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Principal And Teacher Perceptions Of Principal Leadership Behaviors As It Relates To Teacher Evaluative Feedback And Recognition

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PRINCIPAL AND TEACHER PERCEPTIONS OF PRINCIPAL
LEADERSHIP BEHAVIORS AS IT RELATES TO
TEACHER EVALUATIVE FEEDBACK AND RECOGNITION

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DEDICATION

I would like to dedicate this dissertation to the South Carolina teachers who have committed their lives to the future of our state, our children.

ACKNOWLEDGEMENTS

I would like to thank those who have shown tremendous encouragement to me throughout the process of completing this doctoral degree. Family and friends alike have been a constant support in so many ways. A sincere thank you extends to my wonderful parents, Stan and Joy Tompkins, who always believe in me and share in my dreams and goals.

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Thank you to the teachers and principals of my schools who were open, honest, and engaged throughout my data collection. I appreciate your willingness to share your perceptions and thoughts. I admire you all.

ABSTRACT

Attention to instructional leadership practices and their impact on teacher effectiveness continues to dominate professional educational literature. Although much quantitative research has been conducted on instructional leadership styles and behaviors, few published studies have explicitly studied the principal and teacher perceptions of evaluative feedback and recognition. This study addresses the motivational needs of competent teachers and how evaluative feedback and recognition influence these motivations. Qualitative data were drawn from three elementary schools in the Upstate region of South Carolina. Teachers and principals completed surveys, the researcher performed observations in various settings, and principal and teacher interviews were conducted to further understand the attitudes and perceptions of principals and teachers. After analyzing the data, several themes emerged to further solidify the crucial nature of instructional leaders effectively utilizing evaluative feedback and recognition to motivate capable teachers.

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CHAPTER ONE

INTRODUCTION

The current reform in education continues to focus on increased standards, high expectations, and accountability for principals, teachers, and students. Beginning in the 1980s, educators became interested in the research on effective schools and school improvement. This research led to an understanding of the importance of the principal as instructional leader (Bossert, Dwyer, Rowan, & Lee, 1982).

During the next decade, the notion of transformational leadership gained popularity and educators realized principals could not do it all and that they needed to empower teachers to aid in the promotion of school goals (Barth, 1986). Because of the contextual changes in schools, and the increased call for reform, educators began to expand the definition of instructional leadership (Leithwood, 1994). Principals were encouraged to develop the teachers' competencies in instructional planning and implementation, as well as to support the idea of teacher-leaders in the school. Teachers' individual needs were being considered, which led to moral support, use of coaching strategies, and recognition for progress made.

Along with this expanding interest in leadership theories, accountability legislation became a major force in the educational scene. South Carolina passed the Education Accountability Act of 1998 and the No Child Left Behind Act (NCLB) became federal law in 2001. South Carolina was forced to focus on proven effective strategies for school reform. The Race to the Top legislation, passed in 2009, also

encouraged our state to continue its efforts on school improvement and student achievement.

Because of these major legislative initiatives in education, and the sustained power of the desire for school accountability, a principal's managerial and supervisory roles require a constant balance that often is elusive to the principal. The emphasized need for accountability encourages the principals to consider student achievement their top priority. This priority facilitates the notion that instructional leadership remain in the forefront of educational discussions. Because teachers are the most important indicator for student achievement, a principal must effectively supervise and develop competent teachers. Currently, the climate of high expectations places principals at the center of affecting change and promoting teacher growth regarding instructional practices (Hallinger, 2007).

Expectations of principals include the ability to effectively function as instructional leaders. A successful school leader will improve student achievement by supporting and developing competent teachers. The importance of competency in teachers cannot be overstated as research consistently indicates that teachers are the number one contributing factor for student achievement (Darling-Hammond, 2014). To reach these levels of competency in instructional planning and implementation, a teacher requires a principal who is able to provide evaluative feedback and recognition of excellent performance (Sergiovanni & Starratt, 2006). It is critical that the principal to invest the time and effort in nurturing a teacher's capacity for improvement. The end result is student achievement and academic success in the classroom (Feeney, 2007).

Problem Statement

Because teachers remain the top indicator of student achievement in the classroom, it is imperative that administrators focus on developing a teacher's skills and attributes (Darling-Hammond, 1984). Research indicates that the best qualified teachers are the most dissatisfied (Darling-Hammond, Wise, & Klein, 1999). Consequently, the teacher attrition rate is alarming considering that 25% of teachers leave the field within three years and 40% leave the profession within five years (Skaalvik & Skaalvik, 2011). Due to the substantial teacher dissatisfaction and the importance of teacher effectiveness, coupled with the recent initiatives such as No Child Left Behind and Race to the Top, teacher evaluation continues to remain at the center of necessary discussions with the hope of promoting meaningful change.

Problems with teacher evaluation have been ongoing since the 1980s with teachers experiencing little growth or progress toward improving teacher practices (Darling-Hammond, 2014). This lack of growth is caused by several issues central to the domain of teacher evaluation. The omission of consistent and articulate practices hinders the teachers because they do not receive a clear idea regarding what to do to improve in their own teaching methods. Often, this is exacerbated by the lack of any post-conference discussion or assessment. Another factor is not considering the teacher's individual needs and, instead, using a "cookie cutter" approach to teacher evaluation (Darling-Hammond, 2013). This approach is frequently the result of insufficient time spent with each teacher because of the various demands on the principal. In addition to inadequate time and methods in conferencing with the teacher, the evaluation tools implemented often do not represent the necessary characteristics of best teaching practices and send a

mixed message to the teacher (Darling-Hammond, 2014). Teachers are recognizing these shortfalls and desire more useful feedback that concentrates on effective and helpful formative and summative evaluations as opposed to the typical formality of less than useful, non-specific, information.

To effectively evaluate teachers and improve teacher competency, supervision needs to concentrate on developing a teaching and learning system that supports continuous improvement (Darling-Hammond, 2014). Although teacher evaluations are used for quality assurance purposes, a valid teaching and learning system will also support the notion of maintaining a high level of teacher instruction and providing the necessary assistance to aid in teachers' professional growth (Feeney, 2007). A major component of teacher growth involves evaluative feedback and recognition of excellent performance. Feedback can include praise, encouragement, constructive criticism, and recognition. It can occur summatively or formatively during post-observation conferences, informal discussions, faculty meetings, and collaborative learning opportunities.

Unfortunately, teachers complain that teacher evaluations are infrequent and do not provide much meaningful feedback that can lead toward improvement and growth (Culbertson, 2012). This complaint is not new and has been an issue in teacher evaluation for decades. The study of the evaluation process has consistently shown a lack of regular and useful evaluative feedback that allows teachers opportunities to focus on instructional needs while challenging themselves to move to the next level of teaching expertise (Darling-Hammond, 2014). Often the evaluative feedback given is, at best,

shallow and vague and serves only to discourage a teacher as no articulated performance record is provided (Feeney, 2007).

To facilitate effective teacher evaluative feedback and recognition, the role of the principal as instructional leader must be examined in an effort to move the supervisory practices toward a more purposeful and successful end. Giving meaningful evaluative feedback and individual recognition to teachers is critical in achieving the desired results of teacher growth and competency. Understanding principal and teacher perceptions in this specific area of teacher evaluation will provide needed insight into better supervisory methods and strategies to achieve improvement in teacher practices and, ultimately, student academic success (Sergiovanni & Starrat, 2006).

Purpose of the Study

The purpose of this qualitative study is to increase our understanding of the issues related to principal leadership behaviors, and more specifically, how their instructional behaviors influence a teacher's professional growth and development. A critical component in assisting teacher growth is evaluative feedback and recognition. Several themes emerge in the literature that are associated with performance feedback and acknowledging teacher excellence. These themes focus on trust, positive rapport, quality feedback, and reflective inquiry. How the principal actively plays a role in fostering teacher growth through feedback and recognition becomes a central question. The leadership practices of the principal can impact the delivery and reception of the evaluative feedback and recognition. Therefore, to improve teacher effectiveness, supervision needs to concentrate on motivating teachers through the use of quality evaluative feedback and recognition (Darling-Hammond, 2013).

This study addresses the following research questions:

1. How do teachers' perceptions of evaluative feedback and recognition influence their morale and motivation to perform at higher levels?
2. How do teachers' perceptions differ according to the principals' leadership practices?
3. What leadership practices are perceived by teachers and principals as most conducive to effective use of teacher evaluative feedback and recognition?

Significance of the Study

Over the last several decades, studies have been conducted to examine how leadership styles affect teacher performance and satisfaction. Although the research gleaned has been informative in explaining how leadership behaviors affect teacher growth and development, these research studies have been primarily quantitative in nature and the researchers failed to consider an in-depth approach to the topic of instructional leadership and teacher perceptions of that leadership. Further qualitative studies may prove beneficial in developing a deeper understanding of the effect of leadership practices on how teachers professionally grow and improve.

The relationship between teacher effectiveness and instructional leadership practices has been studied for several decades because of its strong correlation to teacher satisfaction and commitment (Anderman, 1991). A major component of instructional leadership is teacher evaluation. When practicing competent evaluation assessments, a principal must engage in appropriate delivery of performance feedback and recognition to the faculty. Examining the principal's leadership practices in evaluative feedback and

recognition is necessary because these practices lead to a positive school climate, promote teacher growth and commitment, and increased student achievement (Hallinger, 2005).

Because experienced and competent teachers seem to have a higher level of dissatisfaction in teaching, conducting research on how these teachers perceive principal practices regarding teacher evaluations is a valuable contribution to the educational field (Skaalvik & Skaalvik, 2011). This category of competent teachers holds a high sense of performance efficacy and commitment to excelling in their instructional duties (Rosenholtz & Simpson, 1990). Performance efficacy, which is one's feelings being tied to one's job performance, is closely associated with the ability to intrinsically motivate oneself intrinsically. Being intrinsically motivated allows competent teachers to appreciate, at higher levels, the practices of evaluative feedback and recognition. The absence of meaningful evaluative feedback and recognition causes teachers to become disaffected and disillusioned (Skaalvik & Skaalvik, 2011).

To ensure adequate evaluation structures in the area of feedback and recognition, several critical leadership practices need to emerge. Evaluators should support the teacher with knowledgeable teaching instruction, provide useful feedback that includes professional development goals, and connect the feedback with teacher collaboration opportunities (Darling-Hammond, 2014). These criteria place the principal as less of an inspector and more of a facilitator. This behavior supports research that indicates experienced and competent teachers perform at higher levels of competency when given the responsibility to take the initiative to actively participate in their own professional development (Sergiovanni, 1991).

Qualitative studies that focus on the core leadership practices of teacher evaluative feedback and recognition will provide additional information on what specific practices motivate capable teachers to excel (Davis, Darling-Hammond, LaPointe, Meyerson, 2005). Understanding the nuances of what motivates and inspires teachers to improve and grow is an important contribution to the developing theories and concepts of teacher morale and motivation. Including the contexts in which growth takes place is another crucial component in understanding and gaining a knowledge base for these theories (Hallinger, 2005).

Clandinin, Pushor, and Orr (2007) ask the questions “So what?” and “Who cares?” These are essential questions for the practical application of these research findings. Because teacher effectiveness continues to be vital for the student to academically excel, principals should be concerned that teachers are adequately motivated to perform at their best. Types of evaluative feedback and recognition, and how they are perceived by the teachers, are of important practical significance. With additional knowledge, effective improvements can be implemented which benefits principals, teachers, and students.

Concepts and Definitions

This section explains the concepts and definitions discussed in this study.

1. Feedback is information provided by an agent regarding aspects of one’s performance or understanding; consequence of performance. (Hattie & Timperly, 2007).
 - a. Effective feedback answers three major questions:-
 1. What are the goals?

2. What progress is being made toward the goals?
3. Where to next?
- b. Levels of feedback
 1. Task level – How well are tasks understood/performed?
 2. Process level – Main process needed to understand/perform task.
 3. Self-regulation level– self-monitoring, directing, and regulating of actions.
 4. Self- level – personal evaluations and unrelated to the task.
2. Quality feedback is feedback based on describable, observable data, provides characteristics of effective teaching, promotes reflective inquiry and self-directedness to foster improvements in teaching. (Feeney, 2007).
3. Evaluative feedback refers to monitoring a behavior that is the focus of concern and providing feedback to the individual regarding that behavior. Performance feedback (Solomon, Klein, and Politylo, 2012).
4. Types of feedback:
 - a. Formal feedback is- given in a formal setting such as a post-observation conference or evaluation meeting.
 - b. Informal feedback is- given in an informal setting such as in private conversation, meetings, or written notes/emails.
 - c. Individual feedback is- given to the individual in a private setting.
 - d. Group feedback is- given to several people who belong to a certain group who work on tasks/ goals together.
5. Feedback Intervention Theory: (FIT) has three variables:

- a. What feedback says to recipient?
 - b. Context in which feedback is being provided.
 - c. Difficulty of task being performed. (Kluger & DeNisi, 1996).
6. Formative evaluation is evaluation conducted to provide support, growth, and encouragement. It does not include any formal assessment or summative evaluation and no negative consequences.
 7. Summative evaluation is evaluation conducted to make judgements on competency of skill set and is used to determine employment decisions.
 8. Extrinsic factors are factors that are motivated by an outcome separate from the activity itself.
 9. Intrinsic factors are factors that are motivated by competence and development; specific to teachers are factors of achieving goals, having exciting work, seeing students excel, and acquiring responsibility.

Delimitations of the Study

Several delimitations surface in this study. Because the small number of participants are all located in the Upstate of South Carolina, the scope of this study will not be generalizable to all populations of teachers and principals. The York and Chester County districts involved in the study offer some diversity but do not accurately represent the state of South Carolina. Although this study will not allow for external generalization, it is plausible that other teacher populations can benefit from this research with the possibility of “face generalizability.” This term was coined by Judith Singer and is defined as the ability to generalize the results to another population as there is no reason to believe the results cannot be generalized (Maxwell, 2013).

Another issue is the criticism of the strong emphasis on the instructional leadership role of the principals and its practicality within a real school context (Hallinger, 2008). Focusing on the area of teacher evaluation for a principal is time consuming and requires much planning and effort. Considering only the principal as evaluator also has limitations. Often one person cannot manage all of the teacher evaluations in a single school. Not including other evaluators such as the assistant principal, instructional coach, district level administrators, and teacher-leaders is a limiting factor because these evaluators also affect the teacher's motivation level and growth.

Another delimitation of the qualitative study approach involves principals and teachers in a particular school culture and setting. Each school has its own unique culture with certain traditions, expectations, and customs (Hallinger, 2005). This culture impacts the principals and teachers and affects the use, delivery, and reception of evaluative feedback and recognition. The principal's and teacher's perceptions will be their personal interpretations of how events, actions, and words are impacting their professional lives.

A final delimitation is the access to documents, faculty meetings, and conferences. Due to privacy issues, the researcher may have limited access to areas that are deemed private and are found to be sensitive to the principal or teacher.

In spite of these delimitations, this research can contribute to the field both academically and practically as the researcher seeks to tell the story of teachers and principals and their understandings and perceptions of evaluative feedback and recognition.

Organization of the Study

This study is organized into five chapters with references and appendixes at the end. Chapter One introduces the nature of the study which includes the problem and limitations. A review of the literature concerning motivational theories, job satisfaction and motivation, leadership behaviors, adult learners, instructional supervision, and teacher evaluation is presented in Chapter Two. Chapter Three describes the research methodology and the procedures used in the study. An analysis of the data collected and findings from the research is discussed in Chapter Four. Chapter Five summarizes the study, and provides conclusions and recommendations for further research in the future.

References and appendixes conclude this study. The appendix lists the Instructional Supervision Practices Rating Scale and the letters sent to superintendents and principals.

Framework of Study

The framework of the study is visually represented in Figure 1.1.

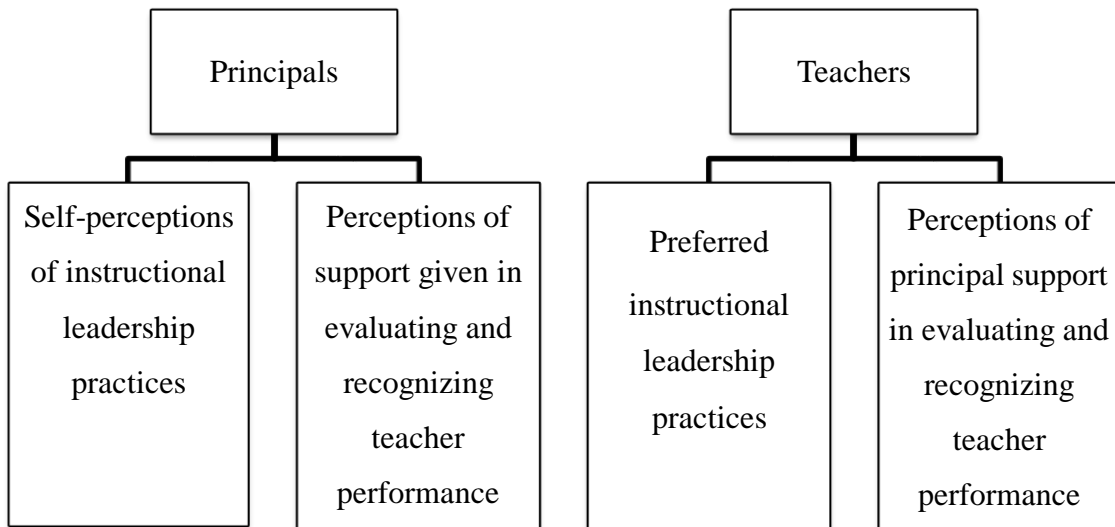


Figure 1.1: Impact of Perceptions of Instructional Supervision Practices When Evaluating and Recognizing Teacher performance

Summary

Effective evaluation of teachers includes an understanding of what motivates and inspires teachers to improve and grow professionally. Because teacher effectiveness continues to be vital for students to excel academically, educators are concerned about the motivation of the teacher. Types of evaluative feedback and recognition, and how this feedback is received, are practical considerations in studying this issue. Effective change can be made regarding this topic and improvements can be implemented to benefit teachers and students alike.

Eisner (1998) reminds us that teaching is an art and to appreciate art one must understand connoisseurship. Connoisseurship is defined as an art of appreciation and the ability to differentiate among the various qualities one is considering. This is influenced by our ability to understand the subtle and complex qualities as well as make judgments about them. When considering teacher performance, it is necessary to recognize that each teacher is different and will approach instructional tasks individually and uniquely. This allows for the distinction of excellent teaching with no one correct or right way. A principal who focuses on the unique strengths of each teacher will establish the necessary rapport and be able to provide evaluative feedback and recognition that is both meaningful and constructive in nature.

CHAPTER TWO

LITERATURE REVIEW

Historical Overview of Motivational Theory

Studies involving job satisfaction, motivation, and morale have been conducted throughout the twentieth century. Theorists consider the nature of motivation, factors contributing to job satisfaction, and the role the concept of self plays in high morale. Frederick Herzberg, along with Bernard and Snyderman, (1959) discussed two areas of motivation, hygiene and self-actualization. He argues that hygiene factors are conditions surrounding the job that can lead to unhappiness. Examples include supervision, interpersonal relations, salary, and company policies. These conditions must be met before an employee can work toward self-actualization, which is a person's need to fulfill himself as a creative and productive individual. A person gets rewarded from the performance of a task or from reaching certain aspirations. The concepts of responsibility, independence, and creativity are important in all areas of life but people tend to actualize themselves particularly in their places of employment (Herzberg et al., 1959).

Continuing the discussion of motivation, Victor Vroom (1995) defined motivation as the origins of human action and the willingness of people to participate in meaningful actions and to direct their efforts toward fulfilling particular goals or purposes. He focused on the nature of motivation with the central problem being the choices people

make and their voluntary responses. He asked two questions: Why is an organism active at all? And, what determines the form that activity will take?

This second question speaks to the issue of valence. The concept of valence is the idea that a person has preferences among outcomes and will work toward these desired outcomes. It includes the notion of incentives and attitudes and refers to the affective domain. People are initially economically motivated and certain economic conditions must be met before moving into deeper motivational areas such as social interaction and social status (Vroom, 1964).

Vroom (1964) expanded the ideas of social interaction and social status. He discussed that the economic factors must first be met and then social reasons for motivating one to work would follow. Vroom (1964) constructed the notion that social interaction allows people to gain satisfaction from social relationships in the workplace. He harkened back to Nietzsche (1901) who described people as being in a group and following others as the herd instinct with a need for belonging.

There are a variety of ways to improve motivation but Vroom believed the most effective method is to make work more rewarding. He defined reward as any experience that is received as compensation for one's actions. It is connected to consequences and can be pain or pleasure, frustration or fulfillment, or dissatisfaction or satisfaction. The value of the reward is defined by its recipient and will, therefore, vary depending on the individual (Vroom, 1964).

Vroom (1964) complemented these ideas with McDougall's (1923) thoughts on people's instincts and needs. McDougall drew on Freud and Darwin's work as he listed a comprehensive set of instincts and attached a sentiment with each instinct. He asserted

that people strive toward a goal which is a purposive activity. This activity motivates a person toward self-enhancement, which foreshadows Maslow's idea of self-actualization (1970). Henry Murray (1938) built on this list of needs to include power, affiliation, and cognition. He too focused on self-enhancement as the reason for sustaining motivation. Gordon Allport (1954) contributed to the science of motivation by describing personality with intentions and values. These intentions and values concentrate on self-extension and self-objectification. He contended that motives are learned and not innate and require an emphasis on the cognitive ego. Allport's ideas extend to the consideration of a person's cultural and historical perspectives and are phenomenological in nature (1954).

The theory of achievement motivation extends the discussion and is developed in part by Edward Tolman and Kurt Lewin. Tolman (1951) established three factors required for motivation: drive, habit, and incentive. He defined drive as the push from an organism that results from duration or deprivation. Incentive is the pull from the environment and is learned. These three factors all play a role in a person's ability to be motivated.

Kurt Lewin (1951) reinforced the notion of achievement motivation as he discussed the need for people to work harder as goals become accessible. He coined the terminology for these principles as valence and expectancy. Achieving goals is accomplished by the influence of a person's life space and how this influences his motivation. Lewin (1951) chose to focus on the internal stages and the cognitive abilities of a person in regard to motivation.

The term morale is related to job satisfaction and is defined by R. Likert (1961) as an individual's mental attitude toward his work and toward the people with whom he works. Likert (1961) noted that a trusting relationship between a supervisor and an

employee is most important to a worker and aids in promoting a supportive environment. He asserted that there is no simple relationship between job satisfaction and job performance. Vroom (1964) agreed that motivation is a complex issue and one that deals with the person's ability and his mental attitude.

Abraham Maslow (1970) studied human motivation in light of a "hierarchy of needs" to which all humans respond. Following closely with Herzberg, Maslow described the bottom steps as the basic needs such as shelter, water, and food while the top needs become more complex and include advancement, growth, and achievement. He defined the top three levels as esteem, autonomy, and self-actualization. The ego requires two esteem areas to be considered before advancing to the higher levels. The first domain, self-esteem, suggests the importance of self-confidence, independence, achievement, competence, and knowledge. The second domain, reputation, consists of status, recognition, and appreciation. All of these contributors affect a person's ability to advance to the next level of autonomy.

Maslow's autonomy level reflects on how the individual intellectually stimulated themselves (1970). A person is capable of improving and challenging themselves on an independent basis with strong internal motivations. Self-actualization is reached by a person reaching his full potential. Self-actualization includes a person reaching his full potential in problem solving, creativity, meaningful relationships, and reality-centered thinking. These highest levels allow a person to motivate himself in more intrinsic ways.

Lawler (1970) added to these ideas by noting that employee attitudes and motives center around three terms which are closely related and yet incorrectly used interchangeably: motivation, reward, and incentive. Having previously defined

motivation and reward, a definition of incentive is needed to understand these slight differences. Greenfield (1984) suggested that the concept of incentive is how the reward is distributed, which presents the issue of distributing the incentives individually. According to Clark & Wilson (1961), incentives can be categorized in two areas after the materialistic incentive is met: purposive and solidary. Purposive incentives are those that the organization reaches together. Solidary incentives are those that contribute to the group membership and allow for maintenance of social distinctions. A supervisor will alter these two incentive types depending on the resources and need of the organization at the time. These two types of incentives are powerful for organizations to employ as they motivate their employees.

Several other theorists frame the notion of incentives in various ways. Herzberg (1987) concluded that employees are more satisfied when they are encouraged to excel in their jobs and are recognized for a job well done rather than monetary compensation. William Glasser (1997) described the approach, choice theory, as people being motivated by their need to belong to groups, to maintain a sense of power, and to have fun. Kouzes & Posner (1987) have drawn similar conclusions that intrinsic motivators are more effective in promoting job satisfaction and high morale than extrinsic motivators.

Contemporary theorists have moved past these ideas (Shah & Gardner, 2008). The core motives that many researchers have focused on for the last century are now often viewed as somewhat simplistic, inaccurate, and too specific in nature. Although the idea of people being self-serving still is widely accepted, the hedonistic approach as influenced by Freud and McDougall is no longer considered appropriate (Shah & Gardner, 2008).

Instead, current theorists pursue forms of motivation which allow for a more comprehensive study of motivating factors in individuals. The five forms are belongingness, control, self-enhancement/self-affirmation, terror management, and prosocial. The forms overlap with some of the earlier studies and consider similar concepts of human motivation (Fiske, 2004). Regardless of the labels given in studying motivation, familiar themes seem to emerge and are crucial in understanding the concept of motivating individuals to perform at higher levels of productivity.

In discussing motivational theories, several researchers have been omitted due to their focus and specialty. Hull, Freud, and Pavlov concentrated on behaviors, drives, and habit associations that pertain to motivation but are not directly related to this study. Erikson and Rogers studied the developmental stages and humanistic concerns of a person's life, which provide important insights but is not necessary to review in this context.

Motivation and Job Satisfaction

A variety of studies speak to the issue of human motivation in the context of job and work related satisfaction. These studies suggest that intrinsic and extrinsic factors play a critical role in motivating employees and, yet, are complex in their relationship to each other (Gagne & Deci, 2005). Intrinsic and extrinsic work motivation were researched by Porter & Lawler (1968) to determine how work environments affected performance. Reflecting on Vroom's theories, they found that intrinsic and extrinsic motivators are both needed to produce total job satisfaction. Intrinsic motivation is defined as a person enjoying an activity and finding interest in that activity (Gagne & Deci, 2005). Vansteenkiste, Lens, & Deci, (2006) defined intrinsic motivation as

deriving interest from an engaging activity, gaining a sense of competency, or personally enjoying the activity. Noting that intrinsic motivation is determined by a person's interest, curiosity, or desired satisfaction is an addition to this definition by Recepoglu, Kilinc, & Cepni (2011).

Extrinsic motivation involves an outcome that is separate from the activity itself (Vansteenkiste, et al., 2006). Examples include money, social position, and increased authority. These motivators are detached from the work and are conveyed for a particular action. With extrinsic motivation, satisfaction comes from an outside consequence and not from the activity itself (Gagne & Deci, 2005).

Work Motivational Theories

Cognitive Evaluation Theory explores the concepts of intrinsic and extrinsic motivators and how they relate to, and affect, each other (Gagne & Deci, 2005). Several factors are found to facilitate high levels of motivation both intrinsically and extrinsically. Intrinsic motivation is encouraged by creating a sense of autonomy and a sense of competence. A supporting work climate, positive interpersonal relationships, verbal rewards, and meaningful feedback also foster the growth of intrinsically motivated employees (Gagne & Deci, 2005).

Extrinsic motivation does not seem to be as effective according to the Cognitive Evaluation Theory. Tangible rewards and tight control of employees decrease feelings of autonomy and can ultimately lead to damaging intrinsic motivation. Conversely, providing choices regarding certain tasks did increase extrinsic motivation and proved to be positive (Gagne & Deci, 2005).

Another consideration within the discussion of motivating factors is the Self-Determination Theory. Gagne & Deci (2005) argued that the topic merits deep research because finding people's reasons for behaving is a key factor in determining how to motivate and is especially applicable in the educational field. The self-determination continuum starts at motivation, which is the absence of intentional regulation and lack of motivation.

Next is the principle of extrinsic motivation which has five levels of regulation. The first level is external regulation which relies on reward and punishment and is a controlled motivation. Second is the moderately controlled motivation called introjected regulation. This regulation is contingent upon self-worth, performance, and ego involvement. Next is identified regulation and it moves into a moderately autonomous motivation that finds goals, values, and regulations important. Finally, the last level of extrinsic motivation is integrated regulation with an understanding of goals, values, and regulations that leads to autonomous motivation (Gagne & Deci, 2005)

Intrinsic motivation resides at the end of the continuum and is considered an autonomous and self-determined motivation. This type of motivation stems from the interest and enjoyment of the task. The authors suggest that this continuum is not to be perceived as a stage theory and recognizes that people can move from various stages as they grow and change (Gagne & Deci, 2005).

The final two types, integrated regulation and intrinsic motivation, focus on autonomous motivation and deserve additional consideration. Integrated regulation is complete internalization and is the most advanced form of extrinsic motivation. When a

person has graduated to the integrated regulation type, he has a healthy sense of self and how his personal goals fit in with the task given to him (Gagne & Deci, 2005).

Intrinsic motivation is closely related to integrated regulation as it is one step above in its level of autonomy. Desiring to attain competence and achieve efficacy are factors which motivate people intrinsically (Vansteenkiste, et al., 2006). Positive self-esteem and well-being are also important in intrinsic motivation. This stage of motivation is highly internalized and fosters the concepts of communication and empathy (Gagne & Deci, 2005).

Both these advanced levels of motivation require certain conditions to develop and thrive. Psychological needs being met provide the sustenance for the autonomous motivation to be nurtured. Feelings of competence and autonomy are necessary for both integrated regulation and intrinsic motivation to exist (Gagne & Deci, 2005). A person must have a sense of being capable of doing the job as well as having the independence and discretion in completing daily tasks. This includes providing learning opportunities and growth-oriented activities for the individual (Vansteenkiste, et al., 2006).

Although competence and autonomy are psychological needs that must be met for autonomous motivation, a third requirement is the sense of relatedness. Relatedness is the desire to be a part of the group and feel connected. This connection leads a person to accepting the norms, values, and beliefs of the group as his own (Deci & Ryan, 2000). All of these goals contribute to this sense of internalization which relates to Maslow's hierarchy of needs in which competence, autonomy, and relatedness are important keys for intrinsic motivation (Vansteenkiste, et al., 2006).

In addition to the three nutrients of competence, autonomy, and relatedness needed for each individual to maintain autonomous motivation, the importance of satisfying each need and the consequences attached becomes another consideration (Gagne & Deci, 2005). Considering this perspective is essential in determining the well-being of each person.

Since these three psychological needs are important for autonomous motivation to occur, the work climate must be examined. As mentioned earlier, autonomy is the crucial nutrient needed for higher levels of motivation to develop with the other two factors supplementing autonomy (Gagne & Deci, 2005). Specific conditions are needed in a social context to support autonomous motivation and integration. Being able to have some choice in the activity increases levels of autonomy as well as being given meaningful positive feedback for a job well done. Having a healthy relationship with the supervisor also contributes to increased autonomous motivation. This relationship displays congruency with the supervisor's leadership style and the worker's personality (Gagne & Deci, 2005).

Not only is the social context of the work climate crucial, but the individual differences of each person is an important consideration. Each person will regulate his behavior in what is referred to as a general causality orientation (Deci & Ryan, 1985). Autonomy oriented individuals will be self-determined, exhibit behaviors related to self-actualization, and will have positive interpersonal relationships. Control oriented individuals will focus on extrinsic motivators, display Type A behaviors, and will struggle with self-consciousness. Impersonal oriented individuals have an external locus of control with tendencies of depression and low self-esteem. These three orientations

are trait-like characteristics affecting each individual in his development of autonomous motivation (Gagne & Deci, 2005).

The Self-Determination Theory examines all levels of motivation but considers the top two, integrated regulation and intrinsic motivation, to be highly associated with autonomous motivation. When encouraging these two motivational concepts, the basic psychological needs of autonomy, competence, and relatedness must be present. In addition, the work climate and the individual's causality orientation can accurately predict the support needed for motivational increases to occur (Gagne & Deci, 2005). Establishing a climate conducive for autonomous motivation is essential as it promotes effective performance, creativity, job satisfaction, positive work attitudes, and psychological well-being (Vansteenkiste et al., 2006).

Other theories of work motivation have similar themes while embracing the ideas of Lewin, Tolman, Locke, Maslow, and Herzberg (Gagne & Deci, 2005). These themes reflect the cognitive and psychological practices of expectancy-value, self-efficacy, and goal setting theories. However, these theories do not directly consider the differences between the types of motivation. In particular, motivation that is autonomous versus controlled (Gagne & Deci, 2005). While discussing important concepts, because of this omission, these motivational theories do not speak directly to the current research and will not be addressed specifically.

In reviewing motivational work theories, several studies have analyzed the ideas of job satisfaction and commitment as it relates to the profession of teaching. Skaalvik & Skaalvik (2011) conducted research in elementary and middle schools with over 2,500 Norwegian teachers. The study, using structural equation modeling analyses, discussed

the influences on teacher job satisfaction and conceded that it is difficult to measure because there is little agreement on how to construct the design.

Using Locke's (1976) definition of job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job, the authors discussed that teacher satisfaction varied according to the circumstances that are important to each teacher. The authors classify these variables into three areas: intrinsic rewards of teaching, factors extrinsic to the school, and school-based factors. The intrinsic rewards include working with students and watching students grow in their knowledge. Factors extrinsic to the school focus on educational change and evaluation of the school. Finally, relationships with colleagues, parents, and administration represent school-based factors (Skaalvik & Skaalvik, 2011).

The authors argued that teaching is a profession that emphasizes values and intrinsic motivation. Therefore, a teacher needs to teach in conjunction with his values and ethics. This is defined as value consonance and aids in creating an "organizational fit" for the teacher. Their research indicated that part of this organizational fit is supervisory support and a feeling of belonging. These concepts are two important predictors of teacher job satisfaction. These areas include recognition, praise, and feedback of teaching skills and abilities and promote the teacher's sense of motivation (Skaalvik & Skaalvik, 2011).

According to Skaalvik and Skaalvik, more research is needed in the area of value consonance and a teacher's feeling of belonging. Studies can be conducted in these domains to determine the constructs necessary for teachers to experience higher levels of motivation and job satisfaction.

Leithwood & McAdie (2007) also researched the need for appropriate working conditions for teachers. Four school-level working conditions were identified: school cultures, structures, relations with community, and operating procedures. School cultures and operating procedures speak to the issue of motivation and job satisfaction. School cultures consider teacher goals with meaningful work and encouraging support. Operating procedures include individual efficacy, meaningful feedback, and commitment.

In addition to these four components, the authors (Leithwood & McAdie, 2007) examined the influence of the principal's leadership within the context of teacher working conditions. One practice of principals pertinent to autonomous motivation is that of developing people. This involves being supportive, listening to teacher's ideas and thoughts, providing positive feedback, and acknowledging good work.

The concept of performance efficacy plays a role in motivating individuals and is closely tied to autonomous motivation. Rosenholtz & Simpson (1990) found that task autonomy and discretion are important to employees and provide the foundation for the primary factors for commitment to work. This includes freedom, independence, and discretion in daily tasks as well as instilling professional growth that fosters ideas and encourages feedback.

The quantitative research from Rosenholtz and Simpson's (1990) study focused on eight Tennessee school districts and surveyed over 1,200 teachers from 78 schools. Using several multiple regression analyses, the study noted that experienced teachers are more concerned with instructional tasks and these tasks are associated with intrinsic rewards. The authors labeled it "psychic rewards" which is learning about the positive

results of one's efforts such as student mastery and understanding (Rosenholtz & Simpson, 1990).

Focusing on intrinsic motivation through the lens of teacher dedication and commitment, Duval & Carlson (1993) conducted a qualitative study involving 75 teachers in low socio-economic schools of Vermont. The research used a sample of teachers representative of the male/female population, as well as the elementary/secondary population, in these Vermont schools. The data collection involved interviews, surveys, and observations and was categorized using themes and possible theories to determine certain patterns (Duval & Carlson, 1993).

The authors found that the level of commitment is closely aligned with motivation and stems from concern about the work, time given to the work, and energy exerted for the work. Vermont teachers seemed to be motivated by intrinsic factors such as decision-making and student success. These teachers viewed teaching as a calling or a mission and admitted they would teach even if extrinsic rewards such as salary and paid leave were diminished. Duval & Carlson (1993) concluded that the Vermont teachers expended a high level of commitment to the job of teaching and were highly intrinsically motivated.

A final principle in considering work motivation is the study of self-efficacy and how the two concepts are interdependent. Calik, Sezgin, Kavgaci, Hasan, & Kilinc (2012) researched the notion of self-efficacy and collective efficacy in elementary and secondary schools in Turkey. To determine the teachers' level of self-efficacy and collective efficacy, 328 teachers were surveyed using the Teacher's Sense of Efficacy Scale.

The authors defined self-efficacy as a person's belief about his talents and how this belief activates motivation and cognition to allow for control over life events. Findings consistently revealed that teachers appreciated a supportive and non-threatening leadership style and this motivated them to grow and develop. The use of feedback in a positive environment also encouraged teacher motivation. A principal's instructional leadership behaviors have a significant impact on a teacher's work motivation, self-efficacy, and collective efficacy (Calik, et al., 2012).

Elements of Effective Leadership: Theories, Styles and Behaviors

Understanding work motivations of teachers leads to a review of leadership theories, styles and behaviors that contribute to positive motivational work environments, individual achievement, and organizational success. Frederick W. Taylor (1911) described leadership as a rational-structural paradigm of organizational functioning. His theory focuses on maximum efficiency with a scientific and technical emphasis. Taylor's work is criticized because of the omission of dealing with change and a lack of motivating employees with the "what" and "why" of their work.

Many of the leadership theories applied to an educational setting throughout the twentieth century were rooted in Taylor's ideas. As research led to a better understanding of an individual's motivational goals and psychological needs, the focus of these leadership theories shifted.

Sergiovanni (1992) moved away from this scientific emphasis to describe a moral leadership that involves a stewardship outlook on the part of the leader. This type of leader understands the rational choice theory which states, "What is rewarded gets done." This theory includes the motivation and moral nature of the person who is being led. A

person's beliefs and values must be taken into consideration to provide compelling leadership. The leader exhibiting high levels of commitment, goodness, and effort work toward the concept of stewardship and civic virtue (Sergiovanni, 1992).

Sergiovanni (1994) expanded these ideas with three issues involved in leadership and authority. Bureaucratic is direct supervision with an attitude of "expect and direct." The next area is technical, which appeals to the expertise of the profession and relies on research data. Finally, interpersonal skills and motivational techniques are for the necessary psychological domain of leadership.

According to Bolman and Deal (2008), effective leadership requires strong vision, communication, and commitment. In *Reframing Organizations*, the authors described the four types of leadership: structural, human resource, political, and symbolic. Each frame has strengths and weaknesses and is appropriate for different settings. The structural model harkens back to Taylor's scientific management with efficiency and specialization playing a key role. The organization exists to achieve necessary goals and the leader concentrates on being an analyst or architect in leading the group.

Holding people to be the most important asset is at the heart of the human resource frame. Considering Maslow's hierarchy of needs, and McGregor's thoughts on Theory X and Y, the human resource leader will focus on rewarding, investing in, and empowering people. Interpersonal skills and emotional intelligence are in high demand for this type of leader (Bolman & Deal, 2008).

The political leader sets an agenda and relies on networking and bargaining to achieve goals. He is an effective advocate and negotiator as he clarifies what goals can be met. Finally, the symbolic frame allows for the transactional and transformational

leader to lead by example and communicate a shared vision. These four levels of reframing encourage leaders to respond with a variety of styles and behaviors as they seek to best motivate their employees (Bolman & Deal, 2008).

Another leadership theory which addresses the organizational setting, is Hersey and Blanchard's (2007) situational leadership. The authors focused on two behaviors: task and relationship. Task behaviors require the leader to explain the duties and responsibilities of the individual in the organization. Engaging in strong communication and supporting the worker is necessary for the relationship behaviors. Depending on the maturity and readiness level of the employee, one behavior may be emphasized over the other to encourage efficiency and motivate individuals (Hersey & Blanchard, 2007).

In addition to suggesting that the context or situation is important in leadership, Daniel Goleman along with the authors Boyatzis and McKee, in their book, *Primal Leadership* (2002), outlined the theory of emotional intelligence and how it applies to the leader of today. In this work, they strongly considered the nature of the human brain and how it functions. The authors contended that the heart (emotions) and the brain (intelligence) must function together to lead successfully.

Four domains are crucial to this notion of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. The first two deal with how a person manages themselves. Self-awareness involves understanding one's own emotions, having a positive self-concept, and realizing one's strengths and weaknesses. Self-management becomes more sophisticated as a person is able to manage those emotions and set goals for achievement and growth (Goleman et al., 2002).

The other two domains focus on how a person manages others. Social awareness is the ability to understand the feelings and needs of others, with an insight and knowledge of the social and political setting. Relationship management is the level that concentrates on the person's ability to work with others. A person with high levels of relationship management skills will demonstrate empathy, exhibit effective listening skills, and build collaboration among group members (Goleman et al., 2002).

As Goleman et al. (2002) built on this emotional intelligence, they argued that leaders can be resonant or dissonant in their approach. The word resonant is derived from the Latin word, *resonare*, meaning to have synchronous harmony. A resonant leader is one who has a high level of emotional intelligence and, therefore, establishes an atmosphere of empathy, trust, and understanding. Individuals feel at peace about their work and are developing to reach their potential as the organization grows.

A dissonant leader is not in harmony and causes the group to feel an uneasiness and constant upheaval. This leader is not emotionally intelligent and may become a harsh tyrant, a manipulator, or a surface charmer. None of these leader types encourage a conducive working environment which facilitates motivating employees to excel (Goleman et al., 2002).

The authors outlined six leadership styles. The first four, visionary, coaching, relationship building, and democratic, are resonant in nature. These four styles depend on a leader who exhibits a healthy level of emotional intelligence. Each leadership type emphasizes a different set of skills and is appropriate for certain contextual situations.

The two dissonant styles are pacesetting and commanding. These leadership types are necessary in rare situations and do not often promote a positive and motivating work climate for the employees (Goleman et al., 2002).

Although these leadership theories applied to the school leadership setting, during the 1980s the emphasis on leadership in the schools was specifically centered on the effective school movement and school improvement (Hallinger, 2005). The principal became a key leader and instructional leadership was seen as a critical component in improving schools. Coordination and control expanded the principal's role as curriculum development represented the majority of his instructional responsibilities (Hallinger, 2005).

Burns (1978) added to this notion of transcending technical competence with his principles of transformative leadership. Described as a leadership style that centers on values such as freedom, community, and justice, transformative leadership is concerned with what works in the organization to promote growth and what is good for the group.

According to Burns (1978) the four main components of transformational leadership consist of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. All four areas involve motivating the worker in the goals of the organization through determining the mission, creating enthusiasm, encouraging innovation, and celebrating differences. These approaches concentrate on supporting and developing the individual to reach his highest potential and experience success.

In 1971, Sergiovanni & Starratt began noting that effective leadership provides for a communal atmosphere which unites people is sensitive to people's needs, and seeks

to establish trusting relationships. Having a charismatic leader who articulates a strong vision completes this commitment to motivating and inspiring individuals.

Unlike transformative leadership, transactional leadership is based on a bargain or exchange between people who are motivated by self-interest (Burns, 1982). Values promoted in this leadership style are fairness, loyalty, and integrity. A leader employing this style maintains the status quo and is not advocating for change. Both leadership types, transformational and transactional, can be used interchangeably as needed for specific situations.

Kouzes & Posner in *The Leadership Challenge* (2003) weighed in on the transformative style as they emphasized the importance of an authentic leader. Trust is the essential ingredient for a leader. Being honest, fair, and consistent is the foundation for a high level of trust and produces confidence in that leader. Once trust is established, a leader becomes authentic by exhibiting integrity and savvy characteristics.

Integrity involves a consistency between a leader's personal beliefs, organizational aims, and working behavior. This consistency leads to a belief in the potential of others and a desire to reward excellence. A savvy leader is one who displays a practical competence and is able to invoke wisdom from life experiences and common sense to solve problems. This leader knows instinctively what to do and when to do it (Kouzes & Posner, 2003).

Finally, at the turn of the century, the focus shifted back to accountability with a variety of federal and state laws. Principals began to embrace the instructional leadership models as they sought to give teachers more autonomy in decision-making and opportunities to share in leadership roles. School restructuring increased in response to

the necessity to abide by federal regulations and, thus, the shared leadership style was advantageous in encouraging a problem-focused and supportive school environment (Hallinger, 2008).

As expectations in the educational world continue to increase in the twenty-first century, principals remain at the forefront in their responsibilities to improve teachers' abilities in instruction and students' academic achievements. Therefore, principals must wear "many hats" to achieve this goal (Davis et al., 2005). When contemplating the area of teacher growth, they must be educational visionaries who focus on curriculum, instruction, assessment, and faculty development.

The term, instructional leadership, is appropriate in light of the principal's role in leading and managing teachers. As principals directly work with teachers to improve teaching and learning, the goal of student achievement will be realized. According to Hallinger (2005), this involves three dimensions: defining a school mission, managing the instructional program, and creating a positive school climate. The author contended that these three dimensions are integrated as they work together to create a learning environment conducive to teacher and student success. Principals who exhibit a combination of charisma and expertise experience greater results in improving teaching and learning. A seasoned principal will consider contextual variables pertaining to the teacher such as teacher experience, background, and competence. These variables contribute to a teacher's ability to develop instructional capabilities (Hallinger, 2005).

Marks and Printy (2003) added that the notion of shared instructional leadership is appropriate in regard to the multiple roles principals play. Shared instructional leadership involves decision-making and career development among the entire faculty. In

conjunction with an understanding of the adult learner, these assumptions provide the basis for effective leadership. Transformational leadership is a part of this equation as supporting teachers and encouraging their motivational commitment is an instrumental component of shared instructional leadership (Marks & Printy, 2003).

Instructional leadership involves effectively handling the school system, the people, and the leader himself. Because a competent principal includes in his daily activities visiting the classrooms, evaluating curricula, and planning professional development programs, he must find ways to consolidate his agenda and delegate responsibilities (Rigby, 2014). This delegation requires a shared leadership so that all entities remain sustainable (Hallinger, 2007).

Discussing theories of leadership for principals and emphasizing their importance is only part of the discussion in effective leadership. A thorough review of behaviors, practices, and styles is necessary to determine what constitutes the elements of effective leadership. Principal attitudes and behavior are critical for teacher competence and student success (Leithwood and Jantzi, 2006). A capable leader will practice certain behaviors consistently that will lead to a positive school climate and maintain an appropriate level of motivation within the organization.

Leadership and School Climate

Sergiovanni (1994) built on these ideas with his exploration of the term, *Gemeinschaft*, coined by the German sociologist, Ferdinand Tonnies. This concept represents a community bonding and belonging where members feel cared for and share common goals and values. Sergiovanni articulated the necessity for this type of

community where people are committed to an ethic of caring for others and helping each member improve and grow.

He argued for a new type of professionalism which allows for teacher recognition and praise. This environment encourages principals to focus on giving the teachers a sense of significance and proficiency. Recognizing the importance of significance, competence, and a sense of belonging aids in facilitating the climate of a caring community (Sergiovanni, 1994).

Peach and Reddick (1989) conducted a study that emphasized the principle of community and a positive school climate. The researchers surveyed 300 middle school teachers and 100 principals in Tennessee to determine the effect different principal behaviors had on the school environment. In particular, the authors defined a positive school climate as one in which people respect each other and help each other. There is a spirit of collegiality with teachers experiencing feelings of caring and belonging. The principal seeks to show concern for the well-being of all and he recognizes excellent performance.

The findings indicated that a positive climate does instill pride and motivates teachers to do their best work. A caring principal with open channels of communication enhances teachers' work and dignity while providing respect and trust in his faculty. This allows teachers to grow professionally and develop to their full potential. Interestingly, principals rated their school climates as more positive and encouraging than the respective teachers rated the school (Peach & Reddick, 1989).

When considering school climate and its effect on motivation, it is appropriate to study the relationships between teacher satisfaction and commitment. Anderman (1991)

framed his research quantitatively studying the strongest predictors of teacher motivation. He surveyed over 800 teachers in Illinois, Arizona, and Florida using a Likert scale survey. His results indicated that the necessary components for teacher satisfaction and commitment are a sense of purpose, respect, support, and autonomy in decision-making.

Promoting an instructional climate of learning was one of the top factors in keeping teachers satisfied and committed according to Anderman's (1991) research. This involves recognizing the excellence of teacher contributions while supervising teachers and providing meaningful feedback. Anderman's study revealed that spending direct time with teachers, in supervising and coaching them, is an important aspect in motivating them toward growth and excellence.

Hallinger (2007) extended this idea by focusing on the individual needs of the teacher. He contended that a transformational leader will demonstrate the ability to understand individual needs and empower each person to successfully develop. Incorporating a shared vision with capacity building gains merit as the teachers' motivation levels increase and they desire to improve. Principals inspire commitment as they model values of self-discipline, honesty, and sincerity with an underlying foundation of respecting each person's strengths and weaknesses (Hallinger, 2008).

Davis, Darling-Hammond, LaPointe, and Meyerson, (2005, p. 21) posed the question: "What knowledge and skills do excellent leaders have?" The authors discussed the need for a positive school culture that builds collaboration and trust. They concurred with the notion of developing people with an emphasis on offering intellectual stimulation and meaningful support. Establishing this deep understanding of how to

develop individual talents will foster a pathway of motivation and commitment (Davis et al., 2005).

Categorizing leadership styles and behaviors can be beneficial in determining compelling and competent leadership. Kouzes and Posner (2003) outlined five types of leaders with detailed descriptions of each. The practices of these five types of leaders enabled them to perform at their highest potential, leading to outstanding accomplishments within the organization.

“Model the Way” is the first leadership practice. Leaders exhibit high personal credibility and are adept in setting a positive example. Using clear guiding principles as they authentically voice their values, leaders who model the way are able to encourage lasting commitment from their employees (Kouzes & Posner, 2003).

The next effective leadership practice is “Inspiring a Vision.” Leaders who provide a clear image of the possibilities are able to enlist others in accepting the goals and visions of the organization. Understanding people and their needs and motivations is a critical component in increasing the group’s excitement and giving them hope for the future (Kouzes & Posner, 2003).

The third beneficial behavior, according to Kouzes & Posner (2003), is to “Challenge the Process.” Challenging the process involves seeking and accepting challenges when change and innovation are required. Leaders will experiment with new ideas and be willing to take risks. This attitude strengthens the group in its ability and confidence in adapting to the change needed.

“Enabling Others to Act” establishes the expectation that everyone must be active in reaching the organization’s goals. One person cannot do it alone and the leader will

encourage collaboration and cooperation among the group so that all feel valuable and worthy. This collaborative atmosphere is built on trust and respect as the leader offers autonomy and discretion in decision-making (Kouzes & Posner, 2003).

Finally, Kouzes & Posner (2003) suggested that the last compelling behavior is to “Encourage the Heart.” This practice is advantageous in that it recognizes excellent accomplishments and celebrates success. Instrumental in appreciating an individual’s motivations and needs, encouraging the heart allows for the leader to manage discouragement while continuing to set high expectations for each group member.

Leadership theories, styles, and behaviors are an important aspect in the field of education. Specifically focusing on instructional leadership for the principal requires additional emphasis on culture building and strong directive leaders (Hallinger, 2005). Accordingly, when considering the supervisory area of instructional leadership, the emphasis will constitute a careful look at teacher motivation, growth, and development.

Supervision Roles and Responsibilities

Similar to leadership theories, instructional supervision has undergone changing definitions and philosophical views over the last century. Initially, teacher supervision was considered as a gate-keeping measure that focused on inspection and watching over the teachers in their instructional duties. In the 1920s Hubert Nutt recognized a need for professional teacher training. He discussed the changing teacher demographics and lamented the unprofessionalism in teaching and instruction. To address this problem, he suggested a strong focus on professional supervision that would aid in improving teacher instruction (Nutt, 1920).

In 1931, the aim moved toward improving teacher instruction in a formal and systematic way. At that time, the Department of Supervisors and Directors of Instruction of the National Education Association defined supervision as “All activities by which educational officers may express leadership in the improvement of learning and teaching.” (Goldhammer, Anderson, & Krajewski, 1980, p.12)

Morris Cogan (1973) coined the term “clinical supervision” in the late 1950s. Clinical supervision encourages collaboration and values the perspectives of the teacher. Using pre- conferences and post- conferences along with observations, Cogan (1973) recognized the need for meaningful feedback that prompted teacher growth and how the teacher personally played a role in this development.

Goldhammer (1969) added to these ideas by calling for an understanding of the importance of supervisory work and its complexities. He contended that those who supervise are colored by personal values, political orientations, and educational philosophies. The supervisor must understand the complexity of the role and the way s/he is perceived by teachers (Goldhammer, 1969).

Moving into the 1980s, the emphasis on supervision included humanist, developmental, and behaviorist philosophies (Reiman & Thies- Sprinthall, 1998). Developmental supervision falls in the center of these educational theories as it considers a wide variety of human development issues and several academic disciplines such as education, psychology, philosophy, and sociology. These fields become important as the supervisor contends within the school context of differing teacher content knowledge levels, career stage levels, and abstraction levels (Reiman & Thies-Sprinthall, 1998).

Developmental supervision considers two types of evaluation: formative and summative. Formative evaluation is non-evaluative and requires a high degree of trust for the teacher to be willing to share weaknesses and concerns. Summative evaluation is evaluative and can be used for disciplinary action or positive recognition. It is understood that developmental supervision happens over time and is sustained by its quality and length of time spent with the teacher (Reiman & Thies-Sprinthall, 1998).

Instructional leadership positions itself with developmental supervision to improve instructional effectiveness, stimulate staff growth, affect teacher behaviors, and encourage effective evaluation approaches. The supervisory duties include areas in administration, curriculum, and instruction. Although each duty involves a different skill set, all areas require that a supervisor have excellent communication skills, strong sources of rapport, and a high degree of empathy (Goldhammer et al., 1980).

According to Sergiovanni and Starratt (1971), enlightened supervision assumes that teachers find satisfaction from excelling in their teaching duties and that they will use self-discipline to achieve those results. Enlightened supervision involves the notion of shared instructional leadership where the principal encourages teachers to take responsibility in their own learning while taking initiative to help others. Lambert (2002) believed this sharing of leadership encourages everyone to become involved in the professional work of the school.

In the last 20 years, a shift has occurred in the emphasis of supervision to a more collegial model (Glickman, 2003). This idea focuses on teacher growth rather than teacher compliance with concentrations on collaboration and reflective inquiry. Glickman (2003) defined supervision simply as watching over, directing, or overseeing.

This collegial model of supervision remains at the forefront of improving teacher quality. Darling-Hammond (2013) suggested that fostering teacher growth requires a supervisor to attend to teacher qualities which involve the personal traits, skills, and understandings an individual brings to teaching. Focus must also be on teaching qualities which provide strong instruction that allows for student learning. She believed that these two areas are critical in promoting effective teaching skills and need to be addressed in conferences and evaluations (Darling-Hammond, 2013).

Collegial supervisors also seek to provide an opportunity for teachers to experience a sense of importance in their work and accomplishments (Sergiovanni & Starratt, 1971). This can be achieved through strong communication that centers on listening, interpreting, and responding to the needs and problems of the teacher (Greenfield, 1987). He noted that one problem of communication is the habit of judging and evaluating before understanding the teacher's perceptions and before clarifying what is actually being said (Glickman, Gordon, & Ross-Gordon, 2009). After clarifying and exchanging suggestions for appropriate options, a supervisor can offer encouragement and feedback to the teacher.

Effective supervision is needed to reach the objectives of promoting a successful school. Early effective school research shows that strong leadership and positive expectations are critical to success, and later, the second wave of effective school research focuses on the culture of the school as it acclimates to the change process (Glickman, Gordon, & Ross-Gordon, 1998). Although all of these components are affected by the concept of supervision, collegial supervision is often the least common

form of supervision and requires a cooperative and interdependent relationship of observing, communicating, and sharing knowledge (Greenfield, 1987).

In addition to the collegial model of supervision, theorists consider not only the technical aspects of supervision but the aesthetic aspects as well. Eisner (1998) in his book, *The Enlightened Eye*, described supervision as qualitative and art-based. He argued that supervisors must be “connoisseurs” in the art of supervision. He defines a connoisseur as someone with the ability to make fine-grained discriminations among complex and subtle qualities. This implies an art of appreciating differences in teaching styles and methods (Eisner, 1998).

Because educational leaders deal with the curricular, pedagogical, and evaluative domains when supervising teachers, they must use their experience and knowledge to effectively manage these areas. These domains of what to teach, how to teach, and what to test are ever expanding and require a cognizance that is differentiated and suggest a subtle educational criticism (Eisner, 1998).

Marks and Printy (2003) conducted research using the shared instructional leadership model of supervisory responsibilities. They believed that the “active collaboration of principals and teachers on curriculum, instruction, and assessment” is beneficial for the success of the student achievement. The goals of the supervisor are to raise teacher commitment levels, to have teachers reach their fullest potential, and to allow teachers to move from self-interest to school interest (Marks & Printy, 2003).

The authors note that professionalizing teachers involves responding to teachers differently depending on their competency level. The principal becomes a facilitator of professional growth and collaborates with teachers in an effort to promote autonomy and

shared decision-making. Providing individualized support, granting intellectual stimulation, and encouraging high expectations, will enable the principal to be performance and culture-centered and realize positive teacher growth (Marks & Printy, 2003).

Marks and Printy's (2003) study involved 24 elementary, middle, and high schools using qualitative and quantitative measures. Surveys, observations, and interviews were employed to determine what specific skill sets led to a higher quality of integrated leadership. The researchers considered the teaching competencies of pedagogical quality, assessment tasks, and academic achievement and the leadership competencies of transformational and shared instructional leadership.

The results indicated that teachers' perceptions of strong instructional supervisory leadership encouraged teacher growth, commitment, and innovation. Pedagogical strategies and assessment tasks improved student achievement as the level of integrated leadership rose. According to the authors, strong integrated instructional leadership is essential in supporting teachers and encouraging their motivation and commitment (Marks & Printy, 2003).

Regardless of the terms used, and theories employed, supervision remains an important aspect of instructional leadership and continues to fall within the realm of the principal's responsibilities. As the principal develops and encourages the instructional competencies of the teacher, student achievement will improve. Therefore, understanding the principal's role as supervisor is necessary for realizing the ultimate goal of student academic success (Rigby, 2014).

Supervisory Roles in Teacher Evaluation

In reviewing transformational leadership, shared instructional leadership, and integrated leadership, much is gleaned in understanding the qualities, behaviors, and practices principals exhibit in successfully maintaining their supervisory roles. Hallinger and Murphy (1985) focused on two areas in regard to supervision: managing the instructional program and developing a school climate program. These two areas highlight Leithwood's (1996) reminders that teachers require individualized support, intellectual stimulation, high expectations, and rewards to strengthen their ability to develop and to empower them to excel.

Morris Cogan (1973) described eight phases for his cycle of supervisory assistance to the teacher. It becomes specific and detailed to the task of supervision. The phases are interdependent and are as follows:

1. Establishing a “helping and trusting” relationship;
2. Planning lessons and units with the teacher;
3. Planning for the observation;
4. Observing the instruction;
5. Analyzing the data for important patterns in the teaching process;
6. Planning for the conference;
7. Conferencing to review the classroom event;
8. Renewed planning. (Cogan, 1973, p.132)

This systematic approach is necessary to achieve teacher growth and provides a sustainable plan that encourages feedback specifically designed for the needs of the individual teacher (Cogan, 1973). In an effort to nurture the trusting relationship, a

principal strives to be helpful and caring while challenging the teacher to reach new heights of development.

As he supervises the teacher, effective communication is critical for the principal. Active listening, with the ability to give appropriate feedback, encourages deeper thinking about problems for the teacher and promotes the notion of a reflective practitioner. Zeichner and Liston (1996) suggested using the teacher's knowledge and expertise in reflection as the teacher steps back and considers the problem and possible solutions. Dewey (1933) articulated this process as "active, persistent, and careful consideration." This reflective process is enhanced by communicating with others and proves beneficial when working with teachers. Practice and theory coexist with iterative discussions for improvement (Zeichner & Liston, 1996).

Conferencing is an important component of this cycle, which relies on effective communication, and is enhanced if the principal is operating at a higher level of development. Democratic styles of conferencing allow for the teacher to verbally express ideas and concerns while the supervisor guides the reflection. This is accomplished by the principal embracing the idea of being a "humble questioner" who recognizes different teaching styles and methods (Cogan, 1973; Goldhammer, 1969). Novice teachers require a more definite plan of action to show improvement whereas experienced teachers can take a more autonomous approach. All teachers respond positively to encouragement and praise of their effective teaching skills (Reiman & Thies-Sprinthall, 1998).

Moreover, Joyce and Showers (1995) continued the discussion of supervisory practices with the skills building framework. A supervisor begins with the theory and rationale behind the particular teaching method using discussions and readings

appropriate to the teachers' conceptual level. Next, the supervisor models the teaching method or has a teacher who is competent with that teaching strategy demonstrate it. Finally, an opportunity for feedback is provided that, again, considers the teachers' conceptual level. This feedback includes positive encouragement and recognition when skills are attained (Joyce & Showers, 1995). The framework includes several components necessary for effective supervisory leadership which enables teachers to grow professionally.

In clarifying developmental supervision, Glickman and Gordon (1987) outlined the three propositions of supervising teachers. Teachers develop at different levels and acquire varying skills at different times. In addition to their varying competencies, each teacher is dealing with home and life events that affect work productivity. Secondly, because of this differentiation, teachers need to be supervised individually according to their developmental level. Lower level teachers require more structure and direction and higher level teachers need less structure and more autonomy (Glickman & Gordon, 1987).

Finally, the third proposition assumes that the goal of supervising teachers is to encourage development and to increase the motivation level of every teacher. Teachers who are problem solvers, decision makers, and reflective thinkers will produce students with the same characteristics (Glickman & Gordon, 1987).

After considering these three propositions, Glickman and Gordon (1987) listed three phases necessary for supervision. Stage one involves determining the level at which the teacher is operating in regard to that particular teaching skill or method. This consists of conceptual, abstraction, and flexibility levels. Tactical is the next phase for the

supervisor, who seeks to help the teacher improve instructionally. Three types of approaches are available to the supervisor tactically: directive, collaborative, and nondirective. The choice of approach will depend on the teacher's competency and abstraction levels (Glickman & Gordon, 1987).

Strategic is the third stage and involves developing the teacher's abstraction levels. This is a long-term strategy that will expose teachers to innovative ideas and new ways of problem solving. Supervisors create an atmosphere of less dependence and encourage autonomous thinking on the part of the teacher. As these teachers become more thoughtful in their instructional decisions, the students will ultimately benefit (Glickman & Gordon, 1987).

Not only is a clear understanding of the developmental stages of supervision needed to develop an autonomous and proficient teacher, but principal coaching in formative and summative settings is also necessary. Nidus and Sadler (2011) suggested using formative coaching in all cycles of the supervisory process. This entails providing meaningful feedback and recognizing goals that have been met. Celebrating successes for teachers and students is important in the area of teacher growth and development.

Reiss (2015) highlights the numerous aspects of coaching attributes in her book, *Leadership Coaching for Educators*. She noted that educators in a supervisory setting benefit from exhibiting the characteristics of active listening, compassion, sincerity, and powerful questioning. Employed in a formative or summative meeting or conference, these attributes facilitate the development of the teacher's teaching competencies.

Active listening in conjunction with powerful questioning allows the principal to discover what the teacher thinks and believes and how best to motivate that teacher.

Once a deeper understanding of that person's perspective is known, the principal can provide insight and action in an open-ended manner. Laced with sincerity and compassion, the conversations remain genuine and nonjudgmental. This encourages maximum teacher growth and sustains motivation (Reiss, 2015).

Continuing the theme of individualized support for the teacher and strong mentoring capabilities of the principal, Kelehear (2008) emphasized the need to support the teachers at their respective levels and provide clear definitions of expectations. Creating this caring, yet challenging environment, that recognizes teaching as unique to the individual will foster a spirit of sustained professional learning and growth (Kelehear, 2008).

The notion of supervising teachers is complex and demanding. A superior level of supervision requires a principal who is self-motivated in the development of effective supervisory skills. Hallinger and Murphy (1985) described four barriers to effective supervision: lack of knowledge of curriculum and instruction, professional norms, district office expectations, and role diversity. The first barrier exists because often it is assumed that because a principal once taught, he can supervise teachers. This is an incorrect assumption. Over time, the supervisor's base of knowledge weakens from dealing with administrative duties resulting in an inability to provide quality instructional expertise to the teacher.

Professional norms speak to the issue of principals giving their instructional authority to the teachers, informally or formally. This act limits the principal's influence on teaching, and, therefore, limits supervisory responsibilities. The third barrier is district office expectations. The district office typically places a high priority on management,

politics, and community relations, which reduces time spent on supervisory duties (Hallinger & Murphy, 1985).

Role diversity is the fourth barrier. Principals struggle with time management as it is increasingly difficult to schedule blocks of uninterrupted time to plan, observe, and conference with teachers. The multiplicity of expectations on a principal is daunting. These four barriers are serious issues with regard to establishing strong supervision (Hallinger & Murphy, 1985).

Hallinger and Murphy (1985) concluded with the overarching problem in supervision, a lack of clear definition of the supervisory role. A principal must focus on managing the instructional program which, consists of development, implementation, and evaluation of the instruction as well as promoting a positive school climate with high expectations, incentives, and rewards. Again, these goals are time consuming as they require careful planning and thought on a daily basis.

Numerous studies have researched the topic of effective supervision and its impact on teacher motivation and perceptions. Aydin, Sarier, and Uysal (2013) conducted a meta-analysis of 12 Turkish studies to determine the affect leadership approaches had on teacher satisfaction and motivation. After reinterpreting the statistical data, the authors found that job satisfaction and motivation increase when the teacher is supported intellectually. This results in excitement and enthusiasm, which leads to professional growth in teaching acumen. Teachers seem more committed when they are appreciated, recognized, and rewarded for success and achievement.

Another study that proves instructive in understanding supervisory responsibilities is the Hallinger (2008) review of 25 years of 36 studies using the Principal Instructional

Management Rating Scale (PIMRS). The PIMRS framework includes 10 instructional leadership functions. Three components pertain to supervision: The principal supervises and evaluates instruction, provides incentives for teachers, and promotes professional development.

Data gleaned from the principals' self-assessment and the teachers' perceptions of principals' performance is useful in assessing needs and setting goals for improvement. Principal and teacher ratings differed with principals rating themselves higher in all categories than the teachers rated them. Teacher ratings proved more reliable as independent sources of evidence were used to validate findings (Hallinger, 2008). Not broadening the supervisory pool to include assistant principals, district personnel, and mentor teachers was a weakness of the study. Often, other administrators aid in the responsibility of supervising teachers and having this additional data would provide a more comprehensive view of the strengths and weaknesses of the supervisory functions. Hallinger's study reiterated the need for strong supervisory competencies for the principal in facilitating teacher growth (Hallinger, 2008).

Wahlstrom & Louis (2008) conducted a quantitative study in which they surveyed 4,200 teachers on their perceptions and experiences with principal leadership. As noted before, trust and efficacy play an important role in establishing a sense of community that employs a shared leadership model. Principal- teacher interactions and communications rely on these attributes to maintain stable and productive relationships. These strong interpersonal relationships foster a climate of growth and development for the teacher.

Effective supervision requires a principal who is committed to teacher learning and growth and who has the necessary skills to promote this growth in a meaningful and

sustained manner. In an effort to understand all components of competent supervisory practices, a review of the teacher as an adult learner is necessary and instructive.

Teacher as the Adult Learner

Research continues to verify that the teacher is the number one factor in affecting change in student academic achievement (Rigby, 2014; Darling-Hammond, 2013).

Because teacher effectiveness has the greatest influence on student success, the teacher's growth must be the principal's primary focus in seeking to improve students' learning. Understanding the teacher as an adult learner and recognizing adult learner theories will aid in the principal's quest (Rigby, 2014).

Malcolm Knowles formulated his theory of adult learning, which is called andragogy. His theory considers four basic assumptions: adults have a psychological need to be self-directed, adult experiences should be utilized, adults seek to solve real world problems, and adults want to apply their knowledge (Knowles, 1980). Knowles later added a fifth assumption that adults are primarily intrinsically motivated and they find satisfaction in learning new skills. Although his theories are no longer exclusively accepted, they do give insight into how adult learners grow and develop in their professions (Glickman, Gordon, & Gordon, 2009).

Howard Gardner's (1983) developed the principle of multiple intelligences in which he asserted that the recognition of a teacher's learning strength benefits the teacher's progress and, ultimately, student achievement. These intelligences include the areas of linguistic, logical-mathematical, musical, spatial, bodily kinesthetic, intrapersonal, interpersonal, and naturalistic. Recognizing these various intelligences assist the supervisor in gaining a better understanding of the teacher (Gardner, 1983).

Sternberg proposed his triarchic theory of intelligence, which posits that adult cognition involves componential, experiential, and contextual processes (Glickman et al., 2009). Componential thinking deals with cognitive processing, experiential cognition includes the person's experiences, and the contextual aspect considers the socially influenced abilities of a person. This trio of thinking affects how the adult learner processes his understanding of new material (Glickman et al., 2009).

Piaget added to the notion of adult cognition with his discussion of assimilation and accommodation. An adult needs some familiarity with an idea to be able to process it, which is labeled assimilation. Then adults must be able to incorporate this new idea into a larger concept, termed accommodation (Glickman, 2003). These various concepts are instructive in supervising teachers because they speak to the levels of teacher thought and understanding.

Another area of cognition is based on the level of abstract thinking upon which the teacher operates. Abstraction is defined as the ability to distance oneself cognitively from immediate concrete experience, identify the action needed, and decide on future action (Glickman, 2003). Low abstract thinking relies on authority to make changes or offer suggestions and the person is often confused about the problem. Teachers with moderate abstraction can identify problems and possibly determine several options but will need aid in implementing a plan. High abstract thinkers have the ability to determine the problem, generate ideas, and implement a plan for improvement. In order to improve reflective and critical thought, advancing to the higher levels is necessary for the teacher in professional development. This knowledge is essential for a supervisor to conference

with the teacher and provides evaluative feedback and encouragement for growth (Glickman, 2003).

Duval and Carlson (1993) qualitatively studied Vermont teachers and the notion of abstract thinking with a focus on training and development as it relates to their dedication and commitment. After interviewing and surveying six teachers, the authors noted that a higher level of abstraction produced a higher level of commitment. This high level of abstraction led to increased motivation, enthusiasm, and devotion to teaching.

In conjunction with teacher cognition and abstraction levels, the importance of committing to the teacher as a learner and mentor is essential. Because teachers are the number one influence in student growth, a school needs to be a community of learners that includes the teachers. As teachers examine, question, and reflect on new ideas, student learning and achievement increases (Greenfield, 1987). Expert teachers can then share their knowledge and become mentors to less-experienced teachers. Feelings of worth and value come from sharing professional expertise with others and this positive recognition is empowering to the teacher.

Calik, Sezgin, Kagaci, & Kilinc (2012) concurred with these ideas, stating that a teacher's self-efficacy is important in increasing teacher motivation and establishing effective schools. Their associational research aimed to examine the relationship between leadership behaviors and teacher efficacy in Turkish schools. This quantitative study, which surveyed 328 classroom teachers, indicated that instructional leadership plays a critical role in improving a teacher's self-efficacy and this, in turn, improves collective efficacy and allows for a stronger, more productive school.

Self-efficacy is defined as a person's beliefs about his talent, which activates the motivation, cognitive resources, and action series needed for ensuring control over events in his life. Self-efficacy must be established for collective efficacy to build in momentum. Collective efficacy is the shared belief of a group to manage actions and produce skills. Together, these two types of efficacy constitute performance efficacy which provides the foundation for a strong motivation and commitment to one's work (Calik, et al., 2012).

In addition, the Turkish study found that the psychic rewards of learning about the positive results of one's efforts is a primary factor in motivating teachers. As principals developed teachers' competencies and skills through meaningful feedback and recognition, self-efficacy and collective efficacy grew stronger (Calik, et al., 2012).

Not only is the adult learner a necessary topic for understanding teacher's growth but the teacher's philosophical bent toward teaching is crucial as well. Greenfield (1987) built on this discussion with a qualitative study conducted by Mitchell, Ortiz, & Mitchell (1983) that focuses on teachers' philosophical beliefs and how these beliefs affect motivation. The authors categorized the fifteen teachers into four major groups: master teachers, instructors, coaches, and helpers.

The master teachers concentrate on production of achievement and tend to be leaders in the school. Developing and executing lessons is the primary goal of the second group, the instructors, and they view teaching as a technical and skilled craft. Next, coaches seek to nurture children and provide developmentally appropriate lesson plans that will engage students. Finally, helpers put the responsibility on the student and are often the weaker instructional teachers. The study found that different beliefs about

teaching affect how teachers respond to feedback and evaluation (Mtichell, et al., 1983). Understanding a teacher's outlook about teaching is necessary for the supervisor to adequately provide teacher growth.

Evaluative Feedback and Recognition

Considering how the teacher views his teaching responsibilities and his correlating philosophy is necessary as the components of evaluative feedback and recognition are applied to the area of supervision. Effective supervision also depends on the philosophy of education each principal holds and his belief in his supervisory role. Principals who believe in trust and rapport as the foundation for supervisory relationships can begin establishing a collaborative learning environment conducive for teachers to practice new skills and develop innovative teaching strategies. This environment includes useful feedback connected to best practices of teaching (Glickman, 2003).

Nolan & Hoover (2004) offered a distinction between teacher evaluation and supervision. Evaluation focuses on standardized and comprehensive evaluations of the teachers with the intent being to establish minimal standards of competence. An example of this definition of evaluation is the summative evaluation as it concentrates on finding incompetence's with little potential to enhance growth. These evaluations are often viewed as punitive and not positively received. Supervision reflects the desire for growth, risk-taking and is generally individualized. True supervision recognizes the complexity of teaching and the collegial and collaborative nature of teacher development (Glickman, 2003; Reiman & Thies-Sprinthall, 1998). A form of supervision, modeled in formative evaluation, has the purpose of building trust, developing collegial relationships, and addressing teacher concerns and needs (Glickman, 2003).

In developing the teacher's instructional acumen, a principal can foster a supervisory environment by providing focused feedback and promoting reflective inquiry (Darling-Hammond, 2013). Feedback that clearly defines the characteristics of effective teaching and identifies the strengths and weaknesses of the teacher's instructional practices is considered to have sustenance. A principal is commenting on what the teacher and students actually do and the comments are descriptive in nature.

After providing this feedback, the principal encourages the notion of a reflective dialogue during post-observation conferences. A practical reflection instrument is utilized with the necessary follow-up conversations. Employing guided reflection as a tool to facilitate these discussions, a principal can begin to offer examples of "blind spots" in Johari's Window to encourage deeper thinking on the part of the teacher (Reiman & Thies-Sprinthall, 1998). The Johari Window allows for a way to identify self-awareness and includes four levels of this awareness. Useful feedback and meaningful reflection are two components that support continuous improvement and offer teachers a collaborative learning environment that leads to higher student achievement (Darling-Hammond, 2014).

Culbertson (2012) added to the supervisory discussion in reminding principals of the importance of accurately measuring teacher performance and then providing the teacher with an individualized and intensive review of that performance. Asking teachers questions such as, "Do you think the evaluation instrument is effective in helping you improve?" and "How do my observations and conferences prove helpful in improving your instructional practices?" give the principal invaluable insight into his supervisory style and behavior (Culbertson, 2012).

Conferences, reflective inquiry, and in-depth teacher questioning provide the principal with an opportunity to display effective communication. Actively listening to the teachers encourages them to think more deeply about the problems and concerns with their instructional issues. Going beyond simple acknowledgements, the principal asks questions and makes comments to promote a supportive atmosphere. This allows the teacher to construct meaning from experiences and work to solve personal inadequacies (Reiman & Thies-Sprinthall, 1998). At the root of effective communication and active listening is trust. Without trust between the principal and teacher, the communication will be weak and developing these meaningful discussions will remain elusive (Kelehear, 2008).

As principals strive to provide compelling communicative skills with an emphasis on meaningful feedback and reflective inquiry during teacher interactions, it is imperative to note the criterion of effective evaluative feedback and recognition and their definitions and influence. Hattie & Timperley (2007) defined feedback as the information provided by someone regarding aspects of a person's performance or understanding. It is a "consequence" of performance.

Feedback combined with instruction increases learning and improvement. This can be accomplished through affective means which is motivational and engaging. It can also be applied cognitively by suggesting alternative strategies, confirming correct or incorrect analysis, and restructuring information. Feedback used in a learning context affectively, or cognitively, provides the most opportunities for growth (Hattie & Timperley, 2007).

The authors studied 12 meta-analyses assessing the influences of feedback in the classroom setting. To qualify as feedback, three questions had to be asked:

1. Where am I going? (What are my goals?);
2. How am I going? (What progress is being made toward the goal?);
3. Where to next? (What activities need to be done to make progress?).

Succinctly stated, the questions speak to the ideas of “feed up, feedback, and feed forward.” Each feedback question works at four different levels and the findings indicate that each level has a varying degree of effectiveness (Hattie & Timperley, 2007).

The first level is the task or product level and focuses on how well tasks are performed and understood. The process level is next with an emphasis on processing and understanding the information. The third level is the self-regulation level and encourages self-evaluation and self-efficacy intentions. The final level is the self level, in which feedback is given to the individual on a personal level (Hattie & Timperley, 2007).

The researchers noted several other findings in regard to feedback and its effectiveness. Moving through the levels of task, process, and regulation provided a high degree of growth and improvement. This feedback was most powerful when the person had some understanding of the goals rather than a total lack of content understanding. Immediate feedback proved more beneficial than delayed feedback and specific praise and recognition that related to the task or process was most effective. Written comments operated under the same guidelines and provided motivation when they were specific, immediate, and task/process oriented. All examples of productive feedback led the person to increase persistency in accomplishing difficult tasks and they were motivated to perform at higher levels (Hattie & Timperley, 2007).

Less effective methods of feedback included extrinsic motivators such as rewards and tangible gifts. Unclear evaluative feedback was not only inadequate but proved harmful to the person and decreased the person's motivation, resulting in poor future performance. In reviewing the effective and ineffective methods of feedback, this extensive study indicates clear, purposeful, and meaningful feedback serves as a valuable tool in enhancing teacher learning and growth (Hattie & Timperley, 2007).

Feeney's (2007) research suggested several principles that are necessary for feedback to be useful in providing professional growth in teachers. Positive rapport between the supervisor and teacher must be cultivated and provides the strong relationship that has the potential to encourage improvement. A relationship that establishes positive feelings and is harmonious in nature will benefit the teacher's learning. As this relationship grows, the trust will develop and there will be more opportunities for honest assessment of the teacher's skill and abilities.

Cavanaugh (2013) discussed this issue of trust and how trust is essential for feedback to be effective. Because positive feedback from another person has a social component, trust becomes necessary to move forward in discussions of improvement and growth. A supervisor will reassure the teacher that failure is acceptable as he tries new ideas and develops innovative strategies in providing instruction for students. This "permission to fail" will strengthen the relationship and foster growth in the teacher's competencies (Brubaker, 2004).

Not only is strong rapport and a sense of trust required for evaluative feedback between a supervisor and teacher, but feedback is most useful when given immediately (Cavanaugh, 2013). Similar to Hattie & Timperley's research (2007), Cavanaugh found

the immediacy allowed the teacher to translate the information into meaningful changes for the next set of lesson implementations. Feeney's study (2007) also indicated that timely feedback can have substantial impact on professional growth.

In addition to a trusting relationship and timely delivery of evaluative feedback, Feeney (2007) outlined three main components of quality feedback. His definition of quality feedback is feedback that promotes teacher growth and, ultimately, improves student learning. The three areas are as follows:

1. "Be based on descriptive observable data."
2. "Provide characteristics of effective teaching."
3. "Promote reflective inquiry and self-directedness" (p. 191).

Feeney recommended giving the teacher feedback that is focused and is based on a performance rubric that explicitly defines the characteristics of good teaching. The feedback is based on observable data of what the teacher has done and is descriptive in nature. A teacher can see the connection between personal teaching behaviors and the characteristics of effective teaching (Feeney, 2007).

The third recommendation Feeney (2007) made, which is repetitive of other studies, is for the supervisor to encourage reflective inquiry in conversations with the teacher. Establishing the habit of reflection will facilitate growth as the teacher constructs personal understanding of good teaching practices. This reflection allows the teacher to move away from the technical aspects of teaching and move toward the art of teaching (Zeichner & Liston, 1996).

The teacher is seen as a reflective practitioner who can competently critique problems and seek potential solutions to those problems. Reflective inquiry is

collaborative and can be implemented in individual conferences as well as group settings. Zeichner & Liston (1996) call this reflection a “puzzle of practice” in which the dialogue involves reporting the observable data to the teacher, posing questions to consider, discussing thoughts and ideas with the teacher, and allowing the teacher to make adjustments and suggestions for improvement. This is an iterative process and is constantly in motion as the teacher grows professionally.

Dewey (1933) discussed the three attitudes needed for reflective action, which are: open-mindedness, responsibility, and wholeheartedness. These ideas encourage a teacher to balance daily routines between thought and action. As a principal conferences with a teacher, these attitudes can be strengthened so that the teacher can internalize the feedback, thereby sustaining improved teaching practices.

Feeney’s (2007) final recommendation regarding performance feedback was to use student responses to aid in the instructional practices of teachers. Student surveys can facilitate additional thought and perspective as the teachers reviews the students’ comments. Students spend many more hours with the teacher than the principal and often are very astute at giving an accurate picture of teaching skills and abilities (Marshall, 2012). As opposed to feedback after infrequent lesson observations, incorporating student feedback is another tool to use while conducting meaningful conferences. Accepting this feedback in a formative setting allows the teacher to gain further insight into personal strengths and weaknesses while fearing punitive action.

Tomlinson (2012) also instructs the principal in some practical guidelines involving evaluative feedback. Communicating respectfully a personalized assessment of strengths and weaknesses encourages clear understanding for the teacher to improve.

The author suggests discussing the positives first to reduce anxiety and foster a trusting relationship. Hoerr (2013) advocates “The Rule of Six” which states that six strengths must be shared for every weakness. Highlighting the positives will give the principal an opportunity to guide the teacher to the next developmental steps in working on his weaknesses.

A performance feedback meta-analysis study was conducted by Solomon, Klein, and Politylo (2012). It considered 36 articles researching the performance feedback of elementary, middle, and high school teachers. The study confirmed much of the previous findings emphasizing that immediate feedback is most constructive and individualized comments prove most beneficial. The comments can be written or verbal but need to be detailed and clear about what was observed and what specific steps can be taken toward improvement.

Khachatryan (2015) provided pertinent insights into evaluative feedback in her qualitative case study of four teachers and one administrator at a charter high school in Northern California. Using multiple sources of data and a variety of coding and analyses, she was able to study the utility of feedback evaluative comments and how these comments helped motivate the teachers and cause them to improve in their teaching abilities. Khachatryan, employing Hattie & Timperley’s (2007) four levels of feedback, aligned the specific feedback to the teacher perceptions and, in doing so, established themes and patterns that elicited interesting findings.

Khachatryan discovered that meaningful feedback presents the teacher with the opportunity to experience validation and affirmation of teaching acumen which increases motivation. This feedback focuses on the task and process as it enhances learning and

growth in the teacher's instructional strategies and skills. As the principal provides this elaborated, yet concise, evaluative feedback, the teacher is able to establish his voice in practical ways that promote continuous improvement (Khachatryan, 2015).

Summary

Chapter two has been a review of the literature involving leadership practices as it relates to teacher motivation when providing evaluative feedback and recognition.

Motivating teachers is an important concept as a principal employs certain leadership behaviors. These behaviors can lead to effective supervisory practices with the specific use of evaluative feedback and recognition proving to be a powerful influence on teacher improvement. Combined with effective teacher development, meaningful feedback and recognition builds on prior learning and creates an environment for positive growth.

After reviewing the literature, I found that there is a lack of research in the area of teacher motivation and its relationship to evaluative feedback and recognition (Feeney, 2007). This gap is apparent because much of the literature discusses the importance of motivating teachers but not much research has been conducted on how teachers perceive the feedback and recognition, how these factors motivate them, and what types of feedback and recognition are most conducive to positive growth. The studies conducted have largely been quantitative in nature and fail to adequately provide ideas, themes, and connections to leadership practices as they influence teacher growth and motivation. Therefore, research connecting teacher motivation and supervisory behaviors regarding feedback and recognition is limited.

Chapter three discusses the methodology of this qualitative study as I sought to research teacher motivation, supervisory practices, evaluative feedback and recognition.

Included in the discussion are the site and participant selections, data collection methods, and data analysis. This methodology will prove compatible with the research questions listed earlier and will serve to integrate the conceptual framework with the actual design of the study.

CHAPTER THREE

METHODOLOGY

The purpose of this study is to determine the perceptions of teachers regarding principal leadership behaviors and how these behaviors affect a teacher's ability to grow professionally. In particular, the importance of evaluative feedback and recognition are central in promoting a teacher's proficiency in instructional skills and strategies. The intellectual goal of this research is to understand and gain insight into the teachers' and principals' perspectives as to how evaluative feedback and recognition affect teacher performance and competency. Part of this intellectual goal includes understanding the contexts in which this evaluative feedback and recognition take place and how that influences the actions of teachers and principals.

The qualitative research is a narrative study which focuses on seeking answers regarding how and why in the real-life context of the school setting. It involves understanding the perceptions and attitudes of people and how this causes them to behave. The phenomenon of interest is placed in a specific time and setting with an interest in the teachers and principals of the school (Schwandt, 2007). Clandinin et al., (2007) reminded us that people lead storied lives and it is important to hear their stories and perceptions of events. Their experiences uncover the feelings, hopes, desires, and reactions of humans and how they respond to their environment and the factors surrounding their environment.

The narrative study impacted the research because the analysis focused on the perceptions, feelings, and attitudes of the participants. To portray the deeper insights and themes of motivation and evaluative feedback, the story of the ways in which teachers perceived motivation, and how motivation and morale impacted their teaching effectiveness, was presented through narrative descriptions and vignettes. Charts were used as a supplement to display data regarding themes and subthemes.

Site Selection

Maxwell (2013) described a qualitative researcher as conducting “purposeful selection” because a huge sample size is unavailable, so site and participant selection must be made carefully and deliberately. The strategy which most closely resembles how this site was chosen is criterion sampling. This strategy required that the researcher study cases with a predetermined set of criteria that is important to the research.

The sites, York County and Chester County, meets the predetermined characteristics needed for this study as the researcher seeks to understand how teachers and principals in South Carolina are actively providing and receiving evaluative feedback and recognition and how this interaction affects teacher growth. York County is a fair representation of medium level socio-economic South Carolina schools because of its four distinct districts. Chester County is a good representation of lower socio-economic level areas prevalent in the state.

Maxwell (2013) discussed several goals for site selection, with the first goal being to achieve typicality of the setting. This is accomplished by including the district of York County One and Chester County. York One is located in the middle of the county in the town of York, SC. York is a small town comprised primarily of farmers, small business

owners and employees of companies in Charlotte. Many residents in York grew up in the area and their children attend the same schools they attended. Some of the population works in the Charlotte and Gastonia areas of North Carolina.

Chester County is located south of Rock Hill, South Carolina. It is comprised of small, rural towns with most people working in the county. It has a higher poverty index than York One. Many residents have lived in Chester their entire lives.

Because of the variety of types of schools in these two districts, York County One and Chester County represent a range of differences that can provide what Maxwell (2013) calls “maximum variation.” The schools reflect a variety of teaching challenges and issues that are pertinent to the study. Because of the high attrition rate in teachers, these two districts provide a good base of schools with teachers who are typical to the state. The rationale for not choosing other counties is the lack of economic diversity many counties have because they may all be of one socio-economic level.

Participant Selection

Similar to the strategy for the site selection, the participant selection also uses the method of criterion sampling. This “purposeful sampling” is not to produce generalizations but, instead, to gather information-rich cases to gain valuable insights about the research topic. The participants were sixteen elementary teachers, three principals, and three assistant principals. The criteria in place for teachers were threefold: elementary school teachers, teachers who had taught over seven years, and teachers who had demonstrated proficiency in teaching. This proficiency was determined using several standards. They were teachers who had achieved National Board Certification, who had an excellent principal recommendation, who were selected as a

mentor teacher for Winthrop University, or who had been named Teacher of the Year. All of these measures require a teacher to display an above average level of competency in the South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) standards and proficiency in the district benchmarks as well.

These teachers provided critical information for the study for several reasons. Teachers who display a higher level of mastery in teaching are typically better prepared to reflect and understand their own feelings and thoughts regarding motivation and recognition. Having over seven years of teaching experience, they are more secure in their teaching position and were able to have candid and open discussions regarding the issues. This group was also chosen based on the assumption that these teachers might have a higher level of self-awareness allowing them to more accurately verbalize their thoughts and perceptions as they reflected and used their intrapersonal skills to facilitate open dialogue.

The only criterion for the principal was five years of service at the same school. This ensured that they had observed the teacher in the classroom for a sufficient length of time and they knew the teacher on a personal and professional level. Each principal supervised several teachers who participated so each principal had several teachers in the research study.

Research Questions

The study addresses the particularized research questions:

1. How do teachers' perceptions of evaluative feedback and recognition influence their morale and motivation to perform at higher levels?

2. How do teachers' perceptions differ according to the principals' leadership practices?
3. What leadership practices are perceived by teachers and principals as most conducive for effective use of teacher evaluative feedback and recognition?

Data Collection Methods

Maxwell (2013) described the data collection process as “data recording” by which the researcher is actively producing the data he gathers. In qualitative research, the information is co-constructed with the participants. Glesne (2011) added that the researcher must choose techniques that gather the data needed, consider different perspectives, and effectively use time. Keeping these concepts in mind, the researcher strives to employ multiple methods to achieve triangulation.

By choosing three different methods, the study provided the data needed, while contributing differing perspectives on the research topic. Obtaining triangulation is possible because of the variety of methods used that will generate multiple types of data.

The first type of data collection was observations. Three methods of observations were employed: faculty meeting observations, classroom observations, and principal shadowing. Observing a faculty meeting for each school provided insight into the relationships between teachers and principals and the ways in which they interacted in the school setting.

Conducting classroom observations was important because it provided an understanding of the “teacher in action,” the way in which the teacher related to the students, and what type of feedback and recognition was given to the students. This gave insights into the teacher's preferred method of receiving feedback and recognition

because often an individual gives the type of feedback and recognition based on personal preferences. One classroom observation per teacher provided information regarding the teacher's style in classroom management, teaching strategies, and student interactions.

Finally, principal shadowing provided perspective on how the principal interacted with his teachers on an individual basis during the daily school day activities. Observing his nonverbal communication, informal conversations, and directives was necessary in developing themes and patterns of leadership practices.

The second strategy in answering the research questions was interviewing the teachers and principals. Each teacher was interviewed twice for approximately 45 minutes each time. Each principal was interviewed once for approximately 45 minutes. These interviews had the potential to aid in addressing all three research questions.

The third method of data collection involved utilizing the *Instructional Supervision Practices Rating Scale*. This inventory consists of 32 statements that identify leadership behaviors. The principals completed the "self" version and the teachers completed the "observer" version. This inventory addressed the leadership practices that are critical to evaluative feedback and recognition: supervisory practices, evaluative feedback practices, and recognition practices. This rating scale was adapted from three different authors (Hallinger, 2008; Skaalvik & Skaalvik, 2011; Kouzes & Posner, 2003). In gathering this data, pertinent information was gleaned as to the nature and types of evaluative feedback and recognition best suited to teacher growth and motivation.

Using these multiple methods of data collection enabled the researcher to construct deep and complex information concerning the research questions. Having

teachers and principals as participants helped in understanding the multiple perspectives and attitudes, while allowing for interpretations of different views of the situation and each person's reality (Glesne, 2011). These strategies, along with the various perspectives of the teachers and principals, contributed to the trustworthiness, verisimilitude, and authenticity of the research. The complexity of the relationships, interactions, and events of the particular sites, the York County schools and the Chester County schools, and my participants, principals and teachers from these schools, became evident.

Data Analysis

Qualitative researchers use an inductive process of data analysis which allows for patterns and themes to be built from the bottom up and can involve collaborating with the participants to ensure accurate meanings and perceptions. Qualitative research is also emergent in design because as the researcher learns about the topic, the themes and patterns of discovery may be modified (Creswell, 2009).

Several steps are involved in the process of qualitative data analysis. Once the information is collected, the researcher begins organizing and reading through the data. This requires a holistic approach with the tones and impressions of the participants noted as the researcher reads and rereads the data (Liamputtong, 2009). The next step is comprised of transcribing interviews, and writing memos and field notes (Creswell, 2009). Continually writing memos and updating notes allows for a reflection on the goals and methods as well as "capturing analytic thinking." (Maxwell, 2013).

As reflection and thinking are employed, this case study involved many detailed descriptions of the school setting and the interactions of the teachers and the principals.

The researcher coded the data by descriptions and themes. Placing data into categories encourages theory development and emphasizes important concepts. The coding process can take many forms as the researcher determines themes and patterns that are expected and ones that emerge which are not expected. Using “in vivo” codes facilitated an understanding of the actual words and thinking of the participants.

After coding the data and looking for themes and patterns that developed from the information obtained, organizing these concepts into broader issues, substantive issues, and theoretical issues aided in identification of content and description of the participant’s concepts and beliefs (Maxwell, 2013). Using the detailed description of the people, setting, and events added rich information that furthered the complex analysis of building on themes and ideas.

The final step was to interpret the data by connecting the interrelated themes and patterns to make meaning of what was learned. This involved asking what new discoveries had been uncovered and whether additional questions needed to be asked. Understanding the data in context with a holistic approach, the researcher focused on the relationships of the varying teacher and principal perspectives. As these theories emerged, the interpretations went beyond the general, or norm, and found the complexities of the research topic (Glesne, 2011). These analytic strategies enabled the researcher to “look for patterns, make comparisons, and produce explanations.” (Maxwell, 2013).

Role as the Researcher/Positionality

The subjectivity of the researcher must take into consideration the researcher’s strengths and weaknesses in relation to the topic of instructional leadership behaviors,

evaluative feedback, and recognition. The researcher's strengths begin with understanding the teacher's point of view. Being a former teacher allowed the researcher to develop interview questions that were pertinent and spoke to the issues being studied. These questions and prompts effectively ascertained the information needed.

A possible weakness in the subjectivity of the researcher was the inclination to nurture and help everyone. Vigilance in journaling and self-reflection helped guard against the tendency to make excuses for, or judge, study participants. Focusing on various perceptions and attitudes, without moving to initiate change, was a struggle at times but self-awareness led to a determination to avoid this behavior.

The researcher shared many similarities with the participants. Race, gender, socio-economic status, and academic background were commonalities among the participants and the researcher. This could be a strength because the teachers would relate to the researcher and may have felt a sense of rapport that led to a trusting and comfortable relationship. Teachers may have become willing and open to share their true thoughts and perceptions of evaluative feedback and recognition and how it impacted them on a personal and professional level. The researcher took on the status of an "insider" who was one of the teachers with an understanding of their responsibilities.

Another possibility was the researcher being considered someone who does not understand the realities of teaching in an elementary school. Because the researcher is a Winthrop professor, teachers may have had a tendency to feel there is a disconnection from the academic halls to the elementary classroom. Some teachers may have had bad experiences with Winthrop interns or with the supervisors in their partnering schools.

Many scenarios existed where the teacher could have had a negative impression of the university or professors in general.

The researcher's experience combined with a strong knowledge enabled the engagement of a meaningful research study while recognizing the strengths and weaknesses of the positionality of the researcher.

Trustworthiness

Recognizing the researcher is the instrument was necessary to continually exhibit self-reflexivity as the researcher moved through the research process. During the "spring" season of the research, questions such as "Why am I doing this?" and "Am I ready for this?" became pertinent (Tracy, 2010.) This began the journey into an honest and transparent look at the biases and goals of the project. Journaling was a key component in exposing the researcher's strengths and shortcomings throughout the process and also getting feedback from the participants was another avenue to monitor the trustworthiness of the study.

This was accomplished through member reflections as teachers gave their thoughts and opinions on the chronicling of events that have transpired and their own words in describing these events and their feelings about them. Combining this information with an examination of an account of the research being done provided the auditing needed to remain sincere throughout the study. Focusing on the biases and perceptions while examining the impact they had on the scene and other's reaction to them encouraged a more honest account of assumptions and how they affected the data. Addressing the subjectivity and positionality was only accomplished by continually monitoring the thoughts & reactions throughout the entire research process. As Peshkin

(1988, p.20) reminds us, “By monitoring myself, I can create an illuminating, empowering, personal statement that attunes me to where self and subject are intertwined. I do not thereby exorcise my subjectivity. I do, rather, enable myself to manage it...”

Ethical Issues

Ethical issues in qualitative research tend to center on the relationship between the researcher and the participants. The nature of these relationships is particularly important to a narrative study. Relating to the participants required a careful and honest approach. Several roles that qualitative researchers can take were possible ethical dilemmas in this study (Glesne, 2011).

The role of intervener and reformer were positions that the researcher had to strive not to assume as information was learned about the school, administration, or district that is problematic. Upon acquiring this information, the desire to change something to make it better for the teachers or to shed light on some injustice was not entertained. The advocate role is similar in that the researcher takes a position to help others. All of these roles were tempting to embrace as one appreciated the teachers’ contributions to the schools and wanted the best possible environment for them to improve and grow.

An open and accepting research environment is best so that participants are encouraged to give feedback and honestly share their thoughts and opinions. The ethical position of the relativist seems most pertinent in that each situation was different and required discernment and understanding (Glesne, 2011). Navigating through the ethical dilemmas was best accomplished by developing a trusting and open relationship with

participants so that the research study was not hindered and individuals were treated with dignity and respect.

Summary

In designing the research methods for this study, the researcher utilized a qualitative approach with an explanation of the site selection, participant selection, research questions, data collection methods, and data analysis of the research. Chapter three concludes with the ethical issues of the study. Chapter four will present the results of the study and chapter five will summarize the results and make recommendations for the future.

CHAPTER FOUR

METHODS AND CONTEXT

This study was conducted to improve our understanding of the issues related to principal leadership behaviors in the areas of supervisory practices, evaluative feedback practices, and recognition practices. Specifically, the researcher sought to understand how these instructional leadership behaviors influence a teacher's professional growth and development. There is substantial quantitative research investigating the effects of instructional leadership practices on teachers' motivation and morale. The gap in the research is the lack of qualitative data that provide a deeper understanding of the lived experiences of principals and teachers. With this study, the researcher sought to develop a narrative with an emphasis on the experiences, feelings, and perceptions of the principals and teachers regarding evaluative feedback and recognition.

The data were collected using an *Instructional Supervision Practices Rating Scale*, faculty meeting observations, classroom observations, principal shadowing, principal interviews, teacher interviews, and teacher evaluation forms. This chapter presents a qualitative analysis of the data collected from sixteen teachers and six principals in three schools, in a two districts, in the Upstate of South Carolina.

Research Questions

This study addresses the following research questions:

1. How do teachers' perceptions of evaluative feedback and recognition influence their morale and motivation to perform at higher levels?

2. How do teachers' perceptions differ according to the principals' leadership practices?
3. What leadership practices are perceived by teachers and principals as most conducive to effective use of teacher evaluative feedback and recognition?

Description of Schools and Participants

This study was conducted over a twelve-week period during the winter months of the 2015-2016 school year. The first four weeks of the study focused on classroom observations and faculty meeting observations. The next four weeks involved interviewing the six principals and sixteen teachers. The final four weeks were spent interviewing the teachers for a second time.

Districts, Schools, Participants

Three schools participated in this research study. Schools and participants were coded to maintain confidentiality. The three schools were chosen by various means. School One was chosen by the superintendent of the district after a telephone call by the researcher. After discussing the criteria for the principals and teachers, this superintendent felt that School One would be an appropriate choice. A meeting was then scheduled to determine the possibility of working with the school.

School One was a fifth and sixth grade elementary school with over 640 students. It is located in a small town in the Upstate of South Carolina. The school boasts a hometown feeling with a real sense of community. The absolute rating for this school is good, with an 18-1 student teacher ratio. The poverty index is at 67%. This school was handpicked by the district superintendent because it met the criteria of being a successful

school that was managed effectively and the principal has led the school for over five years.

One principal, and two assistant principals, were principals in this school with each principal having over seven years of experience. All three principals have had classroom teaching experience and hold multiple degrees.

The researcher met with the principal of School One, to discuss how the principal evaluated teachers and decided which teachers fulfilled the requirements of this study. The principal evaluated the teachers twice a year and used those evaluations to guide his decision. Another method he used was to choose teachers who are teacher-leaders. The teachers in the school who were willing to take the lead in a new curriculum program, district mandate, or mentoring roles were considered at a higher level of competence. Finally, the principal reviewed the student achievement data to consider teachers who were meeting the district and state academic goals.

His method of determining teacher competence was a mixture of formal and informal processes. Because he had worked with most of his teachers for over 10 years, this knowledge of teacher effectiveness seemed to be intuitive and obvious to him. He was able to name five teachers during the meeting who had achieved the requisite level of competence.

The research study criteria for choosing teachers required that they all be elementary teachers, who have taught over seven years, and who have demonstrated competency in teaching. Competency is established by meeting at least one of these four criteria: receiving an excellent principal recommendation, achieving National Board Certification, being selected as a Winthrop mentor teacher, or being named Teacher of

the Year. The principal also considered these guidelines in choosing the five teachers for the study.

The five teachers from this study exhibited a high level of competency and effectiveness as a teacher. All five were Winthrop University mentor teachers and assisted in developing Winthrop's pre-service teachers each semester. All five held at least one Master's degree and several leadership positions in the school. Two teachers were named Teacher of the Year, and one teacher was a National Board Certified Teacher. All five teachers received excellent principal recommendations and each teacher averages over 15 years of teaching experience.

School Two was chosen because it was a Professional Development School affiliated with Winthrop University and the school often participates in educational projects with pre-service and in-service teachers. A meeting was held with the head principal to discuss the research study and the teacher requirements.

School Two was an elementary school with Pre-Kindergarten through fifth grade. The school was located in a small, rural community. Its teachers have taught multiple generations of a single family by having taught parents and children of the same families. The school had a friendly, and open, atmosphere where one was welcomed and encouraged to visit. Over 570 students attended the school with a student teacher ratio of 24-1. The absolute rating was good, with a poverty index rate of 76%. The school was chosen because the principal had been the administrator for five years and the principal and assistant principal exhibited effective leadership skills.

One principal, and one assistant principal, were administrators at School Two. They each had over five years of experience as administrators. Both have classroom teaching experience and hold multiple degrees.

Six teachers participated in this study from School Two and were chosen for their consistent high level of success in the classroom using the aforementioned criteria. All six were Winthrop University mentor teachers and held at least one Master's degree. These six teachers also all had teacher leader positions in the school. Two teachers were awarded Teacher of the Year and one teacher was named District Teacher of the year. Another teacher had attained the National Board Certification license. All six teachers received excellent principal recommendations and each teacher had an average of over twelve years of teaching experience.

The principal added the criteria of the teacher having had two successful annual evaluations to determine competence, but her main focus was on teacher-leaders and student achievement data. The six teachers she chose for the study all held leadership positions in the school and all were meeting or exceeding the district student testing goals in MAP and PASS testing.

School Three's status as a Professional Development School affiliated with Winthrop University was also the reason for choosing it. A meeting was held to discuss the research study and the requirements of the teachers. With over 440 students, school three was a Pre-Kindergarten through fifth grade elementary school. It also was located in a small, rural, town with a stable population that had lived there much of their lives. The school was open and friendly with a family/school climate. The student teacher ratio was 23-1, with a poverty index of 88%. The school's absolute rating was average.

School three had one principal and one assistant principal. The assistant principal of the school did not participate in the study. The principal had over 10 years of experience, held multiple degrees, and had classroom experience.

The five teachers involved in this study from School Three were chosen because of various criteria. During the initial meeting with the principal, he was formal in his approach to choosing competent teachers and seemed mainly focused on the student achievement data. He conducted a data meeting every Tuesday so he was aware of the students' performance on MAP testing, which is administered quarterly. Teachers who are meeting or exceeding the MAP testing goals are considered competent in their teaching skills.

All five were highly recommended by the principal, and all are Winthrop University mentor teachers. Three had been selected as Teachers of the Year and one Nationally Board Certified. All held at least one Master's degree and average over ten years teaching experience each.

Table 4.1

Districts, Schools, and Participants

School District	Chester County	York County
Number of Schools	2	1
Number of Principals/ Assistant Principals	3	3
Number of Teachers	11	5

Data Collection

Data were collected using three main components: the completion of the *Instructional Supervision Practices Rating Scale*, observations including principal

shadowing, faculty meeting observations, classroom observations, and interviews of principals and teachers. A review of the observation evaluations was also used to aid in the second teacher interview. Using a broad range of methods allows for the possibility of triangulation to validate the findings. The data components used in this study each have their own strengths and weaknesses but employed together they complement each other and expand conclusions (Maxwell 2013).

The Rating Scale offered an introductory look at the perceptions of the principals and teachers which was instructive in preparing interview questions. The principal shadowing, faculty meeting observations, and classroom observations all served to describe settings, behavior, and events. Reviewing the observation notes provided insight into the perceptions of the principals and teachers (Maxwell, 2013).

Understanding the perspectives of the participants through drawing inferences is the benefit of conducting interviews. These interviews allowed for questioning of past actions and events that could not be known through observations or surveys. Interviews also glean information regarding the goals of the participants and their perceptions of reality (Maxwell, 2013).

The observation evaluations were used in the second teacher interview to ascertain the different types of evaluative comments given and how the teacher was motivated by each comment. This reflection provided another opportunity to broaden the understanding of the participants' perspectives.

Analysis of Data

Data analysis should start at the beginning of the research and continue throughout the study as an iterative process that is generated in an organized and

meaningful way (Liamputtong, 2009). The first step the researcher employed was reading through the observation notes and interview transcripts. After reading the notes and transcripts, the research spent time thinking about the ideas and thoughts of the participants. Maxwell (2013) emphasized that reading and thinking are critical components in qualitative studies. These steps allowed the researcher to begin immersing herself in the data.

A close companion to reading and thinking is memo writing. Memo writing is crucial because it begins the analytic process (Glesne, 2011). Regular memo writing facilitates thinking that often leads to new insights and ideas (Maxwell, 2013). Memo writing became a regular part of the data analysis in this study.

Data coding is a necessary next step in thematic analysis. Searching through the data for themes and patterns aids in the process of coding. Initially, using a short word or phrase will suffice or choosing to use “in vivo” codes, the actual words of the participants (Liamputtong, 2009). Coding, similar to memo writing, began early in this research and continued throughout the study. According to Liamputtong (2009), basic questions to ask in developing coding strategies include: What is the concern here? Who are the persons involved? How do they interact? Which reasons are provided? What is the intention here? What is the purpose? These questions encourage reflective thinking on a regular basis.

As Glesne (2011) stated, data coding involves categorizing the themes and then finding relationships among them. This is not just a count of themes but a deeper look at what is of interest or striking in the text. Looking for exceptions, omissions, and negative feelings are also important considerations when coding (Coffey & Atkinson, 1996).

Coding can encourage analytic thought by using two different strategies: similarity relationships and contiguity relationships. Similarity relations use comparing and contrasting as a means to define categories. These categories then lead to a coding strategy for defining similarities and differences (Maxwell, 2013).

To further develop the themes and patterns of the study, the researcher considered the three types of categorizing, as described by Maxwell (2013). The organizational categories are the broad issues to investigate and some of these were established before the data were collected. The next category, substantive, provided a more descriptive and practical understanding of the participant's beliefs and concepts. These areas may be the participant's own words or may be the researcher's own words used to describe what is being said.

Finally, the theoretical categories outline the abstract ideas and represent the "etic" concepts of the researcher. These concepts are derived from the researcher's notes and thoughts. This area of categorizing allows the researcher to consider new ideas and theories that might explain what has been observed and described. Moving beyond the broad issues into more substantial and theoretical ones, encourages the researcher to explore the categories in a deeper way and possibly discover new ideas (Maxwell, 2013).

Contiguity relations involve connecting strategies and understanding data in their context. This is a holistic approach that considers the data in their entirety. These connecting strategies often followed the initial categorizing stages of finding similarities and differences in this study (Maxwell, 2013). Connecting strategies are different from categorizing in that they establish relationships among the different themes and patterns.

Wolcott (1994) described this stage as interpretation where the researcher is extending the analysis and exploring various theories.

Results: Data Findings

Rating Scale, Principal Shadowing, Faculty Meeting Observations, and Classroom Observations

At the beginning of the study, each teacher and principal from all three schools completed the Instructional Supervision Practices Rating Scale. Using a five point Likert scale, the survey was divided into three categories: supervisory practices, evaluative feedback practices, and recognition practices. Eleven of the sixteen teachers returned the survey. In reviewing the first category, supervisory practices, 66% of the teachers felt that the principal “almost always” practiced these behaviors. The teachers scored the principal as “frequently” demonstrating the practice at least 25% of the time, with ‘sometimes’ being at 7%.

The second category, evaluative feedback practices rated at 60% for “almost always” and 23% at “frequently.” Only 4% of the teachers scored the principal at “sometimes” for evaluative feedback behaviors. Recognition practices, the final area, was also rated with high scores. Sixty-eight percent of the teachers scored the principal at “almost always” and 27% scored at “frequently.” Again, the “sometimes” category was very low with 5% of the total. The categories of “seldom” or “almost never” were less than 1%. Data is presented in Table 4.2.

Rating Scale

After reviewing the surveys, it seemed evident that most teachers scored their principals very high and perhaps the survey was not an accurate depiction of these supervisory practices. Five of the six principals returned the survey and rated

themselves even higher than the teachers rated them with very few areas below the “frequently” category. Because of the high scores, the researcher chose to look at anything below a five, “almost always,” and consider those areas as somewhat weaker. These weaker behaviors helped frame the interview questions for the initial interview and were instructive in teasing out discrepancies within the survey.

After distribution of the rating scale, principal shadowing, faculty meeting, and classroom observations were scheduled in each of the three schools. The variety of observations allowed the researcher to view the principals and teachers in different settings interacting with adults and children.

Table 4.2

Instructional Supervision Rating Scale Results

Frequency	Instructional Practices	Evaluative Feedback Practices	Recognition Practices
Almost Always	66%	60%	68%
Frequently	25%	33%	27%
Sometimes	7%	4%	5%
Seldom	2%	3%	0
Almost Never	0	0	0

School One

School One was a community school with a warm and inviting atmosphere. In principal shadowing, the principal seemed to know most students by name and several came up to speak with him as we were walking through the hallways. The interactions with teachers were open and friendly and the principal’s disposition was non-threatening.

As we visited classrooms, the teachers seemed eager to share with the principal the content of their lesson and the activities the students were performing.

The faculty meeting operated in a timely manner and can be categorized as business-like but friendly. Toward the end of the meeting, gift cards and jean day passes were distributed to teachers with perfect attendance. The principal commented on several areas of teacher excellence and how these teachers were working hard. The principal indicated that he strives to start the meeting on time and end on time in order to respect the teachers' time and their personal lives. The teacher to teacher interaction was open and friendly with teachers greeting each other, discussing their day, and talking about plans for the rest of the week in the classroom. The interactions with the principal and teachers was characterized by a banter, joking, and light hearted comments. His comments seemed to indicate an understanding of the teachers' long day and their need to unwind.

In School One, the researcher conducted five classroom observations in three sixth grade classes, one fifth grade class, and one resource class. Although teachers were teaching on a variety of topics, students were engaged and seemed to be enjoying the lessons. Each teacher had a unique and special rapport with the students. Some teachers were direct, matter of fact, and business-like. These teachers incorporated humor and sarcasm appropriate for the developmental level of the students. Other teachers were more nurturing toward the students with an organized classroom style. All five teachers repeatedly praised the students and gave them positive feedback on their work. Having a professional background in instructional supervision, it was obvious to the researcher that

each teacher provided the students with engaging instruction and a positive classroom environment.

School Two

School Two was located in a small rural community. Spending time with the principal allowed the researcher to have an understanding of her philosophy of facilitation and encouraging the teachers to be teacher-leaders. She was friendly with the teachers and students, often joking with them and finding humor in daily problems and issues.

The School Leadership meeting was facilitated by a teacher-leader in the school with the principals adding comments throughout the meeting. The atmosphere was collaborative in nature with each member having the respect of the group and being able to make comments and suggestions. After the items on the agenda were discussed, the topic turned to planning the Christmas party. The group seemed excited to be having the party and spending time with colleagues. A timer had been set to end the meeting on time and the teachers and principals departed in a friendly tone.

The teachers in School Two teach Pre-Kindergarten, second grade, third grade, and fourth grade. The classrooms were friendly and engaging with teachers and students excited about learning. The creatively decorated rooms and attention to detail seemed to indicate a priority each teacher had placed on creating an environment conducive to learning. Most of the teachers exhibited a direct, open, and organized style of teaching, while others tended toward more of a warm and nurturing relationship toward the students. All teachers displayed a high level of commitment to their students.

School Three

Located in the middle of the upstate of South Carolina, School Three was situated in the center of a small and rural town. The school was open and friendly with many parents and grandparents visiting throughout the day. The principal was direct and business-like with a sense of goal setting and accomplishments. He spent time in the classrooms and made an extra effort to praise and reward students' accomplishments.

Data meetings were held weekly. His main priority at these meetings was test scores and pushing students to achieve at higher levels. The principal accomplished this by motivating his teachers to excel. During data meetings he charted each grade's growth and then broke it down to each teacher's growth. Teachers were encouraged to learn from other teachers who were excelling in a certain subject area. Students were constantly the focus of the meeting and their academic achievement was the top priority.

The five teachers who participated in the study teach first grade, third grade, fourth grade, and fifth grade. One teacher was the school's reading specialist. These teachers were energetic and upbeat with an emphasis on achievement. The classroom environment was positive and orderly. The teachers reiterated the strong emphasis placed on student achievement that the principal shared. Observing their classrooms and watching the teachers interact with the students gave me insight into how they give feedback and recognition. This was important because it often indicates the preferences of how the individual for receiving feedback and recognition. It provided insight in developing interview questions and establishing goals for the teacher interviews.

Results: Theoretical Ideas and Themes

Principal Interviews

The six principals in this research study were three elementary head principals and three assistant principals with at least five years of experience at that school as an administrator. One interview lasting from 45 minutes to an hour was conducted using a semi-structured, open interview format to gather textual data from the participants. Each head principal was discussed individually and the three assistant principals were discussed as a group.

School One

The principal at School One had been an administrator for over 15 years. He was a former teacher and football coach with strong ties to the community. After spending time with him in various settings, it became apparent that he loved his job and his school. He seemed to adhere to Bolman & Deal's (2008) human resource frame because of his strong emphasis on putting people first. A prominent theme he noted was his belief in having a caring and empathetic attitude toward the teachers. This attitude helped to motivate the teachers because they knew they are respected and supported. This relationship building speaks to Goleman, et al.'s (2002) notion of emotional intelligence and the importance of demonstrating a caring attitude about others.

During the interview, a second theme, communication, emerged from the interview. Communication was an important aspect of this principal's leadership style because he felt it was important to let the teachers know his expectations and keep them abreast of all requirements and responsibilities. Communicating with teachers, in his

mind, also included praising them for excellent work and recognizing their success in the classroom.

When asked specifically about what motivated his effective teachers, the principal of School One mentioned three different aspects of leadership that he felt were important:

1) Fair treatment is essential in keeping teachers working hard for the principal and school; 2) The principal cannot play favorites and put certain teachers above others; and 3) He believed that observing the teachers' lessons and noting their planning and implementation of those lessons was important. Because competent teachers are seeking to plan and implement creative and engaging lessons, it is important for the principal to observe those lessons, discuss them with the teacher, and provide a time of reflective inquiry on the lesson. This awareness of the engaging hard work the teachers are performing, encourages his teachers to continue to work diligently and try new ideas for student learning.

The principal also felt that it was important to find each teacher's strength and then place them in a leadership position at the grade level, team, or school. The teacher-leader is an important concept in School One. Teachers who are adept in certain areas are asked to assume a leadership role and move forward. This motivates the teachers because it recognizes their competence and gives them confidence to excel in that role or responsibility.

The principal of School One was excited about his school's success and the strides being made in testing and student achievement. With a large percentage of the school in the poverty index, he recognized that effective teachers are the key to the

students' success in academics and beyond. His leadership style was one of coaching teachers and helping them succeed in the classroom.

School Two

School Two's head principal has been leading the school for over five years. She described herself as a "square," one who likes to do things correctly, is goal-oriented, and strives to reach excellence. This principal focused on grouping teachers purposefully to achieve optimum results. Organization, meetings, and order seemed to be an important part of her structural frame mindset (Bolman & Deal, 2008). Competency was a major theme throughout the interview. This principal considered herself to be highly knowledgeable in curriculum and pedagogy. She expected her teachers to have this same high level commitment to being an on-going learner who is always improving. This belief contributed to her attitude of teacher autonomy and encouraging the competent teacher to make decisions regarding classroom instruction. She noted that she likes to give teachers autonomy if they are competent and doing a good job. All six teachers validated that statement in their interviews.

Developing the teacher-leader was also critical for the principal of School Two. She believed in finding the strengths of each teacher and allowing them to excel in that area. The teacher participants in this study all held teacher-leader positions and helped lead the school to success. The principal built on teacher strengths by emphasizing strong listening skills. She felt being an active listener was essential for a leader to demonstrate to the teachers that you care for them.

The principal of School Two was energetic and excited about the future of her school. She displayed a caring attitude toward her teachers and desired for them, and their students, to reach their full potential.

School Three

School Three's principal had been leading the school for over seven years. He had experience in teaching as well as leading middle and elementary schools. He described his leadership style as democratic with a collaborative approach. He believed in building capacity in the school as he developed teacher-leaders. This approach requires sincerity and authenticity to develop teachers to their highest potential and build from the ground up.

In motivating teachers, the principal chose ways in which the teachers would feel appreciated for their hard work. Taking teachers to nice restaurants, hosting cook-outs for them, and gifting them with individual presents were extrinsic methods of demonstrating his support and appreciation. Although these extrinsic factors reinforce teacher motivation, the principal of School Three noticed his competent teachers were highly intrinsically motivated. He felt that the number one catalyst in motivating his teachers was student achievement. Because the school was so data driven, with a heavy emphasis on improving individual student's scores, the teachers excelled in pushing students to another level. His teachers had a love of learning and were motivated by finding new and creative ways to teach students.

School Three was led by a principal who emphasized teacher growth and improvement and increased student achievement. He challenged teachers through observations, candid reflections and inquiry, and professional development opportunities.

The idea of collective efficacy had taken root as teachers were striving to become more effective teachers. His belief in his teachers' and students' ability was evident throughout the interview. Table 4.3 provides excerpts of principal comments.

Table 4.3

Principal Comments

Attribute	School One	School Two	School Three
Autonomy	I see myself as a coach. I give advice, encourage, and listen.	I will not hover if it is working for you.	My staff holds themselves more accountable.
Communication	Constant communication is key...let them know what is going on; expectations and priorities.	Being a listener is number one. Validate their concerns and be receptive to something different.	
Respect	It is important to praise people and let them know you care.		I try to make them feel appreciated for what they do.
Teacher Growth	Self-awareness is high here. Teachers want to improve.	I asked them, What did you see that worked? What did you do?	Teachers cannot stay where they are. They must move forward.

Assistant Principal Interviews

The three assistant principals had been in a leadership position for at least five years. All three assistant principals seemed to have good working relationships with the head principals and teachers. The assistant principals discussed their ease in going to the head principal with any problem or concern. They also mentioned the complementary nature in which the principals work. Each principal has a set of talents and strengths that

are complemented by the other principal's talents and strengths. The relationships with the teachers seemed positive because the assistant principals commented on relationship building and the different ways they try to foster a productive and positive school climate.

These principals conducted classroom observations and provided evaluative feedback to the teachers. Affirmation and support were the two constant ideas for the assistant principals. Letting teachers know they were doing a good job, praising their lesson implementation, and supporting their classroom planning were all important areas in motivating teachers. The principals seemed to be very hands-on, in the classroom often, and had a sense of what each teacher was teaching. The interviews provided specific and detailed accounts of teachers' growth and development.

Listening and having an empathetic disposition also were mentioned in all three interviews. Being approachable and considerate to the teachers encouraged a positive environment conducive for growth for all teachers. Each principal placed an emphasis on caring about the teachers' personal life as well as their professional life. Textual data supporting these ideas includes but is not limited to participant comments in Table 4.4.

Table 4.4

Assistant Principal Comments

Attributes	School One –A1	School One- A2	School Two
Autonomy	We let the teachers teach their way. Be themselves.		
Communication	We use our Facebook page to communicate. We post successes,		Trust and communication are the keys.

Attributes	School One –A1	School One- A2	School Two
	celebrations, and goals for the future.		
Respect	We work well with all different types of people. Everyone is valued.	I let them know I care. Hugs, notes, candy all help.	I let people know their personal lives matter. They are not just an employee.
Teacher Growth	Relationships must be strong. Show them what is right and then help improve what is lacking.	We allow teachers to collaborate and have team meetings to promote growth.	I help motivate the teachers who are leading the pack by giving them encouragement to keep going. Know who your A players are – they will help you lead.

Individual Teacher Interviews

The 16 teachers who participated in this study were elementary school teachers with at least seven years of teaching experience. Two forty-five minute interviews, were conducted with each teacher. A semi-structured interview format was used to gather data. During the second interview, evaluative feedback comments were analyzed and teachers were asked to give their thoughts and feelings toward each of the administrator's evaluative feedback comments.

After initial coding of data and extensive memo writing, four overarching themes were generated from the interviews. The themes are autonomy, communication, respect, and teacher growth. Each idea is supported by repeated subthemes with discussions and direct quotations provided. Table 4.5 illustrates consistency of the four major themes and subsequent subthemes and how often each theme was discussed in the interviews.

Table 4.5

Themes

School	Autonomy	Communication	Respect	Teacher Growth
One	14	10	9	6
Two	15	7	4	3
Three	4	8	4	8
Total	33	25	17	17

Theme One: Autonomy.

Subthemes: Decision-making, Performance Efficacy, Professional Discretion, Freedom, Competency, Trust, and High Expectations.

The theoretical idea of autonomy in instructional leadership practices is the most frequent of the themes mentioned and becomes the foundation for all other motivational factors. Being able to make decisions about their instructional planning and implementation was the most important factor for teachers in being motivated. Because these teachers were at a high level of competency, they took pride in knowing they could make wise choices for their students in differentiation and individual needs. Most teachers recognized this autonomy had to be earned by the principal and takes time to develop. Gaining this ability to use professional discretion in their classroom proves to be the main motivator in increasing competence and moving toward excellence. High expectations from the principal were needed for this increased teacher motivation.

An excerpt from an interview with Teacher E illustrated the strong inclination teachers have toward autonomous instructional decision-making. Teacher E was a sixth grade math teacher who had taught for over 16 years. He coached several sports and taught school at all levels. He had worked with his current principal for over 10 years

and considered him to be a mentor in his professional growth. In the classroom, Teacher E had a matter of fact, no nonsense approach to the students. His comments often implied that the students were expected to take responsibility for their learning. The students laughed, joked, and appeared to have a good rapport with him.

When asked about motivation, Teacher E immediately began discussing his desire to improve in his teaching skills. In order to improve, he feels a strong desire to try new approaches to teaching mathematics and exploring new options. The need for him to have freedom in his instructional choices, and autonomy in his decision-making, is crucial. He said,

I like to try new things. I don't like to be stuck in one rigid way of doing things.

Our principal does that for me. He lets me try new things and gives me the freedom to choose different things. He has high expectations for me so I have to produce. He is big on what works and what does not work. I will try one idea and if it doesn't work – out it goes. I can have the freedom to try and be myself.

He does not micromanage. He lets you figure it out. (Personal Interview, 1/13/16).

Teacher E's comments illustrated the educational impact the principal had on the teacher's instructional choices. Teacher E was not allowed to choose things randomly that he liked or thought were a neat idea. He must choose instructional practices that will render an outcome of higher student achievement. The principal, according to Teacher E, had very high expectations and you knew where you stood when it came to children succeeding. Textual data supporting the theme of autonomy includes, but is not limited to, participant comments in Table 4.6

Table 4.6

Teacher Comments - Autonomy

Teacher	Comments About Autonomy
Teacher T-D	Lots! (of autonomy) We have standards to be taught using best practices. You can teach it your way.
Teacher T-C	I appreciate that they do not breathe down our necks. They are going to help us where they can but they trust us to do our work.
Teacher T-F	I assume I have this trust. I am confident the administration knows I am doing my job.
Teacher T-E	We use our own style of teaching to reach students. If you stifle me, I would not have a creative side and would not enjoy it. He trusts in my ability to do what I need to do.
Teacher T-F	The administration leaves me alone and lets me take care of my babies.
Teacher T-G	The administration jokingly chastises me for asking permission. They trust me. I have complete autonomy.
Teacher T-G	Trust makes me want to do a better job. I feel a greater sense of responsibility. It gives me that freedom to teach the children the way they best learn.
Teacher T-K	I feel better about my teaching at this school. I have been more motivated in the last five years. Not sure why.
Teacher T-B	We are not clones. Same lesson plans but we teach differently.

Theme Two: Communication.

Subthemes: Active Listening, Empathetic, Nonjudgmental, Open Mindedness

The second theoretical idea of communication was emphasized throughout the teacher interviews. This instructional leadership practice of communication is important in a personal and collective way to the teachers. Personally, the teachers desire a principal who is an active listener and is willing to have an openness regarding new ideas

and possible solutions to problems. This notion is apparent in the transcripts as teachers described an effective leader as one who is empathetic and nonjudgmental. It was important to the teachers that they could go to their principal and share ideas, problems, and situations that are occurring in their classrooms, team meetings, or parent conferences.

Communication also played a role in receiving evaluative feedback from the principal's observation of a lesson. Teachers appreciated high expectations and knowing where they stood in regard to those expectations. Suggestions for improvement and constructive criticism were highly desired if handled in a gentle and respectful manner. This purposeful level of communication was important to the teachers as they sought to improve their instructional practices.

The collective idea of communication was essential in providing teachers with daily, weekly, and monthly updates of what was going on in the school and district. This constant communication allowed teachers to stay abreast of pertinent information that helped them plan their weeks. Often principals sent out an email that addressed these issues while also providing an opportunity to recognize teachers who had accomplished goals. Teachers mentioned this recognition as being important to them and they looked forward to a "shout out" by the administration.

The discussion with Teacher G gave insight into the importance of communication in motivating teachers. Teacher G had taught for over 10 years in her second career. She had been under the leadership of her principal for five years. She has taught elementary grades and currently held the position of reading specialist in her school. Because of that role, she assumed a teacher-leader position and advocated for the

teachers. Having an open and engaging personality, she seemed to enjoy communicating and considered it a skill that she values in maintaining good relationships with students and faculty.

In conjunction with this communication, the concept of trust seemed to be equally important to Teacher G. She discussed the need for a principal to listen to diverse points of view and accept suggestions that are made. Communicating openly with the teachers has an implied notion of trusting the teachers in their competencies according to Teacher G. Her thoughts on communication and trust spoke to these issues:

It motivates me to constantly try to use best practices. I talk often and informally with the principals about what I am doing in the classroom. They trust me. I have complete autonomy. They jokingly chastise me for asking permission. They often tell me, “Whatever you want to do, I trust you.” That is communicated to me time and time again. I put out my philosophy and they validate my thought processes through good communication. (Personal Interview, 1/14/16).

Teacher G mentioned that evaluative feedback motivated her. When the principals communicated positive comments, she felt that her ideas were valuable which gave her confidence. This seemed important to her, possibly because teaching was her second career and she sometimes seemed unsure of her abilities and questioned her own competence. Data supporting the communication theme are presented in Table 4.7.

Table 4.7

Teacher Comments – Communication

Teacher	Comments About Communication
Teacher T-J	She is a mentor to me. She listens to me and gives me feedback.

Teacher	Comments About Communication
Teacher T-J	She tells me. I like your data wall. Good job!
Teacher T-G	She asked about my family after a tragic event. She checked on me every day and asked about my family.
Teacher T-I	I personally have not trouble going to her for anything. I know she will listen.
Teacher T-E	He keeps us notified of things. I know what I am expected to do.
Teacher T-A	The principal listens to me, is receptive to my questions, and is responsive to what I have to say.

Theme Three: Respect.

Subthemes: Dignity, Teamwork, Appreciation of Diversity, Sincerity

The third theme, respect, seemed to be an important leadership trait for the teacher participants. This respect is mutual in that the teachers respected the principals and the teachers expect that respect in return. Having a strong pride in their competency and effectiveness, the teachers felt they had earned that respect and appreciated being treated as professionals. The notion of treating each person with dignity supports all the other categories because it is the foundation of effective interpersonal skills and instructional leadership behaviors. A person cannot who does not feel the leader is sincere with an understanding of his strengths and his diverse needs as compared to other teachers be motivated. This is the first tier of respect: human dignity is celebrated.

This respect extends beyond the individual's professional life to the individual's personal life, personal goals, and family life. Teachers commented on the empathetic nature of their principal and how important it was that the leader understood family demands, issues, and crises. The principals respected the teachers' commitments related

to goals and people outside of the school building and recognized the need to be attentive to those issues.

Being competent and autonomous are complemented in the second level of respect. The teacher recognizes he is respected, first because he is a human being and next because of his competency and effectiveness. This recognition of being respected allows a teacher to experience self-efficacy as he activates his own motivation to improve his teaching skills. It then becomes a cyclic process in which the competence increases and, therefore, the respect increases. The teachers interviewed had strong emotions regarding respect and how important it was for their professional development. Understanding the earned nature of respect motivated these teachers to strive toward a higher level of teaching effectiveness.

The notion of respect garnered a passionate dialogue with Teacher H. She had lived and taught in the same county for over 20 years. She had taught her children and grandchildren and had witnessed several generations of families in the community attend the school and her class. She had worked with the principal for five years. She had an open and warm personality with a generous heart. When the researcher entered the classroom for the first time, Teacher H played guitar as the students sang a song of welcome.

In discussing motivation as it relates to feedback and recognition, Teacher H was very passionate in her responses. The word, respect, was part of the answer to every question. She related respect to communication, to praise, to recognition, and to autonomy. She felt it was important for the principal to listen to her and be responsive to her questions. Being praised for good work encouraged her and she appreciated sincere

comments as opposed to sarcastic ones. Teacher H's comments demonstrate the necessity for respect in motivating her:

I feel that I can make decisions to address my children's needs because I have their respect. They treat everyone with respect. We are professionals. They show respect toward my opinions. It is the helpful and encouraging comments that get me through. Last week she told me I was an asset to this school. That meant everything to me! I can live on that comment for weeks! Respect is the bottom line for everything. We encourage each other and are supportive. I enjoy teaching. I enjoy my team. I have taught for 29 years. I do not want to stop.
(Personal Interview, 1/15/16).

Teacher H held respect and praise in high regard. She exhibited her enthusiasm by throwing her hands up in the air and then placing her hand over her heart to indicate how important these values were to her. Textual data supporting the theme of respect are presented in Table 4.8.

Table 4.8

Teacher Comments – Respect

Teacher	Comments About Respect
Teacher T-A	This is not a dictatorship. It is a comfortable place to work.
Teacher T-E	He will say to me, "Give it a try." That is a big factor. It motivates me to try harder.
Teacher T-B	He doesn't want to be king of the castle. Not here. We are a team together.
Teacher T-H	Oh, in so many ways. I just feel it. I just feel it! (respect)
Teacher T-I	I feel like we are treated like professionals.

Teacher	Comments About Respect
Teacher T-H	Respect is the bottom line for everything. We treat each other in a professional way.
Teacher T-F	She lets me go to my daughter's monthly doctor appointments. Even if I do not have enough Cub Book passes. She knows my daughter is important to me.
Teacher T-M	If you have something going on in the family, he believes in being with the family.

Theme Four: Teacher Growth

Subthemes: Collaboration, Mentoring, Supportive, Recognition, Affirmation

The final major theme of effective instructional leadership behaviors gleaned from the teacher interviews was teacher growth. This idea focused on individual teacher development and collective teacher growth as a grade level team or school. Working with individual teachers, the principals gave feedback on lessons observed, used reflective inquiry to guide teachers, and supported teacher collaboration. The principals suggested conferences that would be helpful for that teacher's growth and provided the necessary funding for attending those conferences. The teachers were motivated as they become more skilled and specialized in certain instructional and curriculum areas. This motivation leads to increased self-esteem and self-efficacy that, as mentioned earlier, becomes cyclical.

In a collective way, the principals encouraged teacher growth by supporting curriculum changes, developing innovative school programs, and implementing action research. This seemed to transpire in a grade level setting or a school wide initiative. Because the principals stressed the concept of teacher-leader, the teachers were often involved in making recommendations for curricula, programs, and staff development.

This leadership practice created a culture of affirmation of diverse styles of teaching and promoted risk-taking in the classroom.

Teacher growth was a major motivating factor for Teacher L. She had taught at the elementary level for over eight years and was recently named Teacher of the Year at the school level. She had worked with her principal for five years and commented on the positive and professional relationship they shared. Her teaching style was very energetic and lively and she moved around the room teaching with dramatic gestures. The students seemed engaged as they raised their hands enthusiastically wanting to participate. Much of her teaching centered on games and fun activities. She admitted that she feels a strong sense of responsibility to educate her children. Many of her students came from a low socio-economic background and, she believes, education will be their only hope to get out of the poverty cycle.

This sense of responsibility was what motivated Teacher L to become a more effective teacher as she strove to grow in her professional development. Her principal emphasized that teachers needed to continue to improve and, therefore, his focus complemented Teacher L's professional goals. Her comments portrayed this emphasis on teacher growth:

He supports our decision-making and autonomy in the classroom. As long as you prove results. He is big on data and test scores. How are you reaching every student? How is every student improving? We are asked that every Tuesday in data meetings. He has encouraged me to come to him if I am struggling in a certain area. He doesn't play the blame game. At the same time, he challenges me to do better. He knows his faculty and is effective at motivating them in

different ways. I want to get better. I am the only hope for some of my students.

I want them to get it and have the lightbulb come on. (1/26/16).

Developing the teacher professionally is crucial to Teacher L's motivation and morale. She commented that praise and recognition are not important to her. Instead, she desired to become the best teacher she can be. Table 4.9 provides textual data supporting the theme of teacher growth.

Table 4.9

Teacher Comments – Teacher Growth

Teacher	Comments About Teacher Growth
Teacher T-J	Praise is not everything but it is nice to hear once in a while. It is nice to be noticed when you have worked hard on something.
Teacher T-L	He will challenge me to do better. He knows each person on his faculty and is effective at motivating them.
Teacher T-K	I dislike Science. She is sending me to Science in-service and I need that. She knows what I need.
Teacher T-N	He will put it back on us. "How can you solve this problem?"
Teacher T-J	She has been my mentor and pushed me to start in educational leadership. She helps me with my goals.
Teacher T-K	I was selected to be on the Student Leadership Team. It gave me a boost. Let me see, she appreciates me and I have leadership ability in me.
Teacher T-K	They recognize strengths and what I do...I know what I do because I know who I am.
Teacher T-L	He is good at motivating people. He could sell ice to an Eskimo. He knows how to pump you up.

Follow Up Teacher Interview

The follow up teacher interview provided a more in-depth look at evaluative feedback comments and how teachers perceived those comments, and what motivation

occurred after receiving those comments. Using Kluger & DeNisi's (1996) Feedback Intervention Theory, the teachers were asked to bring three to five evaluative feedback comments to be discussed during the interview. Kluger & DeNisi (1996) have divided the feedback comments into three categories: self- feedback, product feedback, and process feedback. Self- feedback comments are described as being about the person's character, disposition, or skills. Their study indicated that not much change is seen with self- feedback comments and, in fact, can be counterproductive in motivating teachers.

Product feedback concentrates on the task at hand or the result of the performance. How well someone performed the task is considered and does have a positive effect on motivation. Process feedback yields the best motivational results, according to Kluger & DeNisi (1996) with a focus on the task at hand. Outlining the process and detailing the steps are important for the process feedback and allows for increased motivation and actual changes in instruction.

The teachers provided 55 evaluative feedback comments in our interviews. Teachers were then asked to share their thoughts and feelings regarding each comment. The research offered possible ideas when teachers seemed unsure of their feelings or needed help in beginning the "think aloud" process. The feelings and perceptions were grouped in three categories: validation/affirmation, encouragement/promotion of action or change, and skepticism (Khachatryan, 2015).

The self-feedback comments comprised 25% of the evaluative feedback comments. Teachers found these comments to be validating and affirming 35% of the time and encouraging and promoting change 29% of the time. Teachers mentioned that they were validated by the remark because they knew they were consistently performing

this action or it encouraged them to continue or enhance the skill in some way. The largest percentage, causing skepticism, was at 36%. General comments caused teachers to question the principal's sincerity and authenticity. Although over a third of the comments focusing on personal traits did not spark much enthusiasm or motivation, several teachers did indicate the specific feedback concerning their disposition or skills encouraged them greatly.

The largest set of comments provided by the teachers (55%) were evaluative product oriented feedback. Overwhelmingly, 53%, of teachers said these comments validated and affirmed them in motivating ways. Teachers noted that it was nice to be noticed and to be recognized in that area. Thirty-three percent of the teachers were encouraged to continue the behavior, or change in some way, in response to these product evaluative feedback comments. Possibly, because of the specific nature of product feedback, only 14% of the teachers viewed these comments with skepticism.

Process feedback comments also yielded high scores for motivation and were 20% of the feedback. The teachers experienced validation and affirmation 45% of the time. They were encouraged and motivated to change instructional practices with 45% of the feedback. Skepticism was very low at 10%. Again, the highly descriptive and specific nature of process feedback encourages motivation and teachers appreciate the sincerity of the comments made.

In summary, the validation and affirmation perceptions occurred 49% across all three types of feedback. An outside person giving his perspective was important to the teachers to give them confidence and to know that, "I am on the right track." The highest

percentages fell in the product and process categories. This confirms earlier studies of the need for specific and detailed feedback to affect change (Feeney, 2007, Blasé, 2000).

Encouraging perceptions with a prompt to change also was highly evident in the product and process feedback at 22%. Teachers seem to reflect on the comments and take to heart what the principals were suggesting. Responses such as, “I need to do that, he is right,” and “It just makes me want to do that more,” encouraged teachers to make necessary changes.

Finally, the skepticism category was perceived in 30% of the evaluative feedback comments. Most of these comments fell in to the self-feedback area but not all. When teachers did experience the feelings of skepticism, their emotions were very strong. Comments such as, “That remark made me so mad. I never was able to explain why I chose to do that,” and “That comment was useless. It showed he was not even paying attention,” demonstrate that certain feedback can truly be detrimental in nature and cause teachers to become demotivated and angry. Table 4.10 illustrates the percentages of the different types of feedback.

Table 4.10

Evaluative Feedback Comments

Feedback Type	Self-Feedback	Product Feedback	Process
Validating/ Affirming	35%	53%	45%
Encouraging/ Promoting Change	29%	33%	45%
Causing Skepticism	36%	14%	10%
Total percentage of comments	25%	55%	20%

Discussion

The findings demonstrate that the four major themes and subthemes are interconnected on various levels. The first theme, autonomy, is the most important factor in motivating adept teachers. As Knowles (1980) discussed in his work, adults are primarily intrinsically motivated and have a need to be autonomous. Teachers working at the highest level of competency require less structure and more decision-making abilities (Glickman & Gordon, 1987). Teachers felt trust and confidence played a role in the area of autonomy and valued those traits immensely. As Calik et. al., (2012) reminded us, one of the highest conditions of teacher commitment is discretion and autonomy. This autonomy motivated the participants in this study to perform at higher levels and work toward excellence.

Communication was the second theme and it encompassed many facets in instructional leadership. Active listening and empathy are important components in communication and indicate a high emotional intelligence (Goleman et al., 2002). The ability to communicate effectively affected the individual teacher in collaborative settings as well as with principal evaluations.

The third theme of respect builds on the motivational aspects of effective instructional leadership. Sergiovanni's (1994) idea of community bonding seems to capture the notion of respect and dignity with the teacher participants. This "ethic of caring" was demonstrated by principals showing their respect in the classroom, faculty meetings, and in personal issues teachers experienced. Bolman & Deal (2008) described the human resource frame as a leadership style that celebrates the person as most important, before goals, objectives, or the organization. This theory was supported as

teachers repeatedly commented on how crucial the idea of respect and dignity was to them.

Along with autonomy, communication, and respect, the fourth theme, teacher growth, is connected with these instructional leadership ideas. Burns (1978) suggested that individual consideration must be given for each teacher to develop and reach potential. Providing a mentoring and coaching atmosphere, the principals increased the teachers' ability to take risks and become stronger teachers. As principals recognized the teachers' success and affirmed their teaching strategies, teachers experienced a professional growth in instructional planning and implementation.

As mentioned earlier, Table 4.5 demonstrates the importance of the four themes. The subthemes emphasize the interconnectedness of each theme. Questions may arise, "Which comes first? Can one area flourish without the other?" The relationships among the themes and subthemes and how they connect to one another are important points to consider in recognizing the uniqueness of this study.

The principal communicates high expectations and sets the standard for the teachers. The teacher displays a certain level of competence in instructional planning and implementation. Because of that competency, autonomy is given by the principal in decision-making and the principal trusts the teacher's decisions. Autonomy is the chief motivational factor for the teachers. Often recognition and praise complements autonomy and aids in motivating the teacher further.

As the teacher becomes motivated by this autonomy and trust, self-efficacy increases. This ability to activate personal motivation gives the teacher a renewed sense

of dedication and commitment to the profession while seeking additional opportunities to grow and develop teaching skills.

The effectiveness of the teacher moves upward to a higher level and the cycle begins again. The principal recognizes the teacher growth, raises expectations, and the teacher's competency is appreciated and noted.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

The first four chapters contain an introduction to the study, a review of the literature pertaining to effective instructional leadership practices, the design and methodology of the study, and the findings gleaned from each of the data sources. The final chapter will discuss each research question and summarize the results and themes discovered. Recommendations will be made for practical implications and future research.

Conclusions

Three research questions were guided this study. Each question will be addressed individually.

Research Question One

How do teachers' perceptions of evaluative feedback and recognition influence their morale and motivation to perform at higher levels?

Information addressing question one derived from the teacher interviews, conducted twice for each teacher, with approximately a month was between the two interviews. The open-ended interviews concentrated on past examples of how praise, recognition, and feedback motivated or demotivated the teachers. Evaluative feedback was best received when it was direct, specific, and timely. The process feedback category encouraged the most potential for change to occur and the general comments

regarding the teacher's skills or dispositions present the best opportunity for negative results to occur.

Recognition was an important component and manifested itself in many forms. Public praise, private praise, extrinsic rewards, and increased responsibility were all ways in which the principal could demonstrate appreciation, thereby, increasing teacher motivation. The types of recognition were very specific to the individual with each teacher preferring a different kind of recognition.

Research Question Two

How do teachers' perceptions differ according to principals' leadership practices?

Teachers had better attitudes and perceptions regarding the administration when principals participated in leadership behaviors that promoted collaboration, teamwork, and respect for others. The principal's respect for the teacher's knowledge and ability is apparent and teachers appreciate this recognition as they operate as teacher-leaders who have a vested interest in the success of the school.

Allowing the teachers to establish autonomy and articulate their instructional decision-making, produced the most motivation and increased excitement about teaching. As the principals recognized the teachers' competency, the teachers became increasingly interested in expanding their teaching skills and taking risks in the areas of instructional planning and implementation.

Research Question Three

What leadership practices are perceived by teachers and principals as most conducive to effective use of teacher evaluative feedback and recognition?

Several leadership practices emerged that seem to create a higher level of motivation and morale. Both principals and teachers agreed that the notion of autonomy and “autosupervision” in teachers was essential for teacher motivation (Blasé, 2000). The principals took the idea of autonomy a step further by developing the teacher-leader as a viable position in many areas of school leadership, which promoted the skills of various teachers giving them additional spheres of influence and power in the school.

The emotional intelligence skills of communication, empathy, and trust also proved necessary for effective leadership practices. Both the principals and teachers placed a high level of importance on these behaviors as they worked to maintain professional and productive relationships. These traits conveyed a sense of harmony as the faculty collaborated together to reach a higher level of student achievement (Goleman et al., 2002).

Recommendations

Practical Implications

Understanding the crucial role teachers play in student achievement and recognizing high teacher attrition rates, motivating good teachers remains at the forefront of instructional leadership. Several implications for practice emerge in light of this study regarding motivating teachers. Observations coupled with evaluative feedback, effective leadership styles, and enhancement of professional relationships are key areas in which principals can focus their instructional leadership practices.

All six principals agreed that in planning the lesson, observing the lesson, and conferencing after the instructional lessons, the concept of role diversity was a major obstacle in seeing these goals met. Finding a block of time during the day to get into the

classroom is a constant struggle as urgent matters and school emergencies plague the administration on a daily basis (Hallinger & Murphy, 1987).

The principal's multiplicity of roles and increased demands from the central office made it difficult to always meet the observation and conference goals previously scheduled. This problem concerned the teachers as well and was mentioned in the interviews as an area needed for improvement. Some teachers expressed disappointment that a post-observation conference is rarely held and comments are often limited to only teaching strengths. Teacher participants desired to know areas of weakness so that they could improve as they develop instructional strategies to tackle the deficient areas in student achievement.

The observation of the lesson and the subsequent evaluation has no real meaning if it is "not interpreted, questioned, discussed, and reflected on, ultimately leading to making different and more effective decisions" (Feeney, 2007, p.195). Feeney's quote illustrates the necessity of post-observation conferences. This face to face interaction allows the principal and teacher to dig into the data, discuss descriptive parts of the lesson, and problem solve. As the conversation becomes more in-depth, the principal can facilitate a discussion on reflective inquiry and give quality suggestions for improvement and growth (Feeney, 2007).

The practice of reflective inquiry promotes a sense of self-efficacy and leads to more self-motivating actions. The notion of autosupervision comes into play again as the cycle constantly moves forward toward teacher growth. Khachatryan (2015) added that when the evaluative feedback is process-oriented in nature, the reflection is more powerful and increases motivation. Although evaluative feedback is important for teacher

growth, it can only build on an observed lesson and detailed notes from the evaluator. The entire process of lesson observation, written notes, and post-observation conference all create the ability to have a clear and purposeful dialogue regarding strengths and weaknesses of the teacher's instructional planning and implementation.

In addition to the evaluative role of the principal, their approach to leadership also affects the teacher's motivation. The idea of transformational leadership encompasses many of the concepts the teacher participants mentioned as critical to this building of motivation and morale. Setting high expectations and goals, and then challenging the teachers to meet those goals, were effective means in creating excitement for the teachers (Aydin et al., 2013).

After determining the mission and inspiring the teachers through high goal setting, the principals can support the intellectual development of the teachers. In all three schools, principals found a variety of ways to accomplish this. Attending seminars, leading seminars, holding book clubs, observing and conferencing with other teachers were all unique opportunities for the teachers to expand that teacher growth. In creating this positive learning environment, the principals increased motivation and job satisfaction through reaching individual and school goals (Burns, 1978; Aydin, et al., 2013).

Another strategy the principals employed to motivate their teachers was to ensure consideration of the needs of the individual teacher. . The principals exhibited an interest in the professional growth and success of each teacher. Knowing the teacher's strengths, weaknesses, and interests was a necessity in challenging the teacher to improve and

grow. This aspect of transformational leadership provided encouragement as each teacher felt respected and valued as a member of the team.

In developing this full range of leadership capabilities, a principal must be aware of when and where to use each aspect of transformational leadership to enhance professional relationships. This requires a broad-based approach in integrating various styles to fit the particular situation. The principals and assistant principals of the three schools in this study were adept at choosing certain leadership behaviors for a certain setting. Having high emotional intelligence seemed to aid in this process. The principals focused on effective communication as they talked with their teachers regarding instructional planning and goals. They also displayed empathy toward the teachers as the teachers experienced difficulties with students and parents. This empathy extended to the teacher's personal life when a crisis, emergency, or death in the family occurred.

The successful merging of the social awareness and relationship management aspects of the emotional intelligence model proved invaluable as these principals led their schools (Blasé & Blasé, 1999; Goleman, et al., 2002). Having a principal who demonstrated wisdom and integrity in difficult situations was important to the teacher participants and proved reassuring as they met professional challenges.

Instructional leadership involves many facets and dimensions. In this study several areas emerged as prominent in the principal and teacher observations and interviews. These areas focused on effective skills in teacher evaluation, teacher motivation, and the development of professional relationships. With a combination of a shared instructional leadership model and a community of caring, the principals created a

professional learning environment that promotes growth and encourages motivation (Sergiovanni, 1994; Marks & Printy, 2003).

Future Research

Comprehensive qualitative studies have not been conducted in the area of teacher perceptions regarding evaluative feedback and recognition. Although many quantitative studies have touched the surface of instructional leadership behaviors and practices, this study provides a more in-depth focus on the principals' and teachers' perceptions of how feedback and recognition affect motivation. This research aimed at investigating these perceptions using observations and interviews to determine the various attitudes and influences on motivating competent teachers.

Additional research can be conducted regarding instructional leadership behaviors and practices to deepen our understanding of what motivates competent teachers as they seek to improve their instructional skills. One such area is the study of personal characteristics of the principal and how that affects instructional leadership behaviors. Characteristics such as gender, age, and professional experience are all factors that seem to have some influence on instructional leadership in regard to interpersonal skills and leadership styles (Hallinger, 2008). Research of this type can glean from the vast number of quantitative studies and, yet, accentuate the qualitative collection methods to discover what personal characteristics, if any, have an effect on instructional leadership practices (Hallinger, 2008). It would be interesting to note whether teachers display preferences toward one type of personal characteristic over the other. This study did provide some evidence that the possibility of those preferences are real and valid.

Another area for research is the qualitative study of instructional leadership styles and how they affects student achievement. Considering the knowledge and skills of effective leaders is important in determining what role this plays in helping students learn successfully. This study can impact the educational leadership programs at universities as they seek to develop effective instructional leaders in the schools. Because the central focus in education continues to be student achievement in standardized testing and a strong emphasis on accountability, research of this nature is always pertinent (Davis, et al., 2005).

Inclusion of assistant principals in these various instructional leadership studies is an additional possibility that has not been explored. This study purposefully included assistant principals to begin to consider their influence on teacher growth and motivation. Because of the multiplicity of roles for principals, assistant principals are increasingly taking on the responsibility of evaluator and instructional leader (Hallinger, 2008). All three of the assistant principals in this research shared instructional leadership responsibilities with the principal and evaluated teachers on a regular basis. Gaining insights from the assistant principal's perspective is another avenue to develop theories and understandings regarding the instructional leadership piece.

Constructing theories linking teacher personality traits and the motivation to learn is a study with considerable merit. In the field of psychology, much work has been completed regarding understanding how personality traits affect motivational intentions (Major, et al., 2006). Predictors of motivation to learn include conscientiousness, openness, and extraversion. These traits lead to a greater ability to develop new skills and experience success in training. Qualitative research in this field can benefit

instructional leaders as they seek to gain insight into developing teachers and continuing their professional growth.

A final recommendation for future research is in the area of teacher commitment, devotion, and self-sacrifice. These principles are historically quite strong in the educational field and harken back to the days of one room school houses with male teachers presiding over the class (Duval & Carlson, 1993). The notion of teaching being a mission or ministry persists today and was evident in the research compiled for this study. Additional qualitative research can be conducted to determine the reasons for this sustained commitment and devotion and how it impacts teacher motivation. These factors will serve as important indicators for instructional leaders as they strive to maintain high levels of commitment and devotion within their faculty.

Summary

Teachers remain the number one factor in student achievement and, therefore, the study of instructional leadership continues as a compelling piece in the educational conversation. The emphasis on school accountability, standardized testing scores, and federal educational initiatives nurture the constant need for professional development in teachers who are supported by competent instructional leaders (Darling-Hammond, 2014).

Defining the instructional leader's role in the supervisory capacity is critical when understanding how to develop teachers' skills and motivate them to higher levels of effectiveness. The components of evaluative feedback and recognition for a principal are at the forefront of the supervision responsibilities. Addressing a teacher with appropriate feedback and recognition best suited for the individual is complex and involved. Often

this area of supervision is underdeveloped as principals do not realize its complicated nature and unintended consequences if delivered without competency and usefulness (Hattie & Timperley, 2007).

Eisner (1998) agreed with the complexity of instructional leadership describing the assessment of teaching as an art in which one needs to be a connoisseur.

Connoisseurship is a deep appreciation of the ability to distinguish between the subtle and complex qualities of teaching. Once teacher performance is seen through the lenses of “epistemic seeing,” which allows for an appreciation for differences, the appropriate judgments can be made regarding the teacher’s effectiveness. An articulate instructional leader will value the uniqueness of each teacher and find compelling ways to motivate and encourage growth in that teacher’s professional capabilities.

The researcher in this qualitative study engaged in a thorough exploration of the perceptions of teachers and principals regarding evaluative feedback and recognition. In investigating these perceptions, attitudes, and influences, the researcher was able to establish certain new understandings that are instrumental in the motivation of competent teachers. The hope is that this study will serve to complement the existing knowledge in the areas of instructional leadership, teacher development, and teacher motivation so that all teachers may reach their full potential and, in doing so, will enable their students to reach their full potential as well.

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APPENDIX A:

INTERVIEW QUESTIONS

- I. Supervisory Practices
Formal/Informal- How often are they conducted? Are you given feedback?
What type of feedback? Do you participate in a post-observation conference?
If so, describe. Any reflective inquiry opportunities with your principal?
- Does your principal give your opportunities to engage in your own decision-making. Give an example in the past month when this has occurred.
- Does your principal treat you with respect? Describe a specific time/event of this respect.
- Does your principal listen to diverse points of view? In what capacity?
- II. Evaluative Feedback Practices
Types of feedback? Strengths/Weaknesses? Does it refer to best teaching practices?
Are teaching goals discussed? In what context?
- What is your definition of effective evaluative feedback?
- III. Recognition Practices
Do you prefer praise given publicly or privately? Describe a time when your principal gave you this type of praise.
- Does your principal find ways to reward successes? How?
- Does your principal provide opportunities for teacher growth? In what specific ways is this accomplished?

APPENDIX B:

INSTRUCTIONAL SUPERVISION PRACTICES RATING SCALE

PRINCIPAL FORM

The purpose of this research survey and study is to determine the preferences of principals and teachers regarding evaluative feedback and recognition. You are being asked to complete this survey because you fulfill the principal criteria established in the study. The survey should take less than ten minutes to complete. The survey and study is confidential and will not be shared with anyone. The completion of this survey and study is voluntary and you may decide to remove yourself from the study at any time. There is no payment or course credit for completing this study. Please return the survey to me when I visit your school. Please call me with any questions at 803.493.5384.

PART ONE: Please provide the following information about yourself.

1. School Name: _____
2. How many years, including this year, have you lead this school as principal?

____ 2-5 years ____ 6-9 years ____ 10+ years
3. How many years of experience as a principal will you have at the end of this school year?

____ 7-10 years ____ 11-15 years ____ 16+ years

PART TWO: This questionnaire is designed to provide a profile of instructional leadership. The 32 questions ask you to consider your behaviors as the instructional supervisor over the past school year.

Read each statement carefully. Write the number that best fits the specific behavior or practice that you have exhibited during the past school year.

5 represents Almost Always

4 represents Frequently

3 represents Sometimes

2 represents Seldom

1 represents Almost Never

Thank you for your time in completing this survey. All answers will remain confidential.

I. Supervisory Practices

To what extent do you....

1. Develop cooperative relationships among teachers & their colleagues. _____
2. Actively listen to diverse points of view. _____
3. Treat others with dignity and respect. _____
4. Ask for feedback on how my actions affect other people's performance. _____
5. Supports the decisions that people make on their own. _____
6. Give people a great deal of freedom and choice in deciding how to be successful in their work. _____
7. Ensure that people grow in their jobs by learning new skills and developing themselves. _____
8. Ensure that the classroom priorities of teachers are consistent with the goals and direction of the school. _____
9. Conduct informal observations in classrooms on a regular basis. (Informal observations are unscheduled, last at least 10 minutes, and may involve evaluative feedback.) _____
10. Conduct formal observations in classrooms at least twice a year. (Formal observations are scheduled, last the length of the lesson, and involve a post-observation conference with evaluative feedback.) _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

II. Evaluative Feedback Practices

To what extent do you...

11. Praise teachers for effective teaching practices. _____
12. Make it a point to let teachers know I have confidence in their abilities. _____
13. Point out specific strengths in teacher's instructional practices in post-observation feedback including conferences and written comments. _____
14. Point out specific weaknesses in teacher's instructional practices in post-observation feedback including conferences and written comments. _____
15. Make teachers feel proud of their teaching accomplishments, teaching competencies, or teaching progress. _____
16. Provide feedback based on events and data from the actual observed lesson. _____
17. Focus on effective teaching strategies when giving feedback. _____
18. Promote reflective inquiry to foster improvements in teaching. _____
19. Discuss a teacher's progress in personal teaching goals established and use these goals to direct the teacher to continuous improvement. _____
20. Focus on feedback that discusses teaching strategies and best practices that relate to the process of teaching the lesson. _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

III. Recognition Practices

To what extent do you...

21. Make certain that people are creatively rewarded for their contributions to the success of our school goals. _____
22. Publicly recognize people who exemplify commitment to shared school values and goals. _____
23. Privately recognize people who exemplify commitment to shared school values and goals. _____
24. Find ways to celebrate accomplishments. _____
25. Give team members sufficient appreciation and support for their contributions. _____
26. Reinforce superior performance by teachers in staff meetings, newsletters, and/or emails. _____
27. Compliment teachers privately for their efforts or performance. _____
28. Acknowledge teachers' exceptional performance by writing memos in personal files. _____
29. Reward special efforts by teachers with opportunities for professional recognition. _____
30. Create professional growth opportunities for teachers as a reward for special contributions to the school. _____
31. Willingly give credit to others for a great idea, accomplishment, or success. _____

32. Draw positive attention to others and away from yourself. _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

The survey was adapted from Hallinger (2008), Kouzes & Posner (2002), and Skaalvik & Skaalvik (2011).

APPENDIX C:
INSTRUCTIONAL SUPERVISION PRACTICES RATING SCALE
TEACHER FORM

The purpose of this research survey and study is to determine the preferences of teachers regarding evaluative feedback and recognition. You are being asked to complete this survey and study because you fulfill the teaching criteria established in the study. The survey should take less than ten minutes to complete. The survey and study is confidential and will not be shared with anyone. The completion of this study is voluntary and you may decide to remove yourself from the study at any time. There is no payment or course credit for completing this study. Please return the survey to me when I visit your school. Please call me with any questions at 803.493.5384.

PART ONE: Please provide the following information about yourself.

4. School Name: _____
5. How many years, including this year, have you worked for the current principal?
- ___ 3-5 years ___ 6-9 years ___ 10+ years
6. How many years of experience as a teacher will you have at the end of this school year?
- ___ 7-10 years ___ 11-15 years ___ 16+ years

PART TWO: This questionnaire is designed to provide a profile of instructional leadership. The 32 questions ask you to consider your observations of the principal's supervisory behaviors over the past school year.

Read each statement carefully. Circle the number that best fits the specific behavior or practice of this principal during the past school year.

5 represents Almost Always

4 represents Frequently

3 represents Sometimes

2 represents Seldom

1 represents Almost Never

Thank you for your time in completing this survey. All answers will remain confidential.

IV. Supervisory Practices

33. My principal develops cooperative relationships with my colleagues and me. _____

34. My principal actively listens to diverse points of view. _____

35. My principal treats others with dignity and respect. _____

36. My principal asks for feedback on how his/her actions affect other people's performance. _____

37. My principal supports the decisions that people make on their own. _____

38. My principal gives people a great deal of freedom and choice in deciding how to be successful in their work. _____

39. My principal ensures that people grow in their jobs by learning new skills and developing themselves. _____

40. My principal ensures that the classroom priorities of teachers are consistent with the goals and direction of the school. _____

41. My principal conducts informal observations in classrooms on a regular basis. (Informal observations are unscheduled, last at least 10 minutes, and may involve evaluative feedback.) _____

42. My principal conducts formal observations in classrooms at least twice a year.
(Formal observations are scheduled, last the length of the lesson, and involve a post-observation conference with evaluative feedback.) _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

V. Evaluative Feedback Practices

43. My principal praises me for my effective teaching practices. _____
44. My principal makes it a point to let me know he/she has confidence in my abilities.

45. My principal points out specific strengths in teacher's instructional practices in post-observation feedback including conferences and written comments. _____
46. My principal points out specific weaknesses in teacher's instructional practices in post-observation feedback including conferences and written comments. _____
47. My principal makes me feel proud of my teaching accomplishments, teaching competencies, or teaching progress. _____
48. My principal provides feedback based on events and data from the actual observed lesson I taught. _____
49. My principal focuses on effective teaching strategies when giving me feedback.

50. My principal promotes reflective inquiry to foster improvements in my teaching.

51. My principal discusses my progress in personal teaching goals established and uses these goals to direct me to continuous improvement. _____

52. My principal focuses on feedback that discusses my teaching strategies and best practices that relate to the process of teaching the lesson. _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

VI. Recognition Practices

53. My principal makes certain that people are creatively rewarded for their contributions to the success of our school goals. _____

54. My principal publicly recognizes people who exemplify commitment to shared school values and goals. _____

55. My principal privately recognizes people who exemplify commitment to shared school values and goals. _____

56. My principal finds ways to celebrate accomplishments. _____

57. My principal gives team members sufficient appreciation and support for their contributions. _____

58. My principal reinforces superior performance by teachers in staff meetings, newsletters, and/or emails. _____

59. My principal compliments teachers privately for their efforts or performance. _____

60. My principal acknowledges my exceptional performance by writing memos in my personal files. _____

61. My principal rewards special efforts by teachers with opportunities for professional recognition. _____

62. My principal creates professional growth opportunities for teachers as a reward for special contributions to the school. _____

63. My principal willingly gives credit to others for a great idea, accomplishment, or success. _____

64. My principal draws positive attention to others and away from him/herself. _____

5 = Almost Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Almost Never

This survey was adapted from Hallinger (2008), Kouzes & Posner (2002), and Skaalvik & Skaalvik (2011).