction, (e) managing people, data, and processes (Wallace, 2013). Shaping a vision of academic success for all students ensures that students, both college bound and career bound are being prepared to participate in the global economy. This also includes closing achievement gaps between population subgroups. Creating a climate hospitable to education focuses on creating an inclusive environment where students are supported academically and socially by the adults in and surrounding the school building. This climate change has to be intentionally designed in many schools, and results in more engagement from all stakeholders. Branching out from the concept of engaged stakeholders, principals should also create an atmosphere of establishing leadership in the faculty. Establishing the professional learning community model will encourage the staff to work more collaboratively and leaders will naturally emerge. With increased school accountability, improving instruction must be included as a key construct for school leader evaluations. This continues the work of professional communities, and it supports the professional development of teachers. Principals must also be willing to increase their knowledge of instruction in order to promote the growth of their teachers. The last key construct in principal evaluation, according to Wallace, is managing people, data, and processes. This links back to the original role of the school principal as a business manager and supervisor, prior to the concept of being the instructional leader in the school (Wallace, 2013).

Principal assessment continues to be a topic of controversy, as the consistency and outcomes vary even within school districts. According to Goldring, Cravens, Murphy, Porter, Elliot, and Carson (2009),

Assessing principal effectiveness has been an important element of school improvement for more than two decades. Ideally, a principal assessment should be easy to administer, capture the essence of the role of a school principal, and provide valid and reliable data for purposes such as professional development and performance evaluation. (p. 19)

In a study conducted in the southeastern United States by Davis and Hensley (1999), principals and superintendents were interviewed about the consistency and quality of the principal evaluation process. The overall process of evaluation from the study showed that the principals would first establish the desired outcomes for the year in the fall and then received a narrative summary of the outcomes in the spring. Davis & Hensley observed, “Feedback throughout the year occurred only if the principal requested it, if the supervisor was in the building on a particular day, or if there was a crisis or problem” (p. 1). All but two principals in the study noted that the majority of feedback was qualitative and subjective, whereas the two dissenters believed that they had received qualitative, actionable feedback. Superintendents in the study shared that public perception played a large role in the evaluation of principals. Parent and Staff feedback was informally taken into account for the principal evaluations. All the principals in the study seemed to be aware of the additional elements informally added to their evaluations and voiced concern about the subjective nature of the evaluation system. The overall findings in this study were that principal evaluations were inconsistent and did not support the growth of school leaders.

Marzano Evaluation Tools

The principal evaluation tool used in this study was the Marzano School Leadership Florida Model. The model was based on “large scale professional research studies and meta-analysis on the impact of leadership practices on student learning growth and school administrator proficiency” (FLDOE Leadership Evaluation Model). The studies that provided the framework for the evaluation model were (a) the Wallace Foundation study (Louis et al., 2010), (b) the study of what works in Oklahoma schools (Marzano Research Laboratory, 2011), (c) the Marzano et al. (2005) meta-analysis of school leadership, and (d) the Marzano (2003) study of effective schooling.

The Wallace Foundation funded a multiyear study, titled *Investigating the Links to Improved Student Learning*. It involved survey data from 8,391 teachers and 471 school administrators; interview data from 581 teachers and administrators, 304 district level educators, and 124 state personnel; and observational data from 312 classrooms. This study has been a pillar in the relationship between school leader actions and behaviors and student academic achievement (FDOE, 2016). The study of what works in Oklahoma schools was conducted by Marzano Research Laboratory for the Oklahoma State Department of Education (OSDE) over the 2009-2010 school year and the 2010-2011 school year. This study was conducted to determine those elements that were related to being classified as an *improvement school* (i.e., a school that needs improvement) as opposed to a school that is not classified as needing improvement (i.e., schools not on improvement status) (FDOE, 2016). The meta-analysis used for the evaluation system was published in *School Leadership that Works* (Marzano et al., 2005). The purpose of the study was to examine the research literature from 1978 to 2001 on those

school leadership factors that had a statistically significant relationship with student achievement. Over 300 studies were examined and 69 met the criteria for inclusion, one of which was that student achievement data were correlated with school administrator actions, or that correlations could be computed from the data available (FDOE, 2016). The final study that was used in the creating the evaluation system was The Marzano Study of School Effectiveness. The Marzano study of effective schools was published in the book *What Works in Schools* (Marzano, 2003). Although it did not focus specifically on school leadership, the study did specify 11 factors that schools must attend to if they are to enhance student achievement and the school leadership implications regarding those 11 factors (FDOE, 2016).

The Marzano School Leadership Florida Model framework has 26 elements categorized into five domains. Domain 1: A Data-Driven Focus on Student Achievement, ensures that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement guided by relatively and timely data. Domain 2: Continuous Improvement of Instruction, ensures that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing learning and are committed to enhancing those skills on a continuous basis. Domain 3: A Guaranteed and Viable Curriculum, ensures that the school curriculum is designed to optimize learning for all student and that all teachers follow the curriculum. Domain 4: Cooperation and Collaboration, ensures that teachers/staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Domain 5: School Climate, ensures that all constituents perceive the school as a positive and well-functioning. (Learning Sciences 2012).

The implementation process for the School Leader Evaluation Model follows a five-step process. Step 1 is the pre-evaluation and planning meeting. Step 2 is monitoring and data collection, and ongoing feedback. Step 3 is the formal mid-year review process. Step 4 is ongoing conferencing, data collection, observation and feedback. Step 5 is the end of year evaluation meeting and then reverts back to Step 1 (Learning Sciences 2012).

In the 2014-2015 school year the school leader evaluation score was based on two components: (a) student growth measures, (b) leadership practice score. Each of the components were worth 50% of the evaluation score. The school district conducted deliberate practices which were combined into the leadership practice score. In addition to the Domains and Elements, evidences of specific actionable leadership behaviors were identified for each element. The Evidences for each Element were used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale. The Domains, Elements, and Evidences support the evaluation criteria required by State Statutes and SBE rules. Evidences indicated with an * are required evidences for the related element. The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards (FPLS) and also with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement (FDOE, 2016).

Superintendent Influence on Educational Change

The role of superintendent can be traced back to the mid-1800s in Louisville, Kentucky, and Buffalo, New York. These positions were created because school boards wanted to maintain power over their schools, and the superintendent position was created as a clerk of the school board (Kowalski & Björk, 2005). “During the late 1800s the rapid growth in the appointment of

superintendents was triggered by widespread school district consolidation, establishment of state-mandated, minimum curricula; adoption of compulsory attendance laws; demands for financial accountability; and calls for greater operational efficiency” (Bjork, Kowalksi,& Browne-Ferrigno, 2014, p. 447). In his 1966 historical analysis, Callahan determined that the role of educational superintendent in the United States has been separated thus far into four periods.

The report was divided into four major sections which were as follows:

1. The period from 1865 to 1910 in which the superintendent was seen, and saw himself, as a scholar-educator type--an educational leader and a teacher of teachers.
2. The period from 1910 to 1929 in which the superintendent was seen, and saw himself, as a combination business manager-school executive type.
3. The period from 1929 to 1954 in which the superintendent was seen, and saw himself, as an educational statesman in a democratic school.
4. The period from 1954 to 1966 in which the superintendent was seen, and saw himself, as a combination applied social scientist and educational realist. (Callahan, 1966, p. 8)

The role of superintendent eventually began to morph into district instructional leadership positions with strong political influence. In 1950, states referred to superintendents as applied social scientists, and as communicators in 1970; however, the NCLB accountability laws propelled superintendents to the title of district level instructional leaders (Kowalski & Björk, 2005). According to Bjork et al. (2014),

The first wave of educational reform reports (1983–1986) began with *A Nation at Risk* and was immediately followed by *Making the Grade*, *Action for Excellence*, and *Educating Americans for the 21st Century*. These first wave educational reform reports called for “increasing students’ standardized test scores, holding schools accountable for student outcomes, increasing high school graduation requirements, lengthening the school day and year, and increasing the rigor of teacher licensure requirements. (p. 19)

There is noted criticism of the supervisory role of superintendents. In a study by Hvidson, Range, and McKim (2015),

Principals consistently referred to the performance of the superintendent or primary supervisor as a critical factor in their evaluations. Principals claimed superintendents needed to be competent and highly trained in supervision and cognitive coaching. The capability of the superintendent was a critical factor in the performance of the evaluation. (p. 3)

There is a need for feedback and coaching provided by superintendents to be as meaningful and actionable as the feedback issued to teachers. Bambrick-Santonyo (2012) established that superintendents should have a pre-crafted agenda for principal evaluations, thus being,

able to consistently provide training and support school leaders in the seven core levers that will most drive their school's growth: data-driven instructions; classroom observation and feedback; curriculum planning; professional development; student culture; staff culture; and managing the school's instructional leadership team. (p. 70)

In Hvidston et al.'s (2015) study, 266 principals from the eastern United States were solicited to participate in a study about their ideal principal evaluation and the improvement of principal performance. One of the themes from the study focused on superintendent performance. Participants also mentioned the evaluation instrument. A principal in the study commented,

An evaluation tool is only as good as the person giving it. The superintendent should have a clear understanding of the evaluation instrument and components. The evaluation should be carried out with an emphasis on trust between superintendents and principals. (Hvidson et al., 2012, p. 5)

Some principals believed the objective of these instruments was to address ineffective principals. Principals were very clear regarding the importance of feedback in an ideal evaluation. They requested specific feedback to improve instructional leadership and target areas for improvement. The desired feedback should be delivered consistently, frequently, and embedded

in an ongoing supervision cycle much like formative supervision for teachers (Hvidson et al., 2012).

The knowledge and preparation of principal supervisors seem to have a historically high value with the increased accountability and responsibilities placed on school principals. As the role of the school leader was transformed, the role of the principal supervisor has been modified to meet the needs of the school principals. According to Bambrick-Santoyo (2012),

If we want school systems to operate with a clear instructional vision, someone needs the authority and ability to drive it. But, transforming the role of a principal manager remains a courageous move since it requires that school systems rebuild their core structure from the top down. The shift allows principal managers to take charge of instruction falls into two big steps: delegating operational work to others and providing expert coaching to school leaders. (p. 70)

Principal Influence on Educational Change

First- and Second-Order Change

The work of Argyris and Schon on double loop learning has evolved into the theory of second-order change. Marzano et al. (2005) wrote that “the research over the last 35 years provides strong guidance on specific leadership behaviors for school administrators and that those behaviors have well documented effects on student achievement” (p. 7). This supports the construct that principals have direct influence over educational change in their school buildings. This study couples the feedback issued by principal supervisors and the relationship that may exist from second-order change originally referred to as double loop learning. Marzano et al. (2005) explained the categories of first-order and second-order change, “some innovations require changes that are gradual and subtle; others require changes that are drastic and dramatic...we refer to these categories of change as first-order change and second-order change, respectively” (Marzano et al., 2005 p. 66). They further stated:

Argyris and Schon (1974, 1978) address the distinction between first-order and second-order change in their discussion of single-loop learning and double-loop learning. Single-loop learning occurs when an organization approaches a problem from the perspective of strategies that have succeeded in the past. Double-loop learning occurs when no existing strategy suffices to solve a given problem. (p. 66)

A meta-analysis was conducted to determine 21 responsibilities related to the standard operating procedures of a school. Of the 21 standards or first-order change responsibilities of a school leader, seven were found to be related to second-order change as follows: (a) knowledge of curriculum, instruction, and assessment, (b) optimizer, (c) intellectual stimulation, (d) change agent, (e) monitoring/evaluating, (f) flexibility, (g) ideals/beliefs.

Marzano et al. (2005) provided the following definitions for second-order change leadership responsibilities. The generalization is couched in the terms of innovation because second-order change manifests itself only in the context of a specific issue that is being addressed or a problem that is being solved:

Knowledge of Curriculum, Instruction, and Assessment-being knowledgeable of how the innovation will affect curricular, instructional, and assessment practices providing conceptual guidance in these areas.

Optimizer-being the driving force behind the new innovation and fostering the belief that it can produce exceptional results if members of the staff are willing to apply themselves.

Intellectual Stimulation-being knowledgeable about the research and theory regarding the innovation and fostering such knowledge among staff through reading and discussion.

Change Agent-Challenging the status quo and being willing to move forward on the innovation without a guarantee of success.

Monitoring/Evaluating-continually monitoring the impact of the innovation.

Flexibility-being both directive and nondirective relative to the innovation as the situation warrants.

Ideals/Beliefs-operating in a manner consistent with his or her ideals and beliefs relative to the innovation.

According to Taylor (2010), “Themes that emerged from the research are more precise than factors identified by Marzano et al. (2005) and Waters and Marzano (2007), reflecting the accountability faced by leaders in 2009 and leaders’ knowledge of contemporary research. As mentioned, the responses of both district leaders and principals are similar; therefore, the researcher combined them into the nine leader action themes for second-order change.

The nine leader action themes for second-order change (in no particular order) are: (1) leaders focus on the culture of learning (2) leaders make decisions for student learning (3) leaders stimulate intellectual growth (4) leaders invest personally in the change (5) leaders expect collaboration to optimize success (6) leaders strategize for consistency (7) leaders provide the expectation and support for data- based decision making (8) leaders engage families in learning (9) leaders influence through the political environment. (Taylor, 2010, p. 6)

There was also a meta-analysis of studies on district leadership that positively impacted student achievement.

In the meta-analysis done by Waters and Marzano (2005) of the studies on district leadership and student achievement, five factors were found to have a positive correlation to student achievement. These are in this order: (1) collaborative goal-setting process (2) nonnegotiable goals for achievement and instruction (3) board alignment with and support of district goals (4) monitoring the goals for achievement and instruction (5) use of resources to support the goals for achievement and instruction. (Taylor, 2010, p. 2)

Among the critics of the second-order change theory, Heifetz (1994) noted that there were really no resolutions to a number of problems, (e.g., poverty, low performing schools, prejudice). He observed that there was no obvious response from an organizational point of view that could solve these problems.

Marzano et al. (2005) wrote, “Perhaps the most revealing aspect of our factor analysis is that some responsibilities are negatively affected by second-order change. These responsibilities are the following: (a) culture, (b) communication, (c) order, (d) input” (p. 5). Fullan (2001) noted that

The more accustomed one becomes to dealing with the unknown, the more one understands that creative breakthroughs are always preceded by periods of cloudy thinking, confusion, exploration, trial and stress; followed by periods of excitement, and growing confidence as one pursues purposeful change, or copes with unwanted change. (p. 17)

Theories in Practice

These behaviors are supported by Sergiovanni’s (1994) belief that schools are now built as a community rather than an organization, which will require less direct authority and decision making, and more collaboration and professionalism. The communities are built around interdependent relationships. They are bound together by concepts, images, and values with a shared vision (Sergiovanni, 1994). The shift of the traditional, forceful leadership role would be advantageous for building community and higher interdependence. Sergiovanni (1992) stated, “Instead of paying at least equal attention to providing substitutes for leadership. The more successful we are in providing these substitutes, the more likely it is that teachers and others will become self-managing” (p. 41). The leadership tasks of the school principal and the superintendents become vastly different when they are focused away from compliance. One of the paradigm shifts called to light by Sergiovanni is the concept of urgency of leadership in the school setting. He posited that once professionalism is a strong force in the school setting the leadership tends to become less urgent and more of a natural process. He stated,

When this happens, superintendents and principals can spend less time trying to figure out how to push and pull teachers toward goals and more time dealing with the issues of

teaching and learning and ensuring financial, moral, political, and managerial support for the school. (Sergiovanni, 1992, p. 41)

Those higher in the hierarchy are presumed to know more about teaching, learning, and other matters of schooling than those lower, and thus each person in a school is evaluated by the person at the next higher level. Not only does the metaphor encourage us to presume that hierarchy equals expertise, it encourages us to assume that hierarchy equals moral superiority. (Sergiovanni, 1994, p. 216)

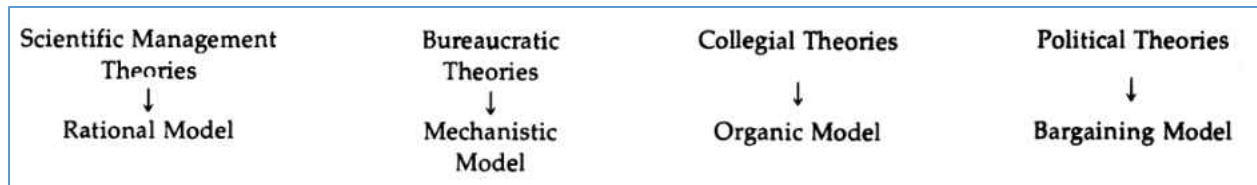
The moral decision making of the principal becomes a factor when accountability for the success of the school building is their main responsibility. Though initially organizations are creatures of people, they tend over time to become separated from people, functioning independently in per suit of their own goals and purposes. Each person acts separately in negotiating a settlement with the organization itself that best meets her or his needs. Self-interest is assumed to be the prime motivator in these negotiations. (Sergiovanni, 1994, p. 217)

Sergiovanni established several models for the principal role; rational, mechanistic, organic, and bargaining.

Models determine what problems are critical for a particular profession and provide the practitioner with a theoretical framework for understanding and dealing with problems. This analysis should help principals to use the models as alternative lenses, each highlighting different aspects of practice. (Sergiovanni, 1979, p. 12)

These models create a framework for the decision making process of school building principals.

Figure 2 depicts the four decision making models used by Sergiovanni to describe aspects of practice used by school principals. Each of the models are based on separate theories, but no one theory or leadership practice can be used in isolation.



Source. Sergiovanni, 1979

Figure 2. Principals' Decision Making Models

When describing the rational model, Sergiovanni utilized Fredrick Winslow Taylor's scientific management theory. As cited by Sergiovanni, Taylor (1911) suggested four principles which established the framework for scientific management theory.

The first was to replace intuitive, or idiosyncratic methods of doing the work of the organization with a scientific method based on observation and analysis to obtain the best cost-benefit ratio. Second, to scientifically select the best person for the job and train him thoroughly in the tasks and procedures he is to follow. Third, 'heartily cooperate with the men' to ensure that the work is being done according to established standards and procedures. Fourth, divide the work of managers and workers so that managers assume responsibility for planning and preparing work and for supervising. (Sergiovanni, 1979, p. 13)

With this model,

efficiency was to be maximized by defining objectives and outputs clearly, by specializing tasks through division of labor, and cone the best way is defined, by introducing a system of controls to ensure uniformity and reliability in workers' tasks and to ensure standardization of product. (Sergiovanni, 1979, p. 14)

The mechanistic model uses the bureaucratic theories of Max Weber. This theory is based on the premise that,

The organization should have a well-defined hierarchy of authority with jobs and offices defined with reference to jurisdiction and location; a division of work based on functional specialization; a system of rules which spell out the rights and responsibilities of workers; a system of procedures for dealing with categories of activities within areas of responsibility; relationships characterized by impersonality; and reward structure based on technical competence. (Sergiovanni, 1979, p. 14)

This theory takes the personalization out of the decision making process and the leader decides how each part of the organization can be best utilized to accomplish the goals of the organization.

The third theory, collegial theory, describes the organic model which has a deeper focus on the human aspect of decision making and the needs of those within the organization. The basis of this theory comes from the study conducted by researchers Roethlisberger and May who in the Hawthorne studies, proved that “changes in physical job conditions did not result in increased production but rather such increases seemed to result in changed social conditions of the workers. Changes in worker motivation and satisfaction were most often credited with increased production” (Sergiovanni, 1979, p. 15).

Human resources theorists agreed with earlier writers about the dehumanizing aspects of scientific management and bureaucracy particularly with reference to loss of meaning in work. But this loss was not attributed to neglect of man's social needs as much as man's inability to use his talents fully. Certainly lower order needs were not to be denied but man's capacity for growth and challenge were the needs which received the greatest attention by human resources theorists. (Sergiovanni, 1979, p. 16)

“Collegial theories and the organic model of administration place a great deal of emphasis on autonomy, inner direction and the desire for maximum self-development at work” (Sergiovanni, 1979, p. 16).

The final model that is used to for principal decision making is the bargaining model using political theories.

Four critical emphases distinguish political theories and their bargaining model from their predecessors.

1. Whereas each of the other views were primarily concerned with forces, events and activities internal to the school as an organization, political theories are concerned with the dynamic interplay of the organization with forces in its external environment.
2. Whereas the emphasis in other views is on the administration of policy decisions, the emphasis in political theories is on policy development.

3. Whereas the other views sought to suppress, program, gloss-over or resolve conflict, in political theories conflict is considered as both natural and necessary.
4. Whereas each of the other models assumes norms of rationality in decision-making, political theories are not based on such norms. (Sergiovanni, 1979, p. 17)

This model is focused on how the relationships interplay with one another and how it is impacted by and from the environment.

Further, the notion that educational administrators typically have little control over these forces and at best play a brokerage role in the development of goal consensus is central. For these reasons, analysis of goal development and building coalitional strategies for gathering and holding together sufficient support for goals are far more central to political thinking than mere implementation. (Sergiovanni, 1979, p. 17)

These four models describe the decision making models of organizational leaders. School principals may find themselves using multiple theories dependent on the environment and needs of their organization.

Summary

The interplay between the feedback, the role of the principal supervisor and the decision making theories of the school principal cannot be analyzed in isolation. Researchers have continuously revealed that the demands of leaders are multifaceted and can be dependent on many variables. Accountability and evaluation have many requirements of students, teachers, and school principals. The role of the superintendent has evolved with the demands of the school districts and of the instructional leaders to perform at higher levels every year. The decision making process of principals has also evolved over time to move from organizational thinking to community thinking to meet the changing needs of the school as an organization. The literature reviewed in this chapter supported the rationale for conducting this study.

CHAPTER 3 METHODOLOGY

Introduction

The intent of this study was to determine the quality of narrative feedback given to school principals as it relates to outcomes in school improvement depicted in the four pillars of principal responsibility: student achievement, school climate, and fiscal responsibility as well as the alignment of teacher performance. Building on effective feedback literature and research, the researcher looked for the relationships and alignment between district supervisor narrative feedback to school principals and the four pillars of principal responsibility in order to build the leadership capacity of school principals. Based on the results of this study, school districts may draw information to shape the quality of feedback offered to school principals.

Findings from this study may assist both school leaders and school leader evaluators in the future, as school districts can use the information from this study to help guide the process of providing actionable and meaningful feedback to school leaders. Additionally, higher education institutions can also help future district level administrators and evaluators develop effective feedback measures to improve the leadership of school principals. Finally, this study was conducted to add valuable information to the body of knowledge regarding principal evaluations and actionable feedback. The information gathered from this study should advance the understanding of the impact of quality feedback as it relates to increasing the performance of school principals and school performance. Five research questions guided the research.

Research Questions

1. What is the frequency for each level of narrative feedback provided by district supervisors to elementary school principals?
2. What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement?

H₀₁. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes.

3. What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate?

H₀₂. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate.

4. What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and the annual school financial audit report?
5. What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?

Population and Sample

The population for this study included school principals from 122 elementary schools serving grades K-5 in a large school district in Florida. Schools included in the study met the

following criteria: (a) earned a school grade from the FDOE, (b) used the Marzano School Leader Florida Model, (c) used the Marzano Teacher Evaluation model, (d) received an internal funds audit, and (e) received an AdvancED Stakeholder survey score. The 122 principals included in the study all led traditional kindergarten through fifth-grade elementary schools from a large urban school district in Florida. Private, charter, and virtual schools, along with K-8 public schools and secondary schools within the school district were not included in the study. Data gathered from the population were analyzed to determine the relationship between the district supervisors' narrative feedback to school principals and the relationship it had on the four pillars of principal responsibility.

Instrumentation and Sources of Data

Following are descriptions of the sources of data used in the study. Data were collected from public databases and requested from the school district in the study.

The Marzano School Leadership Evaluation Model

The Marzano School Leadership Evaluation Florida Model online platform was first used by the school district to evaluate school principals during the 2014–2015 school year. District supervisors used the Learning Sciences International online platform to provide school principals with narrative feedback and evaluation ratings on their performance.

The Marzano School Leadership Florida Model consisted of 26 elements categorized into five domains. Domain 1: *A Data-Driven Focus on Student Achievement*, ensures that the school as a unified whole, as well as individual teachers, has a clear focus on student achievement guided by relatively and timely data. Domain 2: *Continuous Improvement of Instruction*,

ensures that the school as a whole, as well as individual teachers, perceives teacher pedagogical skill as one of the most powerful instruments in enhancing learning and are committed to enhancing those skills on a continuous basis. Domain 3: *A Guaranteed and Viable Curriculum*, ensures that the school curriculum is designed to optimize learning for all student and that all teachers follow the curriculum. Domain 4: *Communication, Cooperation and Collaboration*, ensures that teachers/staff have and engage in opportunities to address issues critical to the optimal functioning of the school and operate as a cohesive team. Domain 5: *School Climate*, ensures that all constituents perceive the school as a positive and well-functioning. (Learning Sciences 2012). Each of the domains include three to six elements which describe the aspect of school leadership to be monitored by principal supervisors. The full evaluation tool can be referenced in Appendix C.

The school district area superintendents or their designees conducted the principal evaluations. Principals could earn ratings in one of five categories throughout the school year as their assessing supervisors observed them satisfying the desired effect of the element. The ratings were: Not Using, Beginning, Developing, Applying, and Innovating. Evaluators used a list of suggested evidences for each rating category and descriptors for the category as rubric for earned ratings. The developmental ratings of performance are shown in Table 6. The use of the strategy called for in the element is more evident as it moves along the continuum of the scale. Not Using would mean the principal displayed little or no use of the strategy. The developing rating would be earned if a principal demonstrated evidence of the implementation of correct use of the strategies. According to the school district procedure manual, if all the key constructs of the particular element are present, the school leader would be rated at the developing level. The

manual also instructs that “ratings should not be given at the highest levels of the scale, applying and innovating, unless the criteria have been met at the developing level” (School Leadership Evaluation Model Procedures Manual, 2015, p. 5). To earn the highest rating on the scale evidence of implementation of the correct use of the strategies and monitoring for evidence of effectiveness in relationship to the desired effect and an adjustment to increase the effectiveness of the strategy.

Table 6

Developmental Principal Ratings: Marzano School Leader Evaluation Florida Model

Rating	Description of Rating
Not Using	Little or no evidence of the strategy being used
Beginning	Strategy attempted but either not accurately or not completely
Developing	Evidence of implementation of correct use of the strategies
Applying	Evidence of implementation of the correct use of the strategies + monitoring for evidence of effectiveness in relationship to the desired effect
Innovating	Evidence of implementation of the correct use of the strategies + monitoring for evidence of effectiveness in relationship to the desired effect + an adjustment to increase the effectiveness

Source. Marzano, 2015

Each developmental rating earned a unique point value dependent on the awarded rating. Not Using rating received 0 points, Beginning rating received 1 point, Developing rating received 2 points, Applying rating received 3 points, and Innovating received 4 points towards

the total evaluation rating. Common practice included a beginning rating, mid-point rating, and final evaluation rating. Along with the ratings for each element, principals could receive narrative feedback on each element at least three times throughout the year. For the purpose of this study, these narrative comments were categorized in one of the seven levels of feedback, (i.e., no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback). School principals in the school district that was the target of this study received ongoing feedback throughout the school year and received a final and comprehensive evaluation score at the end of the school year.

The Marzano Leadership Model was the subject of a reliability and validity study in 2004.

A sixty-eight-item survey was constructed for the model and ASCD distributed it. An initial reliability and validity study was conducted in 2004 (Marzano, 2004). Using a sample of more than 2,400 teachers who were asked to rate their principals' behaviors relative to the elements of the model, alpha coefficients were computed that ranged from .56 to .75, along with a split-half reliability of .91 for the entire instrument. To establish construct validity, a factor analysis was conducted indicating support for the various factors in the model. (Marzano, 2014, p. 9)

The factors generated by the model included a guaranteed and viable curriculum, challenging goals and effective feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism.

The Marzano Evaluation Model includes a narrative feedback component as required in the State of Florida, i.e., State Board of Education Rule 6A-5.030-Instructional Personnel and School Administrator Evaluations (2011) which required the following: Processes for providing feedback to the individual being evaluated, including a description of how the feedback will be

timely and will promote the continuous quality improvement of professional skills, and how results from the evaluation system will be used for individual professional development.

Pillars of Principal Responsibility

In this study, the researcher selected four pillars of principal responsibility that align with domains outlined in the Florida Principal Leadership Standards. The four pillars addressed in this study are outlined in Table 7.

Table 7

Alignment of Pillars of Leadership Responsibility and Florida Principal Leadership Standards

Identified Pillar	Florida Principal Leadership Standards
1. Student Achievement	Domain 1: Student Achievement under Standard 1(b) Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.
2. School Climate	Domain 4: Professional and Ethical Behavior under Standard 10 (c) Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.
3. Fiscal Management	Domain 3: Organizational Leadership under Standard 8 (d) states the principal is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.
4. Teacher Effectiveness	Domain 2: Instructional Leadership under Standard 4 (b) evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.

The first pillar, student achievement is addressed in the Florida Principal Leadership Standards Domain 1: Student Achievement under Standard 1 (b) Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state (Rule 6A-5.080). Student achievement for this study was determined by the Florida Department of Education school grade points earned. During the 2014-2015 school year, elementary school grades were composed of proficiency scores on the English Language Arts Florida Standards Assessment, Mathematics Florida Standards Assessment, and the FCAT Science 2.0 assessment. This criterion was selected to determine student achievement based on the state requirement that every school in the study administer the statewide FSA and FCAT exams and therefore the results would provide a standardized measure of student achievement. This pillar was analyzed using the narrative comments from the Marzano School Leadership Florida Model Domain 1: A Data Driven Focus on Student Achievement, Element 1: The school leader ensures high expectations with measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

School climate as the second pillar of principal responsibility, is addressed in the Florida Principal Leadership Standard Domain 4: Professional and Ethical Behavior under Standard 10 (c) Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community (Rule 6A-10.080). The study used the 2014 -2015 AdvancED Parent, Staff, and Student Stakeholder surveys to determine the school climate. This pillar was analyzed using narrative comments from the

Marzano School Leadership Florida Model Domain 5: School Climate, Element 3: The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment, and Domain 5: School Climate, Element 4: The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Florida Principal Leadership Standard Domain 3: Organizational Leadership under Standard 8 (d) states the principal is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities (Rule 6A-10.080). As the school leader is expected to oversee the school as a learning institution and a fiscally responsible business organization, the third pillar of principal responsibility used the Summary of Recommendations for Improvements in Internal Control Over Financial Reporting and Compliance with Certain Laws and Regulations to determine the fiscal management of the school finances and responsibility of the school leader. The summary report included several indicators to determine the recommendations for improvement. Indicators include comments repeated from the prior year and an audit of financial records in the six audit categories; Cash Receipting, Cash Disbursements, Fundraisers, Journal Entries, Extended Day, and General Procedures. The third pillar was analyzed using narrative comments from the Marzano School Leadership Florida Model Domain 5: School Climate, Element 5: The school leader maximizes the impact of the school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal,

operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

The fourth pillar used for the study, teacher effectiveness, included one-year student growth (VAM) score, and the Professional Improvement Plans utilized at each school. This is addressed in the Florida Principal Leadership Standards Domain 2: Instructional Leadership under Standard 4 (b) evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction (Rule 6A-10.080). The fourth pillar was analyzed using narrative comments from the Marzano School Leadership Florida Model Domain 2: Continuous Improvement of Instruction, Element 4: The school leader ensures that the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Evaluation Feedback Rubric

The evaluation feedback rubric used to categorize the narrative feedback issued to school principals in this study was designed by Rafalski in 2015. The rubric was designed to identify the quality of feedback issued to classroom teachers. Because the rubric had been previously used with the teacher Marzano evaluation tool, the researcher wanted to extend the use of the rubric to the Leadership evaluation tool. The seven levels of feedback measure the type of feedback issued through narrative observations responses of supervisors. Table 8 reveals the rubric categories and the point value assigned to each category for the descriptive analysis. The

seven levels of the rubric were unrelated in this study and therefore did not represent ordinal values.

Table 8

Levels of School District Supervisors' Feedback to Elementary School Principals

Level	Category	Descriptors
1	No Feedback	The observer provides no opinion in the comment section of the protocol.
2	Unrelated feedback or General Statement	The observer gives some information in the comment section but it is not relevant to the element or meaning cannot be interpreted.
3	Recount or Observation Events	This could include a narrative of what the teacher and students were doing during the observation, general statements of events, or notes the observer took to justify the rating given. In some instances, the observer included statements to support the effectiveness of a strategy.
4	General Affirmation or Praise Statement	The observer either leaves a single word or phrase to indicate approval or adds a complement to the end of a recount of observation events.
5	Reflective feedback or Reflective Question	The observer asks the teacher to think about their practice or a specific element in either a general or specific way.
6	Standardized Feedback	The observer uses the cut and paste option in the protocol to leave systematized feedback.
7	Specific targeted feedback	The observer leaves differentiated and meaningful statements intended to improve the impact of an instructional strategy.

Source. Rafalski, 2015

The rubric involved the following: (a) levels of feedback alignment where 1 = no feedback, 2 = unrelated or mismatched feedback, 3 = recount of observation events, 4 =general

affirmation or praise statement, 5 = reflective feedback, 6 = standardized, rote or paraphrased feedback, or 7 = specific targeted feedback for improvement. The following rubric and accompanying definitions were used to gather data on the levels of narrative feedback issued to school principals:

Level 1 – No feedback: The observer provides no opinion in the comment section of the protocol.

Level 2 – Unrelated feedback or general statement: The observer gives some information in the comment section but it is not relevant to the element or meaning cannot be interpreted.

Level 3 – Recount of Observation Events: This could include a narrative of what the [principal] was doing during the observation, general statement of events, or notes the observer took to justify the rating given. In some instances, the observer included statements to support the effectiveness of a strategy.

Level 4 – General Affirmation or Praise Statement: The observer either leaves a single word phrase to indicate approval or adds a complement to the end of a recount of observation events.

Level 5 – Reflective feedback: The observer asks the [principal] to think about the practice or a specific element in either a general or specific way.

Level 6 – Standardized feedback: The observer uses the cut and paste option in the protocol to leave systematic feedback.

Level 7 – Specific targeted feedback: The observer leaves differentiated and meaningful statements intended to improve the impact of an instructional strategy. (Rafalski, 2015, p. 11)

The researcher coded each narrative comment collected for the five domains analyzed in the study; Domain 1: Element 1, Domain 2: Element 4, Domain 3: Element 3, Domain 4: Element 4, and Domain 5: Element 5. The narrative feedback was then categorized by level according to the rubric in Table 8 for analysis. Descriptive statistics was used to determine overall trends in the type of feedback given to school principals in regards to the four pillars of principal responsibility.

Student Performance Data

Student performance for this study was determined by the school grade points earned as assigned by the Florida Department of Education in the 2014-2015 school year. The 2014-2015 school grade was comprised of three components; the English Language Arts Florida Standards Assessment, Mathematics Florida Standards Assessment, and the FCAT Science 2.0 assessment. Each assessment was worth a total of 100 points, which when combined would equate to the school grade points earned. The points awarded to each school equated to the percentage of third-, fourth-, and fifth-grade students demonstrating proficiency on the English Language Arts Florida Standards Assessment, the percentage of the third-, fourth-, and fifth-grade students demonstrating proficiency on the Mathematics Florida Standards Assessment, and the percentage of fifth-grade students demonstrating proficiency on the Science Florida Comprehensive Assessment Test 2.0. The percentage earned for each component was then added together and divided by the 300 possible points to determine the 2014-2015 school grade. The school grade was assigned using the following scale; A = 62% points or greater, B = 54% to 61% of points, C = 41% to 53% of points, D = 32% to 40% of points, D = 32% to 40% of points, F = 31% of points or less (FDOE). The data reflected the results from the students who were accounted for in the school grade as awarded by the State of Florida Board of Education. These data were retrieved from the Department of Education online database for the 2014-2015 school year.

AdvancED School Climate Surveys

The school climate survey data used for this study were gathered from the AdvancED school climate survey responses from the 2014 -2015 school year. The school district utilized the AdvancED school climate survey review of the 2014 -2015 school year. “Each stakeholder

survey statement is aligned to the AdvancED Standards for Quality Schools and AdvancED Standards for quality school systems; the statements are written to elicit the perceptions students, parents, and staff have on their school’s performance” (AdvancED, 2016, p. 3). The survey was administered both in paper form and online as well as translated versions in Spanish, Arabic, Mandarin, and French Creole. The survey perception statements are arranged in five sections consistent with the order that AdvancED Standards are presented: (a) Purpose and Direction, (b) Governance and Leadership, (c) Teaching and Assessing for Learning, (d) Resources and Support Systems, and (e) Using Results for Continuous Improvement (AdvancED, 2016). According to the Guide to Administering Surveys and Generalizing Survey Results, the parent and staff surveys were designed where,

Each item requests the respondent rate his/her opinion using a five-point scale of ‘Strongly Agree, Agree, Neutral, Disagree, Strong Disagree, and Not Applicable.’ For students in grades K-5, a three-point scale is used with emoticons instead of a numerical scale. (AdvancED, 2016, p. 3)

The student stakeholders were broken in two groups. Early elementary consists of kindergarten through second-grade students, and elementary consists of third- through fifth-grade students.

The validity and reliability studies of the AdvancED surveys were performed by the AdvancED research team. According to the AdvancED research services,

All analyses include the use of both classical test theory approaches (e.g. exploratory and confirmatory factor analysis) as well as Item Response Theory approaches to establish acceptable levels of evidence of reliability and validity of all instruments used and of data collected. (AdvancED Research, 2016, para. 2)

Table 9 contains data related to the validity and reliability tests conducted by AdvancED Research team. Following are the numbers of students (500,090), parents (606,722), and staff (313,971) upon whom the figures were based. There were several tests of reliability and validity

conducted for the AdvancED survey in the process of its development involving students, parents, and staff.

Table 9

Validity and Reliability of the 2014-2015 AdvancED Climate Survey

Descriptor	Students	Parents	Staff
Reliability	.49	.92	.94
Validity -GFI	.95	.855	.7822

Note. GFI = Goodness of Fit Index

Financial Audit Reports

The financial audit reports used for this study were obtained from the school district’s annual Internal Funds financial statement conducted by Carr, Riggs, & Ingram, CPAs and Advisors. These data were retrieved from the school district’s public website as a subsection of the school board reports. Each school in the study received a financial audit of the school’s internal funds for the 2014 – 2015 school year. The audit report included supplemental schedules for each school within the district, as well as a Summary of Recommendations for Improvements. The supplemental schedules included teacher supplements paid for extracurricular activities, clubs, and courses.

The Summary of Recommendations for Improvements included reviews from the previous year and comments from the current year. Exceptions within the Summary of Recommendations for Improvement included: general procedures, cash receipts, fundraisers and admission events, extended day funds, journal entries, and cash disbursements. An audit

received exception notes for general procedures if the balance of the internal funds appeared to be excessive at the end of the year relative to the school's activity for the year, or if lost textbook monies were not forwarded to the district office by the end of the year. A principal received an exception for cash receipts if the official receipts did not have any supporting documentation for events such as book fair collection or if monies collected from outside the main office were not turned in to the bookkeeper by the following day. Miscellaneous deposits made to the principal's discretionary account were also noted as an exception as receipts to be recorded in the principal discretionary account are those donations that specifically state that they are to be used at the principal's discretion. Cash disbursements earned an exception if requisition and purchase order forms were completed after the goods and services were purchased or a purchase order register could not be located. Requisition and purchase orders not being dated by the principal also earned a noted exception. Another category of exceptions was Fundraising. If a sales report was not completed for any fundraising activity, or if a request for fundraising activity form was approved after the start date of a fundraiser, the school principal received an exception under the fundraising category. Exceptions were issued under Extended Day if tuition and tuition balances were not forwarded to the district office or lock box key holders did not sign the extended day deposit record. The last category that resulted in noted exceptions was Journal Entries. A Journal Entry exception was noted if the journal entry was not signed by the principal or reflected improper recording of account transfers.

Teacher Evaluation & Performance

The researcher reviewed instructional Professional Improvement Plans and Student Growth (VAM) scores to establish teacher effectiveness. The 2014-2015 student growth score

was determined by the student scores earned from the Florida Standards Assessment (FSA) English Language Arts assessment. During the 2014-2015 school year, the state of Florida transitioned from the Florida Comprehensive Achievement Test to the Florida Standards Assessment. Teachers earned one of the following ratings for their final evaluation performance: Highly Effective – 4.0 rating, Effective – 3.49 rating, Developing/Needs Improvement – 2.39, Unsatisfactory – 1.49. This study considered teachers who earned a rating of 1.49 – Unsatisfactory to be the lowest performing teachers. The one-year state-issued student growth score (VAM) was used to determine the lowest performing teachers from each school. Teachers on instructional Professional Improvement Plans at each school were selected to determine which principals' narrative feedback comments would be analyzed for the purpose of determining alignment of the district supervisor narrative comments to teacher performance.

Data Collection

The preliminary steps of obtaining approval from the selected school district and from the Institutional Review Board at the University of Central Florida were completed in the spring of 2017. Once the population was identified, the following data were collected to complete the study, (a) principal narrative evaluation data, (b) school grade points earned data, (c) AdvancED stakeholder survey response data, (d) annual internal financial audit reports, (e) instructional Professional Improvement Plan data, and (f) student growth score (VAM) and rating data.

The narrative evaluation comments issued to each elementary school principal in the school district from each of the five elements from the Marzano School Leadership Evaluation - Florida Model from the 2014-2015 school year used in the study were obtained through a public record request from the school district. The five elements from the Marzano School Leadership

Evaluation used in the study included the following: (a) Domain 1: Element 1 – The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school, (b) Domain 2: Element 4 – The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data, (c) Domain 5: Element 3 –The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment, (d) Domain 5: Element 4 – The school leader ensures that the students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy, (e) Domain 5: Element 5 – The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

The student performance in this study was determined by the 2014-2015 FDOE school grade points earned. The school grade points earned for each school in the population were collected from the Florida Department of Education online school grade database. This database was accessed through the Florida Department of Education website.

The Carr, Riggs, & Ingram, CPA and Advisors' annual financial statements of internal fund reports for each of the schools in the study were accessed through the school district's school board webpage on the school district website. The AdvancED annual climate survey results from each of the stakeholder groups (parents, students, staff, and community) were also accessed from the school district website. The state-issued one-year VAM scores by teacher for the 2014-2015 school year from each elementary school in the target school district were requested from the school district through a public records request along with the number of elementary teachers on Professional Improvement Plans for each elementary school in OCPS district from the 2014-2015 school year.

Data Analysis

This study used a mixed-methods analysis to determine the relationship between the quality of feedback to school principals and the four pillars of principal responsibility framework for data analysis. Quantitative analysis for this study included the use of descriptive statistics and Pearson's r statistical analysis. Qualitative analysis for this study included archival analysis of principal narrative comments and internal audit exceptions. The researcher used the following statistical procedures for data analysis in order to answer each of the research questions in the study.

Research Question 1

What is the frequency by level of narrative feedback provided by district supervisor observers to elementary school principals?

In response to Research Question 1, the data requested from the school district included the narrative feedback written by district supervisors to traditional elementary school principals

for the 2014-2015 school year. These data were a representation of the Marzano School Leader elements that aligned with the four pillars of principal responsibility used in this study. The request for data specified for the narrative comments to be identified by school, domain, and element. The researcher coded the narrative feedback into seven levels using key terms associated with each level as determined by Rafalski (2015). Level of narrative feedback defined as no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback was coded using the rubric previously described. Once the feedback was coded using the descriptors of each level of feedback, the researcher used descriptive statistics to determine the frequency of each level of narrative observation feedback. Descriptive statistics (frequencies) were chosen as the analysis as it gave the researcher the number of occurrences for which principals received each level of feedback from their district supervisors. The frequencies were determined for each level of feedback for each of the five evaluation elements used in the study. The frequencies were further analyzed to determine the trends of the most prominent levels of feedback for each of the five elements used from the Marzano School Leadership Evaluation.

Research Question 2

What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes?

H₀₁. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes.

This research question sought to determine what relationship, if any, existed between the level of feedback provided by district supervisors to elementary school principals and student

achievement as represented by the FDOE school grade points earned. Each school earned 0-100 points in each of three categories; English Language Arts, Math, and Science. The added points from each category determined the earned school grade. Each school could potentially earn up to 300 school grade points. The narrative observation feedback used for this analysis came from Domain 1: Element 1. The element states: Domain 1: A Data – Driven Focus On Student Achievement, Element 1: The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

The frequency for each level of feedback issued to each school principal and school grade points were used to determine the relative occurrence of each level. The coded narrative feedback obtained to respond to Research Question 1 was analyzed using descriptive statistics to determine frequency for each level of feedback. The researcher conducted a Pearson's r statistical analysis to determine the relationship between the narrative feedback frequency at each level of feedback and student achievement outcomes as represented by the FDOE school grade points earned. The researcher used the p value to determine significance. The correlation value r determined the existence, strength, and direction of the relationship between levels of feedback to principals and student achievement.

The prior studies conducted by Rafalksi and Haynes used the Pearson r statistical inference to determine relative occurrence of each level. The researcher considered other statistical analysis for the study but selected the Pearson r analysis as it used two continuous values of frequency and school grade to determine relationship. Other statistical analysis would have required the researcher to assign one single level of feedback to each school in order to

determine the relative occurrence of each level. Thus, Pearson's r test of statistical inference was performed to determine if the correlation coefficient was significantly different from zero at the 0.05 level.

Research Question 3

What relationship exists, if any, between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate?

H02. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate.

This research question sought to determine what relationship exists between the level of feedback provided by district supervisors to elementary school principals and school climate as represented by the AdvancED Stakeholder survey scores. The stakeholders in the survey were identified as parents, staff, early elementary students, and elementary students. The survey score by stakeholder ranged from 0 -5 points for Parents and Staff, and 0-3 points for elementary students and early elementary students. The researcher had to adjust the score values in order to standardize the scores to determine an average school score. Using the least common denominator, the scores were standardized by converting each of the survey scores to a 15 point scale. The narrative observation feedback used for this analysis came from Domain 5: Element 3 and Element 4. The elements state; from Domain 5: School Climate, Element 3: The school leader ensures that faculty and staff perceive the school environment as safe and orderly, and Element 4: The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

The frequency for each level of feedback issued to each school principal from Research Question 1 and the adjusted climate score were used to determine relative occurrence of each

level. The researcher conducted a Pearson's r statistical analysis to determine the relationship between the frequency of each level of narrative feedback and the stakeholders' perceptions as represented by the AdvancED Stakeholder survey scores. For this research question the researcher also used the p value to determine significance, and the correlation value r determined the existence, strength, and direction of the relationship between levels of feedback to principals and school climate. Statistical inference was conducted to determine if the correlation coefficient was significantly different from zero at the 0.05 level.

Research Question 4

What alignment exists between the level of feedback from district supervisors' narrative observation feedback to elementary principals and fiscal management?

This research question sought to determine if an alignment existed between the level of feedback provided by district supervisors to elementary principals and the principals' financial management through the school internal finance audit exceptions. The narrative observation feedback used for this analysis came from Domain 5: Element 5. The element states; Domain 5: School Climate, Element 5: The school leaders manage the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students. The annual audit report was analyzed for noted exceptions in each of the six audit categories; general procedures, cash receipts, fundraisers, extended day funds, journal entries and cash disbursements. The narrative feedback was also analyzed for themes. Themes were determined by the main idea or topic addressed in the narrative feedback. If the narrative comment included more than one topic/theme, the researcher coded the narrative feedback under each theme. The themes were not pre-determined by the researcher, but emerged

as the narratives were analyzed. These themes and/or patterns were then compared to the themes that were noted in the internal audit report to determine if there was an alignment between the feedback offered to school principals and the themes and/or patterns found in the internal finance audit report.

The researcher conducted an extended analysis of schools that received more than ten noted exceptions and were therefore required to have an additional mid-year audit review. The review examines if corrections were made to accounting procedures noted in the initial internal audit review. The additional analysis was conducted to determine if an alignment existed between the narrative feedback and the findings from schools included in the mid-year audit review report. The extended analysis was included to determine if comments made to school principals referenced the extended audit review were noted in the narrative feedback.

Research Question 5

What alignment exists between the level of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?

This research question sought to determine if an alignment existed between the level of feedback provided by district supervisors to elementary principals and teacher performance. The researcher analyzed the following data in order to determine the alignment of district supervisors' narrative feedback to elementary principals to teacher performance outcomes, (a) narrative observation feedback issued to school principals, (b) one-year student growth (VAM) scores, (c) number of teachers on instructional Professional Improvement Plans in the school district.

The number of lowest performing teachers were identified at each school using the one-

year VAM (student growth) cut score. Teachers who earned a student growth rating of 1.49 or below were coded as Unsatisfactory and were considered to be the lowest performing teachers in this study. The public records request provided a roster of schools that issued instructional Professional Improvement Plans for the 2014-2015 school year. The researcher compared the number of lowest performing teachers at each school with the number of instructional Professional Improvement Plans issued their school principals. These principals' narratives were analyzed for patterns aligned with levels of feedback and the two main expectations of the Marzano element (a) the school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses and (b) the feedback was based on multiple sources of data and are consistent with student achievement data. Some patterns included: specific actions to take with individual teachers to include Professional Improvement Plans and termination, school wide actions for instruction to include monitoring efforts, and pedagogical suggestions. Domain 2: Continuous Improvement of Instruction, Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data, was used for the analysis. The findings were then analyzed to determine if an alignment exists between narrative feedback comments and teacher performance.

Summary

In this chapter, the methods used to conduct the study were explained through the description of the population, instrumentation, sources and collection of data, as well the procedures for data analysis. Chapter 4 will the analysis of data and the disposition for each research question in this study.

CHAPTER 4 ANALYSIS OF THE DATA

Introduction

This study was initiated to investigate the quality of district supervisor narrative feedback to school principals and the relationship to the four pillars of principal responsibility in order to build the capacity of school based principals. The purpose of this study was to analyze the quality of narrative feedback by district supervisors to principals as it related to student achievement, school climate, and fiscal responsibility as well as the alignment of teacher performance to determine if there was a relationship between the type of narrative feedback and the outcomes in school improvement. This chapter presents the results of the data analysis for the five research questions which guided the study.

Data Analysis for Research Question 1

What is the frequency of the level of narrative feedback provided by district supervisors to elementary school principals?

The first research question examined the frequency for each level of narrative feedback offered to principals from their supervisors. The narrative feedback was categorized into domains and elements as shown in Appendix C. Each of the narrative comments were then coded using the quality of narrative feedback scale as designed by Rafalski (2015). Descriptive statistics were used to determine the frequency of each level of feedback for each of the elements in the principal evaluation model used in this study.

Table 10 indicates the frequency of each level of narrative feedback issued to the study population. Of the 1,811 narratives included in this study, 532 (29%) included no feedback. There were 104 (6%) that included unrelated feedback. Of the narratives coded, 578 (32%) were

a recount of events. There were 64 (4%) that included general affirmations or praise. Reflective feedback was found in 53 (3%) of the narrative comments. There were 46 (3%) narrative comments with standardized feedback. Of the 1,811 total comments, 434 (24%) had specific targeted feedback. Level 3 recount of events was the most frequent level of feedback given to elementary school principals by their supervisors. The least frequent level of feedback issued to principals was Level 7 standardized feedback.

Table 10

District Supervisors' Feedback to Elementary School Principals: Marzano Leadership Elements

Level	Feedback Types	<i>f</i>	% of Total Feedback
1	No feedback	532	29
2	Unrelated feedback	104	6
3	Recount of observation events	578	31
4	General affirmations (praise)	64	4
5	Reflective feedback	53	3
6	Standardized feedback	46	3
7	Specific targeted feedback	434	24
	Total	1,811	100

Table 11 displays the level of feedback provided for each element analyzed in this study. Of the 1,811 narrative comments coded in the study, 367 (20%) were from Domain 1: Element 1; 363 (20%) were from Domain 2: Element 4; 362 (20%) were from Domain 5: Element 3; 360 (20%) were from Domain 5: Element 4; and 359 (20%) were from Domain 5: Element 5. The tables displays the most common levels of feedback offered to school principals for each domain: Domain 1: Element 1- Level 3 recount of observation events 149 (41%), Domain 2: Element 4 – Level 7 specific targeted feedback with 158 (44%) comments, Domain 5: Element

3 - Level 1 no feedback with 120 (33%) comments, Domain 5: Element 4 – Level 1 no feedback with 132 (37%) comments and Domain 5: Element 5 – Level 3 recount of observation events with 131 (36%).

The least common levels of feedback for each element can also be seen in Table 12. The least common level of feedback for each element were: Domain 1: Element 1 - Level 5 reflective feedback with 7(2%) comments; Domain 2: Element 4 – Level 6 standardized feedback with 3 (1%) comments; Domain 5: Element 3 - Level 6 standardized feedback with 0 (0%) comments; Domain 5: Element 4 – Level 4 general affirmations (praise) and Level 5 reflective feedback, both having 11 (3%) comments; and Domain 5: Element 5 – Level 5 reflective feedback with 6 (2%) comments.

Table 11

District Supervisors' Feedback to Elementary School Principals: Marzano Leadership Elements by Domain and Element

Domain and Element	<i>f</i>	% Total Feedback
D1: E1 The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.		
Level 1 No feedback	67	18
Level 2 Unrelated feedback	13	3
Level 3 Recount of observation events	149	41
Level 4 General affirmations (praise)	13	4
Level 5 Reflective feedback	7	2
Level 6 Standardized feedback	17	5
Level 7 Specific targeted feedback	101	27
Total	367	100
D2: E4 The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.		
Level 1 No feedback	94	26
Level 2 Unrelated feedback	13	3
Level 3 Recount of observation events	79	22
Level 4 General affirmations (praise)	1	0
Level 5 Reflective feedback	15	4
Level 6 Standardized feedback	3	1
Level 7 Specific targeted feedback	158	44
Total	363	100
D5: E3 The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.		
Level 1 No feedback	120	33
Level 2 Unrelated feedback	23	6
Level 3 Recount of observation events	121	33
Level 4 General affirmations (praise)	21	6
Level 5 Reflective feedback	14	4
Level 6 Standardized feedback	0	0
Level 7 Specific targeted feedback	63	18
Total	362	100

Domain and Element	<i>f</i>	% Total Feedback
D5: E4 The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.		
Level 1 No feedback	132	37
Level 2 Unrelated feedback	35	10
Level 3 Recount of observation events	98	27
Level 4 General affirmations (praise)	11	3
Level 5 Reflective feedback	11	3
Level 6 Standardized feedback	18	5
Level 7 Specific targeted feedback	55	15
Total	360	100
D5: E5 The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.		
Level 1 No feedback	119	33
Level 2 Unrelated feedback	20	6
Level 3 Recount of observation events	131	36
Level 4 General affirmations (praise)	18	5
Level 5 Reflective feedback	6	2
Level 6 Standardized feedback	8	2
Level 7 Specific targeted feedback	57	16
Total	359	100

Data Analysis for Research Question 2

What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement?

H01. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes.

The second research question examined the relationship between the levels of narrative feedback and student achievement. In order to determine if there was a relationship between the level of feedback and student achievement outcomes, the categorized feedback from Domain 1: Element 1-The school leader ensures high expectations with measurable learning goals are

established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school, was disaggregated by frequency for each level of feedback for each school principal. The frequencies were then compared to the school grade points earned using a Pearson's r statistical analysis. The correlational value determined the existence, strength, and direction of the relationship. School grade points were used as the dependent variable because student achievement was defined in this study as the total school grade points earned as awarded by the FDOE for proficiency on the Florida Standards Assessments in English Language Arts, Mathematics and the Florida Comprehensive Assessment Test for Science.

Table 12 depicts the frequency of levels of feedback given to school principals from Domain 1 - Element 1: The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school. In descending order, the most common level of feedback for Domain 1 - Element 1 was recount of observation events with 148 (41%) of the total comments, specific targeted feedback with 97 (27%) of the total comments, and No Feedback in 60 (17%) of the comments. Standardized feedback was coded for 17(5%) of the comments, general affirmations were coded for 16 (4%) of the comments, unrelated feedback was coded for 13 (4%) of the comments, and the least coded level was reflective feedback with seven (2%) of the comments receiving that level of feedback.

Table 12

District Supervisors' Feedback to Elementary School Principals: Domain 1 - Element 1

Level	Feedback Types	n	% of Total Feedback
1	No feedback	67	18
2	Unrelated feedback	13	4
3	Recount of observation events	149	41
4	General affirmations (praise)	13	4
5	Reflective feedback	7	2
6	Standardized feedback	17	5
7	Specific targeted feedback	101	28
	Total	367	100

Note. Domain 1 - Element 1: The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

In order to determine the relationship between the levels of narrative feedback and the school grade points, the researcher performed a Pearson’s r statistical analysis using the frequency of each level of feedback and the school grade points. The frequency of feedback from each school was analyzed to determine the correlational value for each level of feedback. According to Steinberg (2015), “Strength is expressed from .00 to 1.00. the higher the numerical value (regardless of sign), the stronger the relationship” (p. 422). This study used Steinberg’s guidelines for correlational measures on effect size: small effect = less than .25, medium effect = .25 - .40, and high effect = .40 or more (Steinberg, 2015).

Table 13 displays the significance of the relationship between the frequency of each level of feedback and the school grade points. There were two statistically significant relationships found between the frequency of the level of feedback and the school grade points earned. Level 1 feedback – where no feedback was issued to the school principal, had a positive relationship; $r(122) = +.183, p < 0.05$. Because the correlational value was less than .4, the researcher

determined there was a slight relationship or a relationship of little value. This is to say that although there was an identified relationship, it was not a very strong one. However, because the relationship was positive, it meant that higher school grade points were more evident in schools that received more Level 1 feedback. Level 2 feedback - where unrelated feedback was issued to the school principal had a negative relationship; $r(122) = -.178, p < 0.05$. Because the correlational value was also less than .4, the researcher determined there to be a slight relationship or relationship of little value between Level 2 feedback and school grade points. That is to say that the relationship identified between school grade points and Level 2 feedback was negative and not very strong. Schools with lower school grade points showed more evidence of receiving Level 2 – unrelated feedback. For all other levels of feedback, the null hypothesis was accepted as there was not a significant relationship between the frequencies of levels of feedback and the school grade points earned.

Table 13

Pearson's Correlation for School Grade Points by Feedback Level: Domain 1 - Element 1

Level	Feedback Types	n	r	p
1	No feedback	122	0.183	0.043
2	Unrelated feedback	122	-0.178	0.049
3	Recount of observation	122	-0.003	0.978
4	General affirmations	122	-0.002	0.982
5	Reflective feedback	122	-0.088	0.336
6	Standardized feedback	122	0.003	0.977
7	Specific targeted	122	-0.115	0.208

*Significant at the 0.05 level (2-tailed).

Note. Domain 1 - Element 1: The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

The statistical analysis indicated that there were two significant relationships between the level of narrative feedback issued to school principals and student achievement. There was a positive correlation with a .183 significance between district supervisors giving Level 1 - No Feedback to school principals and school grade points. From this analysis, the researcher determined there was a positive relationship between no feedback and school grade points. This showed that schools that earned higher scores for school grade points would have more frequent Level 1 feedback comments. In contrast, a negative correlation of -.178 was found between Level 2 – unrelated feedback and school grade points. This showed that there was a negative relationship between unrelated feedback and school grade points. The more frequently schools received unrelated feedback the lower their school grade points would appear. The null hypothesis stated that there were no significant relationships between the level of feedback from district supervisors’ narrative observation feedback to elementary principals and student achievement outcomes. Because there were significant relationships found between the levels of narrative feedback given to school principals and student achievement, the null hypothesis was rejected for Level 1 and Level 2 feedback. The null hypothesis was accepted for the other five levels of feedback.

Data Analysis for Research Question 3

What relationship, if any, exists between the frequency of each level of feedback from district supervisors’ narrative observation feedback to elementary principals and school climate?

H02. There are no significant relationships between the frequency of each level of feedback from district supervisors’ narrative observation feedback to elementary principals and school climate.

The third research question analyzed the data to determine the relationship between the level of feedback provided by district supervisors to elementary school principals and school

climate. The data used to determine the school climate was the AdvancED Stakeholder survey scores. The stakeholders surveyed were parents, staff, early elementary students (Grades K-2), and elementary students (Grades 3-5). The survey scores were standardized to measure on a common scale and the average stakeholder survey score for each school was compared to the frequency of each level of narrative feedback for each school from (a) Domain 5: Element 3 – The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment; and (b) Domain 5: Element 4 – The school leader ensures that the students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy. The researcher used a Pearson's r statistical analysis to test the null hypothesis.

Table 14 contains the frequency of levels of narrative feedback to school principals from both Domain 5: Element 3 and Domain 5: Element 4 as they are both reflective of the school climate. The most common level of feedback issued to school principals was no feedback from 251 (34%) of the total comments. The second most frequent level of feedback issued to school principals was Level 3 – recount of observation events from 218 (30%) of the total comments. The two least frequent levels of feedback were Level 6 – standardized feedback from 18 (2%) of the total comments followed by Level 5 – reflective feedback from 25 (3%) of the total comments.

Table 14

District Supervisors' Feedback to Elementary School Principals: Domain 5 - Elements 3 and 4

Level	Feedback Types	f	% of Total Feedback
1	No feedback	252	35
2	Unrelated feedback	58	8
3	Recount of observation events	219	30
4	General affirmations (praise)	32	4
5	Reflective feedback	25	3
6	Standardized feedback	18	2
7	Specific targeted feedback	118	16
	Total	722	99

Note. Domain 5 - Element 3: –The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment; Domain 5 - Element 4: The school leader ensures that the students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy

The researcher conducted a Pearson’s r statistical analysis to determine if a relationship existed between the level of feedback issued to school principals in Domain 5: Element 3 and Domain 5: Element 4. Table 16 describes the statistical significance between the level of feedback and the school climate scores. The researcher determined that there was no significant relationship because there was no correlation coefficient significantly different than zero at the 0.05 level. The null hypothesis posited that there were no significant relationships between the level of feedback from district supervisors’ narrative observation feedback to elementary principals and school climate. The null hypothesis was accepted, as no significant relationships were found between the levels of narrative feedback and the school climate survey scores.

Table 15

Pearson's Correlation for School Climate by Feedback Level: Domain 5 - Elements 3 and 4

Level	Feedback Types	n	r	p
1	No feedback	122	-.101	.269
2	Unrelated feedback	122	-.077	.401
3	Recount of observation events	122	.021	.820
4	General affirmations (praise)	122	-.088	.337
5	Reflective feedback	122	.008	.932
6	Standardized feedback	122	.098	.284
7	Specific targeted feedback	122	-.100	.271
	Total	122	-.166	.068

*Significant at the 0.05 level (2-tailed).

Note. Domain 5 - Element 3: –The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment; Domain 5 - Element 4: The school leader ensures that the students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy

Data Analysis for Research Question 4

What alignment exists between the levels of feedback from district supervisors’ narrative observation feedback to elementary principals and the annual school financial audit report?

In order to answer the fourth research question, the researcher analyzed the exceptions noted in the financial audit to determine if themes or patterns exist in order to determine an alignment between district supervisor narrative comments and fiscal management. The narrative observation feedback from Domain 5: School Climate, Element 5: The school leaders manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students, was analyzed for narrative comments that align with the exceptions noted in the annual internal finance audit report.

The researcher analyzed (a) the six main audit categories, (b) the areas of most frequent feedback in the narrative comments, (c) and the mid-year post internal audit review report. The

main audit categories included; Cash Receipting, Cash Disbursements, Fundraisers, Extended Day, and General Procedures. There were 359 narrative comments from 122 school principal evaluations included in the analysis. All school principals in the study received internal audit reports for their school. Of the 122 school internal audits analyzed, 47,113 (39%) of the schools received zero exceptions on the annual internal finance audit report. The remaining 75 (61%) schools received exceptions noted in at least one of the five main audit categories. Table 16 displays the summary of audit findings in the 2014-2015 internal audit report. The table shows each of the exception categories that could be addressed during an internal audit review. The table also lists the overall number of occurrences reported from each category during the annual audit review as well as the percentage of total exceptions noted in that category. The analysis of the data revealed that the most common exception occurrence was issued for Journal Entries with 143 (41%) noted exceptions. The two least common exception occurrences were noted for Fundraisers with 24 (7%) and Extended Day funds with 22 (6%) of noted exceptions.

Table 16

School District Internal Audit: Exception Occurrences by Categories

Exception Category	Occurrences	% of Total
Cash Receipting	64	18
Cash Disbursements	55	16
Fundraisers	24	7
Journal Entries	143	41
Extended Day	22	6
General Procedures	39	11
Total	347	100

There were 75 schools that received noted exceptions on their annual financial audits. Of the 75 (61%) of schools with reported audit exceptions, seven (9%) received no narrative comments in their narrative evaluations, and 30 (40%) received comments but nothing relative to the financial audit processes at the school site or the annual internal financial audit. These results are displayed in Table 17. The narrative comments from the remaining 38 (51%) schools were analyzed for common themes in regard to the fiscal responsibility of the school leader.

Table 17

Narrative Comments Received: Domain 5 - School Climate, Element 5

Comment Received	Number of Principals Receiving Comments	% of Total
No Comments	7	5
Nothing Relative to Financial Audit	30	24
Relative to Audit	38	51
Total Schools Receiving Audit Exceptions	75	100

Note. Domain 5, School Climate, Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students

The researcher intended to look for common themes among the narrative comments issued from district supervisors to elementary school principals directly related to the school internal audit report. The goal was to find narrative comments aligned with Suggested Guidelines for School Finance Systems (Matthews & Upchurch, 1978). Upon analysis, however, the narrative feedback issued to school principals did not align with either the 10 guidelines for school finance systems or the six financial reporting categories of the internal audit report referenced in Table 17. The researcher therefore had to establish additional themes for the

narrative feedback by analyzing the main subject for each narrative observation comment prior to categorizing each narrative comment using common themes. The narrative comments given to school principals who received audit exceptions were reported separately from those who did not receive exceptions. Findings for each group are presented in the following sections.

Schools with Reported Exceptions on Financial Audit

Table 18 shows the themes identified in the analysis of the narrative comments from schools with noted exceptions in their annual internal audits. Also reported are the numbers and percentages of schools that received comments relative to that theme overall and examples of comments received. Of the 38 schools that received comments, there were nine main themes found in the review of the narrative comments to school principals. Following are descriptions of the nine themes.

Addressed Findings – Narrative feedback comments were categorized under this theme if the supervisor directly addressed findings noted in the internal audit. The supervisor could have mentioned findings overall or specific findings in the internal audit to be included under this theme.

Adhered Timelines – Narrative comments were categorized under this theme if the supervisor commented on the principal’s ability to adhere to fiscal timelines or deadlines. Comments were also included under this theme if the narrative included directives on adhering to timelines or instructions on adhering to district deadlines/timelines.

Inventory Reports – If the narrative comments addressed the fixed inventory or asset report, the researcher categorized the comments under the theme of “Fixed Asset/Inventory Reports.” Narratives were also included under this theme if they mentioned a specific

number or percentage of inventory items that were missing or inventory items that were unable to be located.

General Advice/Directives – This category was used if, in the narrative comments, the researcher found comments that gave general advice for financial or organizational issues. There were also comments that gave directives as to what the principal would be expected to accomplish in the future. The feedback under this theme would have been specific to the fiscal management of the school.

Clean Audit – Narrative comments that directly stated there were not problems or issues with the element were included under this theme. These narratives directly addressed the fiscal management of the school.

Nothing Related – Narratives included under this theme were not directly related to the fiscal management of the school operations. Comments related to the organization of teachers, the school schedule, other resources or extraneous comments were included under this theme.

Praise – When the district supervisor issued comments praising the principal for being fiscal responsible, it was included under the theme of “Praise.” General accolades for fiscal management or extensive experience in this area were also included under this theme.

School Operating Budget – Narratives that addressed the school operating budget were included under this theme. These comments were independent of comments linked to the internal school budget or the school inventory reports.

Standard Feedback – Feedback was included under this theme when the verbiage was a direct quote from Domain 5: Element 5, or a quote of the evidences that could be used for this element. See Appendix E for a list of evidences that would be used to demonstrate this element.

Table 18

Themes Identified in Narrative Comments From Schools With Audit Exceptions: Domain 5 - School Climate, Element 5

Theme	Description	Sample Feedback	Schools	
			N	% of Total
Addressed Findings	Internal audit was mentioned in narrative	One finding on internal audit	1	1
Adhered Timelines	The principal's ability to adhere to timelines	Principal will assist in appropriately planning for the utilization of the school's budget to improve teaching and learning. In addition, principal will manage time with iObservations to make certain they are completed by timelines.	1	1
Inventory Reports	Fixed asset/inventory report reference	100% of fixed assets were accounted for The school is under 1% of locatable fixed assets	12	15
General Advice/Directives	General or specific feedback addressing financial issues	Continue to gain a deeper understanding about fiscal decisions The repeated audit finding did not occur under your leadership. However, be cognizant so it's not a double repeat.	7	9
Clean Audit	Statement addressing no problems with fiscal management	There are no issues in this area. Management, audits, monitoring are all strengths of principal	2	3
Nothing Relative	Feedback did not address fiscal management	Increase of student matrix and maximizes teacher support.	30	38

Theme	Description	Sample Feedback	Schools	
			N	% of Total
Praise	Positive comments about being fiscally responsible	Audits were in successful in the areas of budget and fixed assets Audits have been favorable You are fiscally responsible The school financial audit had many discrepancies; the principal is working diligently in this area	14	18
School Operating Budget	Reference to the school operating budget	Budget/etc....no problems	2	3
Standard Feedback	Verbiage copied from the element description	Manages the fiscal and facility resources to provide instructional support to teachers and staff members.	2	3

Note. Domain 5, School Climate, Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students

As depicted in Table 18, the most common theme was not relevant to school finance. There were 30 (38%) narrative comments given to school principals that were not relevant to school finance or fiscal responsibility. Narrative comments outside of fiscal responsibility were anticipated by the researcher due to the breadth of the requirements called for in Domain 5: Element 5. The researcher anticipated finding comments related to operational and technical resources in the school because those topics were also included in the evaluation element. Given that these comments did not relate to fiscal management or school finance, the researcher categorized them together as unrelated feedback.

Of the relevant, related narrative feedback, the two themes found most often were Praise and Inventory Reports. There were 14 (18%) comments that included praise was:

Last school year, the school's financial audit had many discrepancies; the principal is working diligently in this area. The most current audit has been completed within the last few weeks and the findings show growth in this area. There are no issues with fundraising and the appropriate bookkeeping methods to use.

The second most frequently found theme was the Inventory Report. There were 12 (15%) principal comments that included references to the fixed asset inventory report. Less frequent comments included references to the budget and standardized feedback. There was one comment that referenced findings from the previous audit, and two comments that noted that there were no issues with the internal audit. There were, however, several comments that included specific advice or directives in reference to the internal audits. The seven noted instances of specific advice or directives included comments such as, "Continue to gain a deeper understanding about fiscal decisions," and "Repeated audit findings did not occur under your leadership. However, be cognizant so it's not a double repeat. Solicit input from experienced veterans when making decisions until you become experienced." Additional sample feedback narratives can be found in Appendix D.

There were a total of 207 comments for Domain 5: Element 5. Only 9 comments addressed the topic of the internal audit report. There were 7 comments that complimented principals on having successful audits. This series of comments were grossly misaligned due to the fact that each of the schools had noted exceptions on their internal audit report. There was one comment that addressed the discrepancies of the financial audit report. However, the comment stated: "Last school year, the school's financial audit had many discrepancies; the principal is working diligently in this area" which made the relevance of the comment outdated. There was a reflective question that addressed one of the six audit categories on Extended Day. The comment read, "Consider ways to expand fiscal resources, such as Extended Day." Although the

comment was reflective in nature, it did not directly address the exceptions noted in the internal audit report. Additionally, there was one narrative that addressed the audit in a general statement, “monitored the impact of operations and resources to ensure a supportive learning environment as evidenced through meetings, inventory and audits.” Overall there were no direct comments made by principal supervisors to school principals about the noted exceptions on the internal audit report.

Schools with No Exceptions Reported on Financial Audit

The narrative feedback issued to principals who received noted exceptions contained themes that were slightly different than the themes issued to those principals who did not receive noted exceptions on their financial audit report. The narrative comments from Domain 5: Element 5 were analyzed separately for themes for schools that received zero audit exceptions noted on the internal audit report. The 47 (39%) school principals with no exceptions reportedly received comments in several categories. Table 19 includes the themes that were found when analyzing the narrative comments from the principals who did not receive noted exceptions on their internal audit report. The table also includes the number and percentages of schools that received comments relative to that theme and samples of feedback comments. Of the 42 schools that received narrative comments, there were 10 main themes found in the narrative comments to school principals. Descriptions of themes are as follows:

No Comment – No narrative comment was left for the principal.

Inventory Reports – If the narrative comments addressed the fixed inventory or asset report, the researcher categorized the comments under the theme of “Fixed Asset/Inventory

Reports.” These annual reports are used to maintain record of school property items that are located on school campuses. Narratives were also included under this theme if they mentioned a specific number or percentage of inventory items that were missing or inventory items that were unable to be located.

Praise – When the district supervisor issued comments praising the principal for being fiscal responsible, it was included under the theme of “Praise.” General accolades for fiscal management or extensive experience in this area was also included under this theme.

District Reports to Determine – The district supervisor noted that other district reports would determine the rating earned for this element. The reports referenced in the narrative feedback were not specifically named.

School Operating Budget – Narratives that addressed the school operating budget were included under this theme. These comments were independent of comments linked to the internal school budget or the school inventory reports.

Compliance – The narrative feedback noted that the school was in compliance for the 2014-2015 school year and/or the school met a certain amount of compliance points.

Prior Ratings- The narratives referenced a rating on a prior assessment prior to the 2014-2015 school year.

Deadlines – the narratives included that district deadlines and/or request were met within the allotted timelines.

Clean Assets – The narratives comments on the school principal having a “No findings” on the audit.

Standard Feedback – Feedback was included under this theme when the verbiage was a

direct quote from Domain 5: Element 5, or a quote of the evidences that could be used for this element. See Appendix F for a list of evidences that would be used to demonstrate this element.

The most common theme within the narrative feedback was focused on Inventory Reports. This was addressed in the narrative comments to 10 (8%) school principals. Another common theme in the narrative comments were comments of Praise regarding the principal demonstrating fiscal responsibility. There were seven (5%) school principals who received comments praising them for demonstrating fiscal responsibility. There were also seven (5%) school principals who received comments with praise for being in compliance with budgetary deadlines. There were comments (5, 4%) noting the rating for an element would be determined by the district report at the end of the year and others (4, 2%) noting that the rating would be based on the assessment rating from the prior school year. There were other praise themes that were noted in the narrative comment analysis. Comments were offered for meeting the district deadlines/timelines 3 (2%) and having a clean audit 2 (1%) of comments. The school operating budget was mentioned in 3 (2%) comments in reference to budget and praise for meeting budget comments. Overall there were 5 (4%) of schools that received no comments or feedback in regard to the financial audit, and 9 (7%) that received comments in multiple themes/categories.

Table 19

Themes Identified in Narrative Comments From Schools With no Audit Exceptions: Domain 5 - School Climate, Element 5

Theme	Sample Feedback	Schools with Comments	% of Total
No Comment	No comments left for principal	5	4
Inventory Report	Below 1% in fixed assets (as noted on the inventory reports)	10	8
Praise	Continues to demonstrate fiscal responsibility	7	5
District Reports to Determine	Reports from the district will determine the rating for this element	5	4
School Operating Budget	Review of budget indicated few dollars available for subs and planning days.	3	1
Compliance	Compliance timelines are met in a fiscally responsive manner	7	5
Prior Ratings	Initial rating is based upon final assessment and observations at the school thus far	4	2
Deadlines/Timelines	Principal manages and imposes deadlines on self and the organization that effect the operation of the school.	3	2
Clean Audits	Audits found no errors	2	1
Standard Feedback	The school leader ensures strategic instructional resourcing by managing fiscal, operational, and technological resources		

Note. Domain 5, School Climate, Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students

The researcher found 96 narrative comments related to fiscal responsibilities of the school principal. Of the 96 comments, there were five that directly addressed the internal audit. There was one comment that gave targeted feedback to the school principal. The narrative stated, “Audit results should also continue to be addressed to ensure accountability records and reconciliation procedures in accordance with the School Board policy.” There were two narratives that noted no errors were found in the audit and two narratives that praised the principal for having success or favorable audits.

Extended Analysis of Response Review of Annual Audit

Upon further analysis, three elementary schools were identified as required to receive an audit response review following the initial annual audit. Each of the three school principals received narrative comments in Domain 5: School Climate, Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

School A received five audit comments in the response review of the annual internal audit. The school principal also received four narrative feedback comments throughout the school year. However, there was only one instance where the narrative comments were targeted toward the annual financial audit. The feedback stated “This is an area you need to learn, and have begun through our bookkeeper accountability meetings. Continue to listen, watch, and learn the budget and procedures, until you have a firm understanding...” The researcher coded the feedback as Level 7 – specific and targeted feedback, although it lacked specificity as to how the principal would address the exceptions noted in the audit.

School B also received a mid-year audit review with 14 audit comments, as a follow up to the initial internal audit report. Of the three times the principals received evaluations from their supervisors, there was one instance of no comment received, and two instances of Level 7-specific and targeted feedback. The narrative comments stated, “Solicit input from experienced veterans when making decisions until you have become experienced.” However, the principal supervisor did include a specific comment about the audit findings, “The 1 repeated audit finding did not occur under your leadership. However, be cognizant so it’s not a double repeat.” This school received seven exception findings on the initial internal audit report.

The principal of the third school that received a mid-year audit response review, School C received six narrative feedback comments over the course of the school year. There were two instances where no feedback (Level 1) was issued to the school principal, one instance where the principal received standardized feedback (Level 5), and three instances where the principal received specific and targeted feedback (Level 7). However, the specific and targeted feedback did not include comments relative to the internal audit report or the mid-year audit response report. The comments included feedback about looking into grants to purchase additional resources, and partnering with other organizations to secure more resources.

The qualitative analysis addressed the alignment between the narrative feedback given to school principals and the annual school financial report. Upon analysis, the researcher found 359 total comments issued to school principals from Domain 5: School Climate, Element 5: The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

However, there were only 14 (4%) comments that directly addressed the annual internal audit report findings. The vast majority of narrative comments given to school principals (345, 96%) did not align with the noted exceptions found in the annual school financial audit reports. Therefore, it can be said that there was no alignment between the narrative feedback given to school principals and fiscal management of internal funds.

Data Analysis for Research Question 5

What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?

The researcher analyzed the narrative feedback given to school principals who issued Instructional Professional Improvement Plans, as well as teachers who earned unsatisfactory VAM to determine if there was an alignment between the narrative observation feedback and teacher performance outcomes. Domain 2: Continuous Improvement of Instruction, Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data, was the narrative observation category used in this analysis.

Table 20 includes the number of schools with teachers in each of the VAM categories. Of the 122 schools in the study, 91 schools had teachers who received a VAM score of no greater than 1.49 which equates to an Unsatisfactory rating. A total of 94 schools had teachers receive a Needs Improvement/Developing VAM score of 2.39. Teachers at 121 schools received an Effective rating of a 3.29. There were 90 schools that had teachers earn the highest VAM of a 4.0 Highly Effective rating.

Table 20

Student Growth Value-added Model (VAM) Ratings by Schools

VAM Rating	Schools With Teachers by VAM Category
4.0 – Highly Effective	90
3.49 – Effective	121
2.39 – Needs Improvement/Developing	94
1.49 - Unsatisfactory	91

Table 21 includes all schools in the study population, the number of low performing teachers at each school, and the number of teachers on Instructional Professional Improvement Plans at each school. The data analysis showed that of the 122 schools in the study, eight schools issued Professional Improvement Plans to instructional personnel. One of the eight schools issued two instructional Professional Improvement Plans, and all other schools issued only one instructional Professional Improvement Plans. Only seven of the eight schools that issued instructional Professional Improvement Plans had at least one low performing teacher earning a 1.49 student growth (VAM) score. For this study, the Unsatisfactory score of no greater than 1.49 was used as the threshold to determine low performing teachers. There were 91 schools in the study population that had at least one low performing teacher identified by earning the lowest student growth (VAM) score of 1.49 for the school year. District-wide there were 199 low performing teachers and only 11 instructional Professional Improvement Plans were issued.

Table 21

Professional Improvement Plans (PIP), and Supervisory Follow-up Comments for Lowest Performing Teachers by School

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 1	School 1	0	0	0
Supervisor 1	School 2	3	1	0
Supervisor 1	School 3	1	0	0
Supervisor 1	School 4	1	0	0
Supervisor 1	School 5	1	0	0
Supervisor 1	School 6	1	0	0
Supervisor 1	School 7	1	0	0
Supervisor 1	School 8	0	0	0
Supervisor 1	School 9	1	0	0
Supervisor 1	School 10	1	0	0
Supervisor 1	School 11	1	0	0
Supervisor 1	School 12	2	0	0
Supervisor 1	School 13	2	0	0
Supervisor 1	School 14	0	0	0
Supervisor 1	School 15	1	0	0
Supervisor 1	School 16	0	0	0
Supervisor 1	School 17	1	0	0
Supervisor 1	School 18	1	0	0
Supervisor 1	School 19	0	0	0

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 1	School 20	0	0	0
Supervisor 1	School 21	2	0	0
Supervisor 1	School 22	5	0	0
Supervisor 1	School 23	1	0	0
Supervisor 1	School 24	0	0	0
Supervisor 1	School 25	1	0	0
Supervisor 2	School 26	2	0	0
Supervisor 2	School 27	0	0	0
Supervisor 2	School 28	3	0	0
Supervisor 2	School 29	0	0	0
Supervisor 2	School 30	4	0	0
Supervisor 2	School 31	5	0	0
Supervisor 2	School 32	5	0	0
Supervisor 2	School 33	1	0	0
Supervisor 2	School 34	1	0	0
Supervisor 2	School 35	1	0	0
Supervisor 2	School 36	4	0	0
Supervisor 2	School 37	1	1	0
Supervisor 2	School 38	1	0	0
Supervisor 2	School 39	0	0	0
Supervisor 2	School 40	4	0	0
Supervisor 2	School 41	3	0	0

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 2	School 42	1	0	0
Supervisor 2	School 43	0	0	0
Supervisor 2	School 44	1	0	0
Supervisor 3	School 45	1	0	0
Supervisor 3	School 46	2	0	0
Supervisor 3	School 47	1	0	0
Supervisor 3	School 48	1	0	0
Supervisor 3	School 49	6	0	0
Supervisor 3	School 50	0	1	0
Supervisor 3	School 51	0	0	0
Supervisor 3	School 52	3	1	0
Supervisor 3	School 53	1	0	0
Supervisor 3	School 54	2	0	0
Supervisor 3	School 55	3	0	0
Supervisor 3	School 56	3	0	0
Supervisor 3	School 57	3	0	0
Supervisor 3	School 58	0	0	0
Supervisor 3	School 59	4	0	0
Supervisor 3	School 60	5	0	0
Supervisor 3	School 61	2	0	0
Supervisor 3	School 62	1	0	0
Supervisor 3	School 63	0	0	0

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 3	School 64	7	0	0
Supervisor 3	School 65	2	0	0
Supervisor 3	School 66	1	0	0
Supervisor 3	School 67	0	0	0
Supervisor 4	School 68	1	0	0
Supervisor 4	School 69	2	0	0
Supervisor 4	School 70	0	0	0
Supervisor 4	School 71	4	2	0
Supervisor 4	School 72	0	0	0
Supervisor 4	School 73	1	0	0
Supervisor 4	School 74	0	0	0
Supervisor 4	School 75	0	0	0
Supervisor 4	School 76	0	0	0
Supervisor 4	School 77	2	0	0
Supervisor 4	School 78	4	2	0
Supervisor 4	School 79	3	0	0
Supervisor 4	School 80	0	0	0
Supervisor 4	School 81	2	0	0
Supervisor 4	School 82	2	0	0
Supervisor 4	School 83	0	0	0
Supervisor 4	School 84	2	0	0
Supervisor 4	School 85	2	0	0

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 4	School 86	4	1	0
Supervisor 4	School 87	2	0	0
Supervisor 5	School 88	1	0	0
Supervisor 5	School 89	6	0	0
Supervisor 5	School 90	3	0	0
Supervisor 5	School 91	0	0	0
Supervisor 5	School 92	0	0	0
Supervisor 5	School 93	1	0	0
Supervisor 5	School 94	1	0	0
Supervisor 5	School 95	1	0	0
Supervisor 5	School 96	6	0	0
Supervisor 5	School 97	2	1	0
Supervisor 5	School 98	1	0	0
Supervisor 5	School 99	1	0	0
Supervisor 5	School 100	0	0	0
Supervisor 5	School 101	1	0	0
Supervisor 5	School 102	2	0	0
Supervisor 6	School 103	1	0	0
Supervisor 6	School 104	4	0	0
Supervisor 6	School 105	2	0	0
Supervisor 6	School 106	0	0	0
Supervisor 6	School 107	1	0	0

Supervisor	School	Low Performing Teachers (1.49 VAM) n	Professional Improvement Plans n	Follow-up comments on PIP n
Supervisor 6	School 108	2	0	0
Supervisor 6	School 109	1	0	0
Supervisor 6	School 110	4	0	0
Supervisor 6	School 111	4	0	0
Supervisor 6	School 112	0	0	0
Supervisor 6	School 113	2	0	0
Supervisor 6	School 114	2	0	0
Supervisor 6	School 115	0	0	0
Supervisor 6	School 116	1	0	0
Supervisor 6	School 117	2	0	0
Supervisor 6	School 118	0	0	0
Supervisor 6	School 119	0	0	0
Supervisor 6	School 120	1	1	0
Supervisor 6	School 121	2	0	0
Supervisor 6	School 122	1	0	0
Total	122	199	11	0

The researcher analyzed the level of feedback issued to school principals in their narrative observation feedback from Domain 2 - Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student

achievement data. Table 22 shows data for the eight schools analyzed to respond to this research question including the number of teachers at each school who earned an Unsatisfactory VAM rating, the number of teachers on Instructional Professional Improvement Plans, and the highest level of feedback issued to each school principal.

Table 22

Unsatisfactory Rated Teachers, Professional Improvement Plan (PIP), and Levels of Feedback

School	Teachers with Unsatisfactory Value-added Model Ratings	PIP	Highest Level of Feedback
A	1	2	7
B	1	1	7
C	0	1	3
D	0	1	5
E	4	1	7
F	0	1	3
G	0	1	7
H	6	1	1

Of the eight schools analyzed, School A and School B each had one teacher earn an Unsatisfactory rating. School E had four teachers earn an Unsatisfactory rating, and School H had six teachers earn at least a 1.49 Unsatisfactory VAM rating. The four other schools had no teachers earn an Unsatisfactory VAM rating. Every school that issued an Instructional Professional Improvement Plan issued a plan to only one teacher, with the exception of School A where two teachers were issued Instructional Professional Improvement Plans. The researcher also analyzed the highest level of feedback for each narrative comment issued to the principals who issued Instructional Professional Improvement Plans and found that four (50%) of the

principals received the highest level of feedback, Level 7 – specific and targeted feedback from Domain 2: Element 4. Additionally, one principal received Level 5 – reflective feedback or reflective question feedback. Two school principals received Level 3- recount or observation events, and one principal received Level 1- no feedback as the highest level of narrative feedback issued.

The VAM rating distribution was also analyzed for each of the eight schools that issued Instructional Professional Improvement Plans. Table 23 shows the distribution for each of the eight schools and how many teachers at each school met the cut scores of Unsatisfactory (1.49), Developing or Needs Improvement (2.39), Effective (3.49), or Highly Effective (4.0). Teachers with less than three years of teaching experience earned a Developing rating if they earned a VAM of 2.39, but teachers with over three years of teaching experience were issued a Needs Improvement with a 2.39 VAM score. Additionally, only the teachers with a one-year VAM score were included in this analysis. This means that teachers with one prior year of student achievement data were used for the analysis in this study. The table shows the most frequent VAM scored at each of the eight schools was a 3.49 Effective rating. Generally, the least frequent score earned was an Unsatisfactory (1.49) VAM score.

Table 23

Teachers: Value-added Model (VAM) Distribution for Schools Issuing Professional Improvement Plans

School	Unsatisfactory 1.49	Developing/Needs Improvement 2.39	Effective 3.49	Highly Effective 4.0
A	1	0	2	1
B	1	2	13	3
C	0	2	7	1
D	0	1	6	3
E	4	2	12	0
F	0	1	9	1
G	0	0	8	4
H	6	4	5	0
Total	12	12	62	13

The eight school principals who issued instructional Professional Improvement Plans also received narrative feedback in Domain 2: Continuous Improvement of Instruction, Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. The following analyses describe the narrative feedback issued to each of the eight schools. Comments that were issued to a school principal in more than one narrative are indicated using “duplicate entry” if the comment was issued two separate times by the principal supervisor, or “triplicate entry” if the same comment was issued three separate times.

School A

The principal from School A issued one instructional Professional Improvement Plan. School A had two teachers earn an Unsatisfactory VAM rating; no teachers earned a Needs

Improvement rating, two teachers earned an Effective rating, and one teacher earned a Highly Effective rating. Following is the narrative feedback issued to the school principal from district supervisors:

Review lesson plans to see if they match classroom instruction, which should be standards-based. When students are assessed, do they demonstrate mastery of the standards? Help teachers identify their strengths and weaknesses as they relate to instruction. Guide teachers to a more deliberate use of the super 7 elements and monitor for effectiveness relative to students' growth.

This is about identifying teachers' strengths and weaknesses from a variety of sources, then providing the necessary assistance.

The researcher also conducted an analysis on the levels of feedback issued to the principal of School A from Domain 2: Element 4. The principal of School A received only one narrative comment from the district supervisor which was coded Level 7 – specific and targeted feedback.

School B

The principal from School B issued one instructional Professional Improvement Plan. School B VAM distribution resulted in one teacher with an Unsatisfactory VAM rating; two teachers earned a Needs Improvement rating, 13 teachers earned an Effective rating, and three teachers earned a Highly Effective rating. The following narrative comments from district supervisors were issued to the principal of School B:

You provided feedback to staff on strengths and weaknesses.

Professional Development was in place to help teachers with the Super 7. Using iObservation data the principal and her leadership team analyzed the frequency and percentages at the applying level to verify the % the Super 7 were being used. This data was shared with teachers to assist them in visualizing how often these high effect strategies were being used.

Continue with your strategic focus.

Develop teacher conversations and PLCs agendas around practices that work and what is not working.

Collect PLC agendas to monitor these discussions.

The desired effect for element nine is for the school leader to ensure that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources and to monitor the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data. Although 337 observations were conducted, very few were conducted in the High Effect Size Instructional Strategies with actionable feedback (strive for 30 or higher on each strategy). As you prepare for next year, think about organizing yourself with your teachers to focus the majority of your observations in the elements that will yield the highest student outcomes based on research. Continue to schedule yourself to conduct at least one observation on every teacher every three weeks.

The information given within iObservation provides teachers with the information on their strengths and weaknesses. I recommend you monitor the instruction in the classroom and help make the connections to ensure student improvements.

The principal of School B received four narrative feedback comments. Two of the narrative comments were coded as Level 3 - recount or observation events. Two of the narrative comments were coded as the highest level of narrative feedback Level 7 – specific and targeted feedback.

School C

The principal from School C issued one instructional Professional Improvement Plan. School C had no teachers who earned an Unsatisfactory VAM rating. Two teachers earned a Needs Improvement rating, seven teachers earned an Effective rating, and one teacher earned a Highly Effective rating. Narrative feedback issued to the school principal from district supervisors included the following statement.

Principal was able to give feedback not only through the classroom walks but also via lesson plans and PLCs...

There were four instances where ratings were issued to the school principal, but narrative feedback was only included in one of the observation events. The narrative feedback issued to the school principal was Level 3 - recount or observation events.

School D

There was one instructional Professional Improvement Plan issued from School D. School D had no teachers earn an Unsatisfactory VAM rating. One teacher earned a Needs Improvement rating, six teachers earned an Effective rating, and three teachers earned a Highly Effective rating. There was only one evaluation for this principal in this domain and element for the year.

Following is the narrative feedback issued to the School D principal:

How often are the teachers being scored on the elements most closely linked to rigor? What type of feedback are they receiving on these elements? How much feedback are you giving them around Domains 2 and 3? Do all teachers for the most part receive "applying" in Domains 2 and 3?

The single narrative feedback issued to the principal of School D was coded Level 5- reflective feedback or reflective question. Beginning each observation by honing in on the "content elements" should help next year.

School E

Four School E teachers earned an Unsatisfactory VAM rating; two teachers earned a Needs Improvement rating; 12 teachers earned a 3.29 Effective rating, and no teachers earned a Highly Effective rating. The principal issued only one instructional Professional Improvement

Plan for the school year. There were four instances of narrative feedback issued to the principal.

Following are the feedback comments:

Initial rating is based upon Final Assessment and observations at school thus far.

We need to continue to see the use of the super 7 strategies increase exponentially. (Triplicate Entry)

The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data. We need to develop a monitoring piece for this element. (Duplicate Entry)

School leader will discuss how to better implement the Marzano framework into whole group instruction. This can be evidenced with PLC notes that document this discussion and observation and iObservation data.

School leader will review student data to ensure that instruction warrants the level of what is being taught. Questions are the teachers going to fast or to slow through the curriculum. These will be continual topics at PLC.

Four narrative comments were issued to the principal of School E. One narrative comment was coded Level 2 - unrelated feedback or general statement and the other three comments were coded Level 7 – specific and targeted feedback.

School F

School F had no teachers who earned an Unsatisfactory VAM rating. One teacher earned a Needs Improvement rating, nine teachers earned an Effective rating, and one teacher earned a Highly Effective rating. One instructional Professional Improvement Plan was issued for that school year. The narrative feedback to the school principal included the following statements:

Principal provides her teachers with actionable and timely feedback on the iObservation in order build capacity.

Principal ensured that specific evaluation data was collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Principal regularly gives feedback to teachers on their instructional practices both through iObservation and informal conversations. She has helped to facilitate many PLCs and professional development sessions for our teachers as well.

Principal regularly gives feedback to teachers on their instructional practices both through iObservation and informal conversations. She has helped to facilitate many PLCs and professional development sessions for our teachers as well.

The principal received three narrative feedback comments. However, each of the narrative comments were coded as Level 3 - recount or observation events.

School G

School G had no teachers who earned an Unsatisfactory VAM rating or a Needs Improvement rating. Eight teachers earned an Effective rating, and four teachers earned a Highly Effective rating. One instructional Professional Improvement Plan was issued to a teacher. The narrative feedback that accompanied the principal ratings included the following comments:

PLC, planning meeting, MTSS etc.

Principal collects teacher-specific evaluation data regarding their pedagogical strengths and weaknesses. He will continue to develop his skills when making connections with teachers, between the use of these strategies and student achievement.

The principal of School G received three narrative feedback comments. One narrative comment was coded Level 1 - no feedback, one was coded Level 2 - unrelated feedback or general statement, and one was coded Level 7 - specific targeted feedback.

School H

The final school in the analysis, School H, issued one instructional Professional Improvement Plan. School H had six teachers who earned an Unsatisfactory VAM rating, four teachers earned a Needs Improvement rating, five teachers earned an Effective rating, and no teachers earned a Highly Effective rating. There were no narrative feedback comments issued to the school principal for Domain 2: Element 4.

After analyzing the expectations outlined in Domain 2: Continuous Improvement of Instruction, Element 4: The school leader ensures that teachers are provided with clear, ongoing evaluation of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data, and the narrative feedback given to school principals by district supervisors, the researcher found there was an alignment of the narrative feedback issued to school principals with a clear and ongoing evaluation of pedagogical strengths and weaknesses of teachers. Thus, the researcher determined that the narrative feedback issued to school principals was aligned with teacher performance.

The researcher found an alignment in the narrative feedback between the comments issued by district supervisors and clear, ongoing evaluation of pedagogical strengths and weaknesses of instructors. The narratives included observations of feedback given to teachers on instructional practices and the use and structure of the Professional Learning Community collaboration model. The collection and use of data was addressed, but it emphasized the pedagogical strengths and weaknesses more than student achievement and outcomes. Also mentioned were the use of lesson plans and the use of instructional practices that aligned with the

Marzano Evaluation Instructional Model. Following are examples of the narrative feedback given to school principals that addressed instructional strategies and pedagogy:

Principal regularly gives feedback to teachers on their instructional practices both through iObservation and informal conversations. She has helped to facilitate many PLCs and professional development sessions for our teachers as well.

Principal ensured that specific evaluation data was collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Review lesson plans to see if they match classroom instruction, which should be standards-based. When students are assessed, do they demonstrate mastery of the standards? Help teachers identify their strengths and weaknesses as they relate to instruction. Guide teachers to a more deliberate use of the super 7 elements and monitor for effectiveness relative to students' growth.

A misalignment was found when analyzing teacher performance in regard to using multiple sources of data consistent with student achievement data. Throughout the narrative feedback given to school principals for this element, there was little mention of the use of student achievement data to drive instructional or pedagogical decisions. The data that were referenced in the narrative comments included teacher instructional practice data and unspecified and general data. Following are examples of narrative feedback given to school principals that address data but do not specifically address student achievement data.

This is about identifying teachers' strengths and weaknesses from a variety of sources, then providing the necessary assistance.

The information given within iObservation provides teachers with the information on their strengths and weaknesses. I recommend you monitor the instruction in the classroom and help make the connections to ensure student improvements.

School leader will review student data to ensure that instruction warrants the level of what is being taught. Questions are the teachers going to fast or to slow through the curriculum. These will be continual topics at PLC.

Summary

In this chapter, data were analyzed using a mixed methods approach to determine the relationship between the narrative observation feedback issued to school principals by district supervisors and the four pillars of principal responsibility. The researcher used statistical analysis and qualitative analysis methods to answer the research questions which guided this study. The population in the study consisted of all traditional elementary school principals in a large urban school district in Florida.

Research Question 1 determined the frequency of each level of feedback issued to school principals by their district supervisors. The researcher coded each of the 1,811 narrative feedback comments issued to elementary school principals to determine the level of feedback. Descriptive statistics were used to determine the frequency of each level of feedback issued to elementary school principals. The most common level of feedback issued to school principals was Level 3 - recount or observation events (578, 32%) comments, followed by Level 1 – no feedback (532, 29%) comments, and Level 7 – specific targeted feedback (434, 24%) comments. The least common level of feedback issued to school principals was Level 6 – standardized feedback (46, 3%) comments.

Research Question 2 sought to determine if a relationship existed between the levels of feedback issued to school principals and student achievement. A Pearson's r statistical analysis was conducted to determine the relationship. There were two significant correlations found through this analysis. There was a positive .183 correlation between district supervisors giving Level 1- No Feedback to school principals and high school grade points. In contrast a negative correlation of $-.17$ was found between Level 2 – Unrelated Feedback and high school grade

points. Because there were two significant relationships between the levels of narrative feedback issued to school principals and student achievement and five non-significant relationships, the null hypothesis can be rejected for Level 1 and Level 2 feedback.

Research Question 3 assessed the relationship between the levels of narrative observation feedback to elementary school principals and school climate. A Pearson's r statistical analysis was also performed to determine a relationship between the levels of feedback and the climate survey scores. This analysis concluded that there were no significant relationships between the levels of narrative feedback given to school principals and school climate. The null hypothesis can be accepted because there were no significant relationships found between the levels of narrative feedback and the school climate.

Research Question 4 addressed if an alignment existed between the narrative feedback to school principals and the annual school financial audit report. After a qualitative analysis of the narrative feedback comments to principals and the noted exceptions in the annual internal audit reports, the researcher determined there was no alignment between the narrative feedback to school principals and the annual school financial audit report.

Research Question 5 investigated if an alignment existed between narrative observation feedback and teacher performance. There were eight schools analyzed that issued Instructional Professional Improvement Plans. The researcher found an alignment with the narrative feedback issued to school principals and a clear and ongoing evaluation of pedagogical strengths and weaknesses of teachers. However, the researcher found little alignment between narrative feedback to school principals consistent with the use of student achievement data.

Table 24 displays a summary of the study, including the research questions, variables,

sources of data, methods of analysis, and results. Chapter 5 contains a summary of the research, and a discussion of how the findings may influence policy along with recommendations of further research.

Table 24

Research Questions, Variables, Sources of Data, Methods of Analysis, and Findings

Research Questions	Variables	Data Sources	Methods of Analysis	Results	
1. What is the frequency by level of narrative feedback provided by district supervisor observers to elementary school principals?	Frequency of level of narrative feedback	n/a	The narrative feedback comments by district supervisors to principals	Descriptive statistics was used to describe resulting data, which included frequency distribution for each level of narrative feedback observation based on Rafalski (2015).	Refer to Table 10
2. What relationship exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes?	Level of narrative feedback defined as no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback	2014-2015 FDOE School Grade Points Earned	Florida Department of Education School Grade Report The narrative feedback comments by district supervisors to principals	Pearson's r computed to determine relationship between the level of feedback and student achievement outcomes as represented by the FDOE school grade points earned. Statistical inference conducted to determine if coefficient is significantly different from zero at 0.05 level.	There was a positive correlation with a .183 significance between district supervisors giving Level 1- No Feedback to school principals and high school grade points. In contrast a negative correlation of -.17 was found between Level 2 – Unrelated Feedback and high school grade points.

Research Questions	Variables	Data Sources	Methods of Analysis	Results	
3. What relationship exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate?	Level of narrative feedback defined as no feedback, unrelated feedback, recount of observation events, general affirmations, reflective feedback, standardized feedback, or specific targeted feedback	Stakeholder survey Score	AdvancED Stakeholder survey	Pearson's r computed to determine relationship between the level of feedback and school climate outcomes. Statistical inference conducted to determine if coefficient is significantly different from zero at 0.05 level	No significant relationships
4. What alignment exists between the level of feedback from district supervisors' narrative observation feedback to elementary principals and school financial reporting?	n/a	n/a	School District Internal Audit Exception	Qualitative Analysis	No alignment exists
5. What alignment exists between the level to feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?	n/a	n/a	Teacher Instructional Practice Score Student Learning Growth Rating(VAM) Teacher Improvement Plans	Qualitative Analysis	Alignment exists between feedback and clear and ongoing evaluation of pedagogical strengths and weaknesses of teachers. No Alignment exists between feedback to school principals consistent with the use of student achievement data.

CHAPTER 5 SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

This chapter contains a summary of the research and a discussion of how the findings may influence policy and practice. The summary includes a restatement of the problem, purpose of the study, a review of the research questions, and the research design. The chapter also includes a discussion of the findings along with recommendations for future research. The chapter is concluded with a summary of the research study.

Summary of the Study

With the ultimate goal of increasing student achievement, the role of the school leader has become increasingly more important to school outcomes. The increasing importance of these roles has increased the need for quality feedback from principal supervisors in order to see a change or increase in results at the school level. This study was designed to determine if a relationship existed between the levels of feedback given to school principals and outcomes with regard to the four pillars of principal responsibility. The study was conducted within a large urban school district in Florida. The narrative feedback of 122 elementary school leaders was analyzed and compared to outcomes in student achievement, school climate, fiscal management and teacher performance. There has been little research on the quality of narrative feedback to school leaders and leadership outcomes. The theoretical framework for this study was based on Argyris and Schon's (1976) single-loop and double-loop learning.

A mixed method analysis was used to respond to the research questions. Research Question 1 required the researcher to analyze the feedback issued to principals and code each

narrative as to the most appropriate level of feedback according to the level of feedback scale referenced in Table 8. For Research Questions 2 and 3, a Pearson's correlational analysis was performed to determine if there was a relationship between the levels of feedback issued to principals and school grades or school climate. Qualitative analysis was conducted to answer Research Questions 4 and 5.

Discussion of the Findings

Research Question 1

What is the frequency for each level of narrative feedback provided by district supervisors to elementary school principals?

The most frequent level of feedback that was issued to elementary school principals in this study was recount of events. The next most frequent feedback was no feedback followed by specific targeted feedback.

The principals in this study were to receive feedback three times throughout the school year through the observation tool. The results were noteworthy because the two most frequent levels of narrative feedback were a recount of events or no feedback. With only 24% of the narrative feedback demonstrating specific targeted feedback, the school principals in this study would be less likely to engage in double loop learning because there was little evidence of specific targeted feedback to cause a change in the principle theory of action. This means that principals may think of alternative actions to their systems or processes which would be their espoused theory. However, until their actions change they will not have changed their theory of

action. In essence, espoused theory is what individuals think they are going to do differently, and theory of action is what they actually do differently.

Other means of feedback issued to school principals may have demonstrated a more direct approach to specific and targeted feedback, as other modes of feedback may have been more prevalent during the 2014-2015 school year. This was the first year school leaders were evaluated using the online observation tool, and modes of feedback formerly used by district supervisors may have continued to be utilized in conjunction with the online observation tool. Other modes of feedback may have included face to face verbal feedback given to school principals, follow up emails or other methods of written feedback. Redirection to other resources such as books, articles or websites that would act as the catalyst for double loop learning or a change in their espoused theory of action could also have contributed to creating a relationship between the supervisor feedback and the outcomes in the four pillars of principal responsibility.

Research Question 2

What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement?

H01. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and student achievement outcomes.

The statistical analysis conducted in this study revealed that there were two slightly significant relationships between the levels of feedback from district supervisors' narrative observation feedback to elementary school principals and student achievement. There was a positive relationship between no feedback issued to school principals and higher school grade points. However, this relationship was small with little impact on the school grades. In essence,

if a school principal demonstrated higher school grade points earned, the supervisor was less inclined to give narrative feedback to change the practices in the school building. There may be no need for a change in espoused theory of action and, therefore, it would be assumed that schools, (i.e., principals), with higher school grade points would receive little or no feedback on their evaluations. Even though there was a relationship, the researcher could not conclude that there was a cause or effect between school grade points earned and no feedback issued to school principals.

The second significant relationship found in the analysis was the negative relationship between unrelated feedback and higher school grade points. Using Steinberg's guidelines, this relationship was also small with little meaning. This is to say although it was a significant correlation, there was little value or meaning to the relationship. The researcher would assume that if the feedback issued to school principals did not address student achievement, or specific and targeted ways to improve student achievement, that the school may not demonstrate increased student achievement, as they would still demonstrate single loop learning. If the feedback included specific strategies or references to additional resources, such as books on student achievement, or web articles with strategies that principals could implement, school leaders may have experienced a change in their theory of action. However, because there was a lack of specific strategies offered, school leaders would continue to use their existing theories of action or single loop learning without changing their theories of action. This would have led them to a change in their espoused theory of actions and led to changes within the school that may have resulted in increased student achievement.

Research Question 3

What relationship, if any, exists between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate?

H02. There are no significant relationships between the frequency of each level of feedback from district supervisors' narrative observation feedback to elementary principals and school climate.

The statistical analysis found no significant relationship between the levels of feedback from district supervisors' narrative observation feedback to elementary school principals and school climate. Since there was no significant relationship found the null hypothesis was accepted for Research Question 3. The school district in this study assigned between 15 and 25 schools to each district principal supervisor. With these high number of schools to assess it may have been challenging to familiarize themselves with the climate of each school building in order to provide meaningful feedback that would result in a change in espoused theory of action which may have resulted in higher school climate scores. This was the first year of utilizing the AdvancED school climate survey and principal supervisors may not have been familiar with the components of the survey in order to give quality feedback that would affect the outcomes in the stakeholder survey results. District supervisors may not be well versed in how to increase the stakeholder satisfaction for school climate and, therefore, the feedback that is issued to school principals may be of superficial value.

Research Question 4

What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and the annual school financial audit report?

The qualitative analysis revealed no true alignment between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and the annual

school financial audit report. There was no match of content from the narratives given by district supervisors and the content of the evaluation element. The element calls for multiple issues to be addressed in the feedback to school principals. Domain 5: Element 5 states: The school leader (a) maximizes the impact of the school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and (b) creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Much of the narrative feedback included comments addressing the systematic approach taken in the learning environment. There was little mention in the narrative feedback of ensuring that students, parents, and the community recognize the school learning environment as supporting student engagement, nor did any narratives address students becoming members of a democratic society and global economy. With the evaluation element covering such a broad range of expectations, principal supervisors may have only focused on a few of the expectations for the principals rather than the complete element.

The annual audit is completed in the fall of the school year in order for the school to make improvements to fiscal management throughout the year. The categories in the audit give principal supervisors concrete items to review when issuing feedback. Overwhelmingly, the principal supervisors commented on the fixed asset/inventory reports in their narrative feedback and seldom commented on the fiscal management of internal funds or the management of the school operating budget. The fixed asset/inventory report narrative feedback was not isolated to one supervisory area, but commonly found across all supervisors' comments. This focus could have been driven by a district wide initiative.

The mid-year response review was not addressed in principal supervisor narrative feedback. Schools that received a mid-year review were those schools that received more than 10 audit exceptions on their internal audit report in the fall. Although these reports were not addressed in principal evaluations, informal means of feedback such as face to face feedback, or emailed feedback, may have been used to address the concerns in the mid-year reports.

Another area mentioned was the need to monitor substitute teacher budgets. This would lead to many other indicators of teacher effectiveness and school climate. If teachers are habitually absent, the quality of teaching that is being delivered to students may be of lower quality and value and, therefore, may have an impact on student achievement outcomes. The reasons for teacher absence may also be an indicator of school climate. Principals may use this indicator to determine if teacher absenteeism is due to personal or family illness and obligations or if teachers are choosing to come to work due to the learning and working environments.

Research Question 5

What alignment exists between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance?

The analysis resulted in a "qualified" alignment between the levels of feedback from district supervisors' narrative observation feedback to elementary principals and teacher performance. The narrative observation feedback of the principal supervisors and the use of clear, ongoing evaluation of pedagogical strengths and weaknesses of instructors were aligned, but there was a misalignment between the content of the narrative comments and teacher performance in regard to the use of multiple sources of data consistent with student achievement data.

There may have been more evidence of teachers' pedagogical strengths and weaknesses because the teacher evaluation tool includes several indicators of teacher pedagogy and instructional strategies. Principal supervisors may have geared their feedback to instructional strategies because of the direct link to the feedback that principals can give to teachers.

Regarding the content of the narrative comments, although student growth outcomes determine a teacher's student growth (VAM) score, the teacher observation model does not include an area that incorporates the use of student data. The feedback to school principals may have omitted this type of feedback because it was not included in the teacher evaluation system. However, with the use of formative and summative assessments becoming more practiced, the use of multiple data points would have lent itself to narrative comments that could have been left to principals by their supervisors.

This could be attributed to an absence of ongoing progress monitoring at the school or the district level. In essence, if there was not a system of progress monitoring using multiple data points, the likelihood of feedback on data would be low. It could also be attributed to a simple oversight on the part of principal supervisors that progress monitoring data of student achievement was not included in the narrative feedback to school principals.

Principal supervisors may have also offered narrative feedback through other methods of communication to cause the absence of narrative feedback using this observation tool. Other methods of feedback could have included face to face conversations and feedback, emailed or electronically delivered feedback, or referrals to other resources or literature to address the needs found through the observations.

Implications for Policy and Practice

The purpose of this study was to determine the quality of narrative feedback given to school principals as it relates to the outcomes in school improvement demonstrated in the four pillars of principal responsibility: student achievement, school climate, fiscal responsibility, and alignment of teacher performance. Another purpose of this study was to look for the relationship between district supervisor narrative feedback to school principals and the four pillars of principal responsibility in order to build the leadership capacity of school principals.

Three main practice implications emerged from the results of this study. Principal supervisors should consider these implications:

1. **Student Achievement.** It is recommended that principal supervisors increase the use of student achievement data in in principal narrative feedback and evaluation. With increased progress monitoring efforts of student outcomes, specific feedback can be offered to school principals to address systems and personnel within the school building in order to increase student achievement. Increased monitoring of student achievement will help to create an alignment between teacher improvement plans for those teachers with the lowest student achievement with the goal of increasing teacher performance.
2. **Principal Responsibility, and directfeedback to improve outcomes in principal responsibly.** It is recommended that principal supervisors continue to increase specific and targeted feedback aligned with principal responsibilities. Principal supervisors should intentionally focus on giving specific and targeted feedback to school principals in order to increase principal capacity and success in the pillars of

principal responsibility. It is recommended that specific and targeted feedback be given to school principals in order to adjust their theory of action order to make decisions to achieve increased school improvement. The specific and targeted feedback from principal supervisors may begin to alter the espoused theories of practice and create practices which may bring about a new theory of action resulting in increased school improvement.

3. Evaluation Tool. It is also recommended that the leadership evaluation tool be re-evaluated for its usefulness to school principals in regard to making needed adjustments in order to increase the outcomes associated with the pillars of principal responsibility. The leadership evaluation tool of the school district in the study was adapted to meet the National School Leadership Model, but the elements are still quite similar. The combination of leadership responsibilities in many elements makes it difficult for principal evaluators to give clear, specific, and targeted feedback to address all the issues included in the element. The tool omits reference to legal issues including the following: exceptional student education compliance, English language learner compliance, personnel management in regard to issues of employee relations as well as the due process of students. The usefulness of the evaluation tool to the practitioners should be re-evaluated to determine if it yields an effective format for feedback focused on principal responsibility and school improvement.

Recommendations for Future Research

The objective of this study was to build on the existing research on observation feedback in order to build the capacity of school principals. Following are recommendations for future research:

1. A follow up study should be conducted to gather information on the narrative feedback from the complete Marzano Leadership Evaluation Model inclusive of all domains and elements. In this study, five of the Marzano Leadership Evaluation Model elements were analyzed. Further analysis on the complete evaluation model may lead to more information on the quality of narrative feedback by district supervisors to school principals.
2. A similar study should be conducted to include secondary principals. This study was limited to elementary school principals in traditional schools. Further analysis to include secondary principals may lead to more information on the quality of narrative feedback by district supervisors to school principals. Extending the study to include secondary principals may reveal additional information as to the relationship of school finance as secondary schools have a higher volume of financial transactions throughout the year. The extended study should include the Fixed Asset/Inventory Report and the school operating budget.
3. A similar study should be conducted to include additional school districts also using the Marzano Leadership Evaluation Model. Further analysis would help to determine if the quality control practices of feedback to school principals by district supervisors were consistent in other school districts.

Summary

Because school leadership plays a vital role in school improvement, there is a great need for school administrators to continually demonstrate improvement and growth. Increasing the leadership capacity of school leaders through the use of specific and targeted feedback will lead to double loop learning which could result in an increase in school improvement. Through the completion of this study, the researcher has shared research on the relationships of narrative feedback to the pillars or principal responsibility: student achievement, school climate, fiscal management, and teacher performance. The findings of this study extended the work of previous researchers in the arena of narrative feedback and school outcomes. The further research into narrative feedback continues to show an absence of meaningful feedback to school leaders and educators.

The studies completed by Rafalski (2015) and Haynes (2016) showed the lack of quality control of narrative feedback to teachers by school principals. This study has extended the scope to reveal that the quality control of narrative feedback is also lacking in the narrative feedback to school principals from district supervisors. Looking at the leadership pipeline, district supervisor positions would generally be held by former school-based principals, and therefore the lack of quality would continue onto the new role. The quality of feedback given to subordinates needs to be held to high standards of effectiveness at all levels of supervision and leadership.

Slaughter indicated that 21st century schools are over managed and under led, as the difference between the two is that managers do things right, while leaders do the right thing. Acting as a school building manager and continuing with first order change behavior, schools in need of reform will remain unchanged and unsuccessful. It is only when leaders break into

second order leadership behaviors that true reform in schools can show marked school improvement resulting in the ultimate goal of the highest levels of student achievement.

Historically, school leaders and superintendents have not necessarily received extensive training and preparation for their specific leadership roles. In many occasions, these leaders would “build the plane as they flew” and receive on the job training as they encountered unfamiliar situations. With the high demand for personnel throughout the education profession, many school leaders still find themselves in similar situations. Unskilled workers are typically in more need of apprenticeship conditions than highly trained and skilled workers. This calls for principal supervisors to offer quality feedback that will be meaningful enough to replace the training or apprenticeship that may or may not have existed for many school principals.

Principal supervisors may also be in need of professional development on effective ways to help school principals build their capacity in their instructional leader and managerial roles. Without positive and sometimes drastic changes initiated by school leadership, school improvement may be stunted and absent in many schools. Principal supervisor feedback should be a vehicle to bring about needed changes in the school building and to act as a catalyst for school improvement and ultimately higher student achievement.

APPENDIX A
UCF INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Karena S. Chunoo**

Date: **November 09, 2016**

Dear Researcher:

On 11/09/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: A STUDY OF THE RELATIONSHIP BETWEEN THE QUALITY OF DISTRICT SUPERVISOR NARRATIVE FEEDBACK TO SCHOOL PRINCIPALS AS IT RELATES TO STUDENT ACHIEVEMENT, FISCAL MANAGEMENT, SCHOOL CLIMATE, AND TEACHER EFFECTIVENESS.
Investigator: Karena S. Chunoo
IRB Number: SBE-16-12627
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Patria Davis on 11/09/2016 12:57:24 PM EST

IRB Coordinator

APPENDIX B
SCHOOL DISTRICT APPROVAL



Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

Notice of Approval

Approval Date: 1/25/2017

Approval Number: **0073**

Project Title: A Study of the Relationship between the Quality of District Supervisor Narrative Feedback to School Principals as it relates to Student Achievement, Fiscal Management, School Climate, and Teacher Effectiveness

Requester: Karena Chunoo
Project Director/Advisor: Dr. Barbara Murray
Sponsor Agency/Institutional Affiliation: University of Central Florida

Thank you for your request to conduct research in Orange County Public Schools. We have reviewed and approved your application. This Notice of Approval expires one year after issue, 1/24/2018.

If you are interacting with OCPS staff or students, you should have submitted a Principal Notification Form with your application. You may now email the principals who have indicated interest in participating, including this Notice as an attachment. After initial contact with principals, you may then email any necessary staff. This notice does not obligate administrators, teachers, students, or families of students to participate in your study; participation is entirely voluntary.

OCPS badges are required to enter any OCPS campus or building (see the [Security Clearance Flow Chart](#)).

You are responsible for submitting a [Change Request Form](#) to this office prior to implementing any changes to the currently approved protocol. If any problems or unexpected adverse reactions occur as a result of this study, you must notify this office immediately by emailing a completed [Adverse Event Report Form](#). On or before 12/24/2017, you must complete a [Request for Renewal or Executive Summary Submission](#). Email all forms to research@ocps.net. All forms may be found at www.tinyurl.com/OCPSresearch.

Should you have questions or need assistance, please contact Mary Ann White at (407) 317-3201 or mary.white@ocps.net.

Best wishes for continued success,

Tavy Chen, Ed.D.
tavy.chen@ocps.net
Director of Accountability, Research and Evaluation
Orange County Public Schools

"The Orange County School Board is an equal opportunity agency."

APPENDIX C
MARZANO SCHOOL LEADERSHIP FLORIDA MODEL

Domain 1

A Data-Driven Focus On Student Achievement

Element 1

The school leader ensures high expectations with measureable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Element 2

The school leader ensures high expectations with measureable learning goals are established and enables teachers and staff to work as a system focused on improving the achievement of students within the school.

Element 3

The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals and for instructional planning.

Element 4

The school leader achieves results on the student learning goals of the school by monitoring and analyzing the results of student growth and progress on state and district assessments.

Element 5

The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups in order to help all students meet individual achievement goals.

Domain 2

Continuous Improvement of Instruction

Element 1

The school leader provides a clear vision as to how instruction should be addressed in the school and communicates goals and expectations clearly and concisely using Florida's common language of instruction and uses appropriate written and oral skills to communicate student expectations and performance information to students, parents, and community.

Element 2

The school leader effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.

Element 3

The school leader is aware of predominant instructional practices throughout the school and uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.

Element 4

The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on using high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Element 5

District-supported state initiatives focused on student growth are supported by the school leader with specific and observable actions including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives and teachers are provided with job-embedded professional development directly related to their instructional growth goals and consistent with student achievement data.

Element 6:

The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class.

Domain 3

A Guaranteed and Viable Curriculum

Element 1
The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Element 2:
The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Element 3:
The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Element 4:
The school leader ensures monitoring of text complexity by monitoring teacher implementation of reading strategies with cognitively challenging text and embedding of close reading and rereading of complex text into instructional processes as a routine event.

Domain 4

Communication Cooperation and Collaboration

Element 1
The school leader facilitates and leads professional learning by managing the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year and ensures teachers have opportunities to observe and discuss effective teaching.

Element 2
The school leader actively listens and communicates to ensure that teachers have roles in the decision-making process regarding school initiatives.

Element 3
The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications.

Element 4
The school leader actively identifies and cultivates emerging leaders and prepares them for career advancement.

Element 5:
The school leader actively communicates with students, parents, and the community to obtain their input for systematic improvement of the optimal functioning of the school.

Domain 5

School Climate

Element 1
The school leader is the recognized leader of the school and continually assesses progress on his or her deliberate practice priorities.

Element 2
The school leader demonstrates resiliency in pursuit of continuous school improvement and has the trust of the teachers, students, parents and community that his or her actions are guided by what is best for all student populations.

Element 3
The school leader ensures that faculty and staff establish a school climate to support student engagement in learning and provides feedback on the quality of the learning environment.

Element 4
The school leader ensures that students, parents, and the community recognize the school learning environment supports student engagement and is preparing students for life in a democratic society and global economy.

Element 5
The school leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and creates a supportive learning environment by managing the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Element 6:
The school leader acknowledges the success of the whole school, as well as individuals within the school.

APPENDIX D
NARRATIVE FEEDBACK

NARRATIVE FEEDBACK FROM DOMAIN 5: ELEMENT 5

You have managed and secured learning resources for xxxx. xxxx
master schedule/budget/etc....No problems
Management of the facility is not an issue with xxxx
PTA and Falcon Funds assist with technology and school needs your focus on students is evidenced.
Your focus since you were appointed was measuring and monitoring the effectiveness of resources and their impacts on the success of the school.
has continued to capitalize on the wealth of human and financial resources found in the school community. She makes sure that these resources reach all students regardless of thier socioeconomic status. The principal works closely with parents and community to have monies and resources given to school for the benefit of all students.
You have provided support throughout the year. Continue to make sure you focus your support around the quality of instruction going on in the building.
Be prudent with fiscal decision making so that the appropriate resources are allocated to support instructional priorities. Fixed asset percentage is .42
Four teachers received grants through Donors Choose Grant.Org. Three teachers received grants through xxxx Foundation. One finding on internal no finding on fixed assets.
February's progress monitoring indicated there is a need to bring more resources into the school for intervention, extra support, celebrations, and enrichment.
Continue to develop enrichment.
Your efforts to maximize resources will support learning.
Consider ways to expand fiscal resources, such as Extended Day.
Continue your efforts to maximize resources to support learning.
monitored the impact of operations and resources to ensure a supportive learning environment as evidenced through meetings, inventory and <i>audits</i> .
June 2015: Continue to work with the school principal to gain a deeper understanding about fiscal decisions.
Works with the PIE coordinator on new partnerships such as Homewood Suites.
Coordinated with Wells Fargo to receive a \$1000 grant.
Once a complete overhaul of the instructional schedule was completed, xxxx developed and implemented supplementary schedules to maximize use of personnel resources and developed plans for the operational and fiscal management of small scale projects including tutoring and professional development. xxxx assisted in the implementation of our school plan to update instructional resources that closely align with standards-based instruction in a technology rich environment.

<p>Schedule was modified to ensure large blocks of time for uninterrupted instruction. Budget was revamped to maximize dollars and resources. 100 percent of fixed assets were accounted for. Computers have been purchased and additional technology resources have been purchased to assist with instruction and testing.</p>
<p>will assist in appropriately planning for the utilization of the school's budget to improve teaching and learning. In addition, she will manage time with IObservations to make certain they are completed by timelines.</p> <p>was able to complete all of her IObservations for the first semester on time.</p> <p>was also instrumental in working with our Leadership Team to attend a training at UCF on IStation and set up the initial implementation with select teachers . It is a program that helps to enrich students academic achievement in reading whether they are struggling or above grade level.</p>
<p>Domain 5 Element 25</p>
<p>Purchased an extra hourly para for ELL students. Paid for after school tutoring for 5th grade, before school for ESE 3rd graders, and fourth graders also. An additional program was purchased and an additional program for ESE students was also purchased. These two allocations were purchased to support students in the general and ESE classroom. The school is also under 1% of unlocatable fixed assets.</p>
<p>has purchased instructional resources to assist teachers and student with informational text. Smart boards have been purchased for all classrooms and will be installed to aid in the delivery of instruction. Audits were successful in the areas of budget and fixed assets - all within exemplary range.</p>
<p>has purchased instructional resources to assist teachers and student with informational text. Smart boards have been purchased for all classrooms and will be installed to aid in the delivery of instruction. Audits were successful in the areas of budget and fixed assets - all within exemplary range.</p>
<p>.94% of fixed assets were unaccounted for at xxxx.</p>
<p>.94% of fixed assets were unaccounted for at xxxx.</p>
<p>2/3/15- xxxx has done a good job with his time management as related to his responsibilities and focusing on instruction.</p> <p>6/29/15- xxxx managed summer school funds and personel successfully for 2 years</p>
<p>was able to provide needed resources to teachers and students by maximizing Title I and Title II dollars - provided tutoring, substitutes for teachers to participate in Pd and observe other teachers.</p>
<p>With limited fiscal resources, continue to be prudent with decision making.</p>
<p>ensures strategic instructional resourcing by managing and monitoring the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment.</p>

<p>maximizes operational resources to ensure operational efficiency and protects instructional time (schedules, staff coverage, field trips, fire drills, monthly reporting). She also coordinates Facility Use, Partners In Ed and Volunteers.</p>
<p>FINAL: Applying from Developing. Continue fostering those connections AND monitoring how they contribute to our core business: student achievement.</p>
<p>Mid-point - District report</p>
<p>final - Developing to Applying</p>
<p>Issues with budget and master schedule from the beginning of the school year. Was forced to work the school year with one guidance counselor because of budgetary issues and scheduling choices. There was an issue at the end of the year where personnel was assigned job duties inconsistent with what they were required to do. This ended up in Employee Relations.</p>
<p>During the mid point discussion, we talked about fixed asset being at .43% which you indicated was due to the TC dispersing a lap top to the former registrar without your knowledge. You indicated that the prop 4 form only has his signature and not yours.</p>
<p>Initial: xxxx acts in a fiscal responsive manner. She will monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</p> <p>Mid-point: xxxx continues to demonstrate fiscal responsibility.</p>
<p>Fiscal compliance points are met on a timely basis.</p>
<p>Initial rating of Beginning based upon final assessment 13/14 92914</p>
<p>Fixed assets are reported at 100%.</p>
<p>Initial rating of APPLYING based upon final assessment 13/14 92514</p>
<p>Fixed assets were accounted for at 100%.</p>
<p>You offer input on resources however look at resources in Reading and Writing, etc. that would support our areas of need. Look for grants or other resources that will fiscally impact and generate access to support in various areas of concern.</p>
<p>Look for ways you can secure resources such as establishing a grants team, etc.</p>
<p>You did a good with Destination College in partnering with PTO to secure resources. You also work with custodians to secure resources, however think about planning for the entire year to plan short term and long term goals.</p>
<p>With limited fiscal resources, continue to be prudent with decision making.</p>
<p>All systems are running well in this element</p>
<p>How do you support the acquisition of resources outside the school budget? What partnerships do you foster?</p> <p>implements and supports structures that result in the smooth running of the school environment. As property manager, he has ensured all fixed assets are accounted for. As a rebuild, ensured the smooth opening of our school building.</p>

obtained a grant for the school (leveraging resources). Additionally, all deadlines are routinely met,
has systems in place, monitors and submits reports in a timely manner.
Principal is responsible for completing all required District reports for facilities and safety departments and reporting in a timely manner. She conducts all fire drills, bad weather and lockdown drills in an effective manner.
Last school year, the school's financial audit had many discrepancies; the principal is working diligently in this area.
The most current audit has been completed within the last few weeks and the findings show growth in this area. There are no issues with fundraising and the appropriate bookkeeping methods to use.
Operation compliance points were handled according to district policies and timelines were met.
monitors the multiple facets of the school to ensure deadlines are met and meets regularly with me to review fiscal expenditures and approve purchases.
Initial rating is developing; xxxx is working on monitoring all facets of the school to ensure all deadlines are met timely.
Final Assessment review 7/23/15- Applying -all monitoring facets of the school and deadlines were met.
manages successfully timelines and deadlines to meet all compliance areas in an efficient and timely manner.
In order to be developing, you must ensure strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary to support instructional priorities and the learning environment. In what ways did you accomplish this? What actions did you take to ensure our resources were appropriately allocated in a way that focused on effective instruction and achievement of all students?
In order to increase your effectiveness on this element, you must manage your time so you can focus on instruction and student achievement while maintaining your effectiveness with management tasks.
Resources were purchased to help teachers and students be better prepared for the new standards. Technology has been purchased to assist teachers with resources that are aligned to new standards. Audits of assets and budget received favorable ratings. xxxx is monitoring the effectiveness of the new resources given we are facing new standards and a new test (Rally FSA)
School is managed effectively and resources are in place to support students and teachers.
Be sure to follow up consistently on duties as assigned. has created sign in sheets to monitor the para schedules in an effort follow up on duties assigned.
Be sure to follow up consistently on duties as assigned. has created sign in sheets to monitor the para schedules in an effort follow up on duties assigned.

<p>Mid-point - District report will determine the rating for this element</p> <p>final - Developing to Applying</p>
<p>Initial: acts in a fiscal responsive manner. She will continue to monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</p> <p>Mid-point: demonstrates fiscal responsibility.</p>
<p>The school leader will work on managing deadlines on self and the organization that effect the operation of the school. School leader will manage time effectively to maximize focus on instruction.</p> <p>will continue to use our school calendar in addition to her own daily priority list for next year. She will use both tools to stay ahead of deadlines and to manage the departments she is directly responsible for.</p>
<p>has helped coordinate the tutoring program and follows up with the scheduling of tutors and progress monitoring. oversees the office staff and follows up with training for customer service involving the service map.</p>
<p>Tutoring program has been implemented in the morning to address additional instruction for students. Perfect audit for both budget and fixed assests.</p>
<p>School personnel and resources are utilized in ways that support students learning.</p>
<p>ensures that tangible property is accounted for in a timely manner. He completes safety and drill reports and coordinates training for technology programs, as well as ensure all students have accounts for each program offered. is continuing to work to provide actionable feedback after visiting classrooms to enhance maximizing instruction. Additionally, he has a vested interest in developing the science program. will continue to work to implement evacuation drills per district guidelines independently.</p>
<p>Initial: xxxx will ensure that teachers have adequate resources to meet the diverse needs of students.</p> <p>Mid-point: demonstrates fiscal responsibility. She needs to monitor to ensure all grade levels have the appropriate resources to meet individualized student needs.</p>
<p>ensures that tangible property is accounted for in a timely manner. He completes safety and drill reports and coordinates training for technology programs, as well as ensure all students have accounts for each program offered. is continuing to work to provide actionable feedback after visiting classrooms to enhance maximizing instruction. Additionally, he has a vested interest in developing the science program. will continue to work to implement evacuation drills per district guidelines independently.</p>
<p>ensures that tangible property is accounted for in a timely manner. He completes safety and drill reports and coordinates training for technology programs, as well as ensure all students have accounts for each program offered. is continuing to work to provide actionable feedback after visiting classrooms to enhance maximizing instruction. Additionally, he has a vested interest in developing the science program. will continue to work to implement evacuation drills per district guidelines independently.</p>

<p>Solicit input from experienced veterans when making decisions until you become experienced.</p> <p>June - the 1 repeated audit finding did not occur under your leadership. However, be cognizant so it's not a double repeat.</p>
<p>Solicit input from experienced veterans when making decisions until you become experienced.</p>
<p>xxxx has been able to rework the budget to add additional support personnel to assist with teacher coaching. She also been able to acquire new technology for the school. Much of the technology was outdated. Audits have been favorable.</p>
<p>xxxx has been able to rework the budget to add additional support personnel to assist with teacher coaching. She also been able to acquire new technology for the school. Much of the technology was outdated. Audits have been favorable.</p>
<p>\$16,556 in replacement value for 458 items with regard to textbooks.... check the due dates in destiny</p>
<p>Initial rating is developing based upon our discussion. Future ratings will be impacted by evidences and student achievement. 92414</p>
<p>Fixed assets are at 100% this year. All parent inquiries were handled with consummate professionalism and discipline infractions are fewer.</p>
<p>ensured deadlines for SIP, Advanced, SAC/PTA, and other assigned tasks with timelines were met.</p>
<p>Initial: acts in a fiscal responsive manner. She will monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</p> <p>Mid-point: demonstrates fiscal responsibility.</p>
<p>You manage the personnel each morning to make sure areas are covered to maximize learning and support our students needs.</p>
<p>meets all requirements in a timely manner.</p>
<p>To move up in the continuum, share evidences of how you monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment. One important example is the master calendar. For example, do you monitor the pullout of students (SLD, speech, OT, etc.) and what core curriculum they may be missing while they receive these services?</p>
<p>There were budgetary and scheduling issues at the outset of the school year. Forced to go to the co-taught based on student growth and size of the facility. The community did not want co-taught at the school, however they did not want portables either.</p>
<p>Budget and scheduling issues at the beginning of the year that made for a difficult start.</p>
<p>This is an element you need to focus on as it has had an impact on the learning environment. I need you to systematically and purposely implement a framework and routines that ensure strategic instructional resourcing by managing the fiscal, operational, and technological resources necessary for systemic support of effective teaching. Be current with upcoming deadlines and</p>

<p>follow district expectations as they affect instruction. Your biggest hurdle is that you attempt to personally do others' tasks rather than coaching and monitoring, and it is taking away from what you really need to focus on. Follow the plan we created with LSI. Develop a vision statement for what you would like xxxx to be in a year and three years.</p>
<p>Personnel, budget and class-size issues arouse throughout the year. The purposeful misuse of resources was documented by an ER investigation.</p>
<p>xxxx is learning the budget, and all that goes into the planning of instruction for our site fiscally. She sat in with me during the duration of a CIP for our bookkeeper, which I strategically designed. I knew this would give xxxx exposure to the financial side of the house, which she had limited exposure to prior. While she still has much to learn, and really doesn't take an active role in it, he knowledge base was increased.</p>
<p>This is an area that you need to learn, and have begun through our bookkeeper accountability meetings. Continue to listen, watch, and learn the budget and procedures, until you have a firm understanding of how to build it, and effectively maintain your funds.</p>
<p>will be assisting with the budget process this year.</p>
<p>will be assisting with the budget process this year.</p>
<p>initial rating is developing; xxxx will ensure that she is fiscally responsible and that all resources will support student achievement.</p>
<p>Mid Point Assessment 1/15/15- xxxx made some instructional changes based on student data at the beginning of the school year. She moved some of the stronger teachers to the 3-5th grade levels to ensure that the students in the tests- taking grades were receiving the best quality instruction.</p>
<p>Final Assessment rating 7/22/15:Developing.</p>
<p>Initial rating is applying based on the final evaluation from 2012-13.</p>
<p>Fixed asset is an .51%</p>
<p>School budget indicates resources have been purchased to support instruction. Personnel adjustments have been made to as well (media and principal). Technology continues to be used to enhance instruction- purchase of Smart Boards. Tutoring has been expanded as well to be able to address the needs of the students and the new standards.</p>
<p>assists with decisions made in regards to curriculum, instructional and tutoring resources. In addition, she is collaborating to implement and monitor the fiscal and operational resources (2014-15 budget monitoring and 2015-16 budget) to support instructional priorities and the learning environment.</p>
<p>assists with decisions made in regards to curriculum, instructional and tutoring resources. In addition, she is collaborating to implement and monitor the fiscal and operational resources (2014-15 budget monitoring and 2015-16 budget) to support instructional priorities and the learning environment.</p>
<p>Strong fiscal management by xxxx. Resources were readily available to meet the needs of both teachers and students.</p>

xxxx focused on teachers and their instruction. He meets the expectation of teachers effectively managing time for instruction.
the majority of compliance points were handled in a timely manner
You are on your way on this. To move up in the continuum, share evidences of how you monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment. One important example is the master calendar. For example, do you monitor the pullout of students (SLD, speech, OT, etc.) and what core curriculum they may be missing while they receive these services? FINAL: Applying from Developing.
There are no issues in this area. Management, audits, monitoring are all strengths of Susan's
Increase of student matrix and maximizes teacher support.
Initial rating of Applying based upon final assessment 13/14 92914
xxxx is over the 1% threshold for fixed assets. They were missing 1.22% of their fixed assets.
is doing well with managing the responsibilities of the principalship.
xxxx manages his time effectively with the focus on instruction and monitors that the instructional time is being effectively used.
ensures strategic instructional resourcing by managing the resources necessary to support instructional priorities and the learning environment. She has been able to create new partnerships throughout this school year to support priorities on campus as well as sought out assistance from district departments to support the growth of our Dual Language Magnet Program.
Managing time effectively and completing task in a timely manner has been a challenge this year.
Purchases of additional computer software to assist with the differentiation of instruction as well as Smart Boards in all of 5th grade are just two examples of how xxxx has increased resources to assist in the implementation of the new standards and FSA
was very creative in maximizing dollars and finding resources to support the diverse student population at xxxx. In addition, multiple supports and resources are available to staff to enhance their instruction.
Initial: Completed with previous administrator, . Mid-Point: Due to the recent transfer to xxxx Elementary, there was insufficient data to make a determination of growth. Final: Although has knowledge of the school processes, continue to focus on bringing in outside resources (i.e., mentoring group, grants) to the school.
manages the fiscal and facility resources to provide instructional support to teachers and staff members.

<p>Initial: xxxx acts in a fiscal responsive manner. He will monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</p> <p>Mid-point: xxxx demonstrates fiscal responsibility.</p> <p>Final: xxxx demonstrates fiscal responsibility.</p>
<p>Ensure classrooms/teams model and demonstrate Florida Continuous Improvement Model.</p>
<p>At the swing site Principal xxxx found areas that needed cleaning, repair and painting. She immediately got these resolved and when opening the new school she also was quick to find many underpar construction issues that needed to be resolved. The transition from one campus to the other was difficult but she pulled it off with her team of teachers and staff.</p>
<p>You have managed resources to support student learning.</p> <p>Moving forward, consider model classrooms/teams that demonstrate Florida Continuous Improvement Model.</p>
<p>xxxx does an excellent job of managing the operations of the school. Audits have produced favorable ratings. His budget not only allows for purchasing of needed resources but he also has a healthy contingency to address any unexpected expenses. As a technology pilot school, issues unique to their school have been readily addressed by xxxx and his team. He has worked collaboratively with district staff to ensure smooth operation of the school.</p>
<p>is able to manages her time effectively in order to maximize her focus on instruction. is always helping in the teachers common planning meetings.</p>
<p>Initial: will demonstrate fiscal responsibility. He will monitor the extent to which plans, resources and efficiencies enhance instructional priorities and the learning environment.</p> <p>Mid-point: will continue to work with xxxx to resolve issues with missing property.</p>
<p>needs to attempt to ensure strategic instructional resourcing and manage the fiscal, operational, and technological resources necessary to support instructional priorities and a supportive learning environment.</p>
<p>xxxx was able to provide needed resources for both teachers and staff.</p>
<p>You provided actionable feedback to teachers based on their observations. This year, work on targeted follow-up to ensure that the actionable feedback is implemented and instructional improvement is carried out. Continue to work on time management so that observation feedback is delivered to teachers within 24-48 hours. Be sure that items with deadlines are completed ahead of schedule so that the district does not need to send a reminder.</p>
<p>Solid as a rock here</p>
<p>headed up the installation and operation of our new laptop computer lab in plenty of time for use before and during assessment.</p>

District projections were high at the outset of the year, but xxxx managed the deficit professionally. Scheduling was not an issue and he is very cognizant and conscientious with district compliance issues.

Note. Xxxx = names removed to preserve anonymity.

APPENDIX E
LIST OF EVIDENCES

Marzano School Leadership Evaluation FLORIDA MODEL

Domain I: A Data-Driven Focus on Student Achievement

I(1): The school leader ensures high expectations with measurable learning goals are established and focused on closing learning gaps for student subpopulations and improving overall student achievement at the school.

Scale Value	Description
Innovating (4)	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.
Applying (3)	The school leader ensures clear, measurable learning goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the school improvement learning goals.
Developing (2)	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.
Beginning (1)	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.

Evidences for Element 1 of Domain I (Required Evidence*)
<ul style="list-style-type: none"> • Learning goals are established for eliminating the achievement gap for all students* • The school leader establishes high expectations for all students to show learning growth* • Faculty and staff can explain how efforts to close the learning gap for all school subpopulations is eliminating the achievement gap* • Learning goals are established based on state and district curriculum and academic standards* • Learning goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments • Learning goals are established for eliminating differences in achievement for students at different socioeconomic levels • Learning goals are established for eliminating differences in achievement for all subgroups in the school • Learning goals are established for eliminating the differences in achievement for English language learners • Learning goals are established for eliminating the differences in achievement for students with disabilities • School-wide achievement goals are posted so that faculty and staff see them on a regular basis • School-wide achievement goals are discussed regularly at faculty and professional learning meetings

II(4): The school leader ensures the use of high effect size strategies and instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies and teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses which are based on multiple sources of data and are consistent with student achievement data.

Scale Value	Description
Innovating (4)	The school leader ensures that teacher feedback processes are updated regularly to ensure the results are consistent with student achievement data.
Applying (3)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher feedback on the use of high effect size strategies improves instruction and is consistent with student achievement data.
Developing (2)	The school leader ensures that specific evaluation data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.
Beginning (1)	The school leader attempts to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that specific feedback data are collected on each teacher regarding their pedagogical strengths and weaknesses and that these data are gathered from multiple sources.

Evidences for Element 4 of Domain II (Required Evidence*)
<ul style="list-style-type: none"> • Highly specific rubrics are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses* • The school leader monitors improvement in teacher practice to increase the percentage of instructional personnel evaluated at the innovative and applying levels* • Teacher feedback and evaluation data on the use of high effect size strategies are based on multiple sources of information including, but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers* • The school leader can link teacher evaluation data with student achievement data* • When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement* • Professional development is in place to support developing effective instructional practices for culturally relevant and differentiated instruction* • Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers • School leader provides frequent observations and meaningful feedback regarding the use of high effect strategies to teachers utilizing virtual and face-to-face conferencing • Ongoing data are available to support that teacher feedback and evaluations are consistent with student achievement data

V(3): The school leader ensures that faculty and staff establish a school climate to support student engagement in learning.

Scale Value	Description
Innovating (4)	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.
Applying (3)	The school leader ensures that well-defined routines and procedures are in place that lead to safe and orderly conduct AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly to support an environment focused on student learning.
Developing (2)	The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.
Beginning (1)	The school leader attempts to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning, but does not complete the task or does so partially.
Not Using (0)	The school leader does not attempt to ensure that well-defined routines and procedures are in place that lead to orderly conduct and keep a focus on learning.

Evidences for Element 3 of Domain V (Required Evidence*)
<ul style="list-style-type: none"> • Instructional and behavioral routines and procedures are in place to support student engagement in learning* • Continuous feedback is provided teachers regarding the learning environment in their classrooms and the school* • The school leader maintains a school climate to support student engagement in learning* • School leader provides ongoing feedback to teachers regarding the learning environment* • Highly engaged classroom practices are routine at the school* • The school leader provides a means for faculty and staff to communicate about the safety of their school • Faculty and staff know the emergency management procedures and how to implement them for specific incidents • The school leader can provide evidence of practicing emergency management procedures for specific incidents • The school leader can provide evidence of updates to the emergency management plans and communication of them to the faculty and staff • When asked, faculty and staff describe the school as a safe and orderly place focused on learning • When asked, the faculty and staff describe the leader as highly visible and accessible

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