



The Impact of Classroom Visits with Feedback on the Coaching Relationship between the Principal and Teachers

Principal Name: Natalie Schneider

School Name: Crestview Elementary School

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Background Leading to My Inquiry (Slide 2)

As a new principal, I find myself getting caught up in the managerial aspects of the position. Because of this, I don't visit classrooms as often as I would like to. The school culture survey completed by my teachers indicated a lower score in the area of supervising instruction. As a former math coach, I am very aware of the importance of visiting classrooms to provide instructional feedback to teachers. I don't want the majority of the feedback that I give to teachers to be during an observation for evaluation. I would like for my teachers to see me as an instructional coach first and an evaluator second.

The Purpose of My Inquiry (Slide 3)

Therefore, the purpose of my action research was to find out if visiting classrooms more often would assist in the development of the coaching relationship between my teachers and myself.

My Wondering (Slide 4)

With this purpose, I wondered what impact increased classroom visits with feedback would have on the coaching relationship between the principal and the teachers.

My Actions (Slide 5-7)

To gain insights into my wondering, I did the following:

- I read the following in order to gain more insight into the importance of the principal as a coach.
 - *The Coach Approach to School Leadership - Leading Teachers to Higher Levels of Effectiveness. Johnson, Jessica*
- All teachers were given a pre survey with questions relating to staff attitudes toward the principal as a coach. It included the following questions:
 - How often does Mrs. Schneider visit your classroom?
 - How do visits from Mrs. Schneider make you feel?

- How often would you like for Mrs. Schneider to visit your classroom?
- Which of the following best describes Mrs. Schneider as an instructional leader?
- How often would you like feedback from Mrs. Schneider on your instruction outside of formal observations?
- How valuable is the feedback that you receive from Mrs. Schneider in helping you improve your instructional practices?
- How do you like to receive feedback? (Check all that apply.)
- Which of the following would be the most ideal scenario?
- I set a goal to visit each classroom for at least 5 minutes per week over a 6 week period.
- During each visit, I gave instruction feedback to each teacher in one of three ways. (post it notes, email, face to face)
- After the 6 week period, I gave the same survey that was given prior to the classroom visits.

The goal was to see if teacher attitudes towards the principal as a coach changed over time.

Data Collection (Slide 8-9)

December

- I created a pre assessment survey of staff attitudes towards classroom visits and coaching using Google forms.
- I administered the pre assessment- I shared the link with my teachers and asked them to complete the survey.
- I created a classroom visit data tracking sheet for a 6 week cycle using Google sheets. I created a table with the names of all my teachers with dates for each week along the top. I copied the table into tabs for each of the 6 weeks.

January

- I tracked visits to classrooms. I put an x in the box next to each teacher's name under the correct date as I visited their classrooms.

February

- I continued to track visits to classrooms

March

- I administered the post survey of staff attitudes towards classroom visits and coaching. I gave my teachers the same Google form survey that I gave them prior to starting the classroom visits.
- I analyzed and compared data from pre to the post survey.

My Data (Slides 10-15)

Pre Survey: 24 participants Post Survey: 21 participants

How often do teachers perceive that I visit the classroom?

Pre Survey: 39% every 3 months 61% one time per month

Post Survey: 38% one time per month, 62% one time per week

How do teachers feel about my visits to their classrooms?

Pre Survey: 67% comfortable, 17% doesn't make a difference, 12.5% uneasy,
Post Survey: 71% comfortable, 24%, doesn't make a difference, <1% uneasy,

How often would they like me to visit?

Pre Survey: 26% one time per week, 57% one time per month, 8.7% never
Post Survey: 48% one time per week, 48% one time per month, 0% never

How do my teachers perceive me as an instructional leader?

Pre Survey: 87% Instructional coach/evaluator, 13% evaluator only
Post Survey: 86% Instructional coach/evaluator, 14% evaluator only

How often do my teachers like feedback?

Pre Survey: 8% very often, 29% often, 58% sometimes, <1% never
Post Survey: 10% very often, 43% often, 48% sometimes, 0% never

Do teachers value my feedback to improve their instructional practices?

Pre Survey: 96% Valuable
Post Survey: 86% Valuable, 14% Somewhat valuable

My Discoveries (Slide 16-17)

- Learning Statement One:
 - **Teachers like Classroom Visits-** With more frequent visits to the classroom, more teachers are comfortable with me visiting their classroom. Almost half would like for me to visit at least one time per week. The other half would like a visit at least one time per month.
- Learning Statement Two:
 - **Teachers see the principal as both an evaluator and an instructional coach-** Increased classroom visits did not significantly impact teachers' perceptions of me as an instructional leader. The majority see me as both an evaluator and an instructional coach.
- Learning Statement Three:
 - **Teachers like Feedback specific to Instruction-** Teachers at my school like feedback often, but they want it to be specific to their instructional practices.

Where I Am Heading Next (Slide 18)

This project has taught me a lot about my teachers and myself as an administrator. My main goal with this project was to get into classrooms more often and to make my teachers feel comfortable with me giving them feedback. The data that I collected suggests that I accomplished both of these goals. I did learn that the majority of my teachers saw me as both an instructional leader and evaluator. This perception didn't change much throughout the project. In fact, the percent of teachers that perceived me as just an evaluator increased

slightly from the first survey to the last survey. I also saw a slight drop in the percent of teachers that found my feedback valuable in helping them improve their instructional practices. I believe the reason for this shift in perception was due to the type of feedback that I was giving during my visits. Because my goal was to make my teachers comfortable with me visiting, I mostly gave positive feedback. I am wondering if I had given more instruction specific feedback if I would have observed a different result on the post survey. The survey results indicated that my teachers do want more instructional specific feedback. By giving them only positive feedback, they don't know what they need to improve. Moving forward, I will be sure to make my feedback more specific to instructional practices. I will balance my feedback with both the positive and opportunities for growth.

Bibliography (Slide 19)

Johnson, Jessica. *The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness*. ASCD, 2017.

The Impact of Classroom Visits with Feedback on the Coaching Relationship between the Principal and Teachers



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Natalie Schneider
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Background Leading to this Inquiry

- As a new principal, I find myself getting caught up in the managerial aspects of the position. Because of this, I don't visit classrooms as often as I would like to.
- The school culture survey completed by my teachers indicated a lower score in the area of supervising instruction. As a former math coach, I am very aware of the importance of visiting classrooms to provide instructional feedback to teachers.
- I don't want the majority of the feedback that I give to teachers to be during an observation for evaluation.
- I would like for my teachers to see me as an instructional coach first and an evaluator second.



Purpose of This Inquiry

Therefore, the purpose of my action research was to find out if visiting classrooms more often would assist in the development of the coaching relationship between my teachers and myself.



My Wondering

With this purpose, I wondered what impact increased classroom visits with feedback would have on the coaching relationship between the principal and the teachers.



My Actions

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My Actions



- How often would you like for Mrs. Schneider to visit your classroom?
- Which of the following best describes Mrs. Schneider as an instructional leader?
- How often would you like feedback from Mrs. Schneider on your instruction outside of formal observations?
- How valuable is the feedback that you receive from Mrs. Schneider in helping you improve your instructional practices?
- How do you like to receive feedback? (Check all that apply.)
- Which of the following would be the most ideal scenario?

My Actions



- I set a goal to visit each classroom for at least 5 minutes per week over a 6 week period.
- During each visit, I gave instructional feedback to each teacher in one of three ways. (post it notes, email, face to face)
- After the 6 week period, I gave the same survey that was given prior to the classroom visits.
- The goal was to see if teacher attitudes towards the principal as a coach changed over time.



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- I analyzed and compared data from the pre to post survey.

My Data

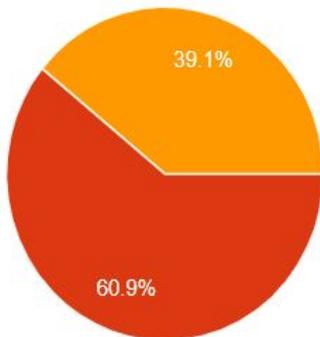
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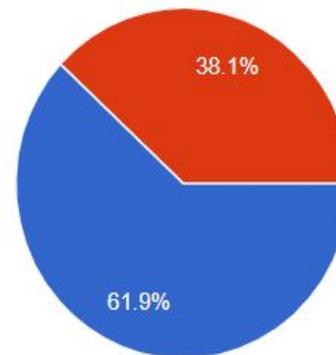
Post Survey: 38% one time per month, 62% one time per week

Pre Survey



- One time per week
- One time per month
- Every 3 months
- Never

Post Survey



- One time per week
- One time per month
- Every 3 months
- Never

My Data

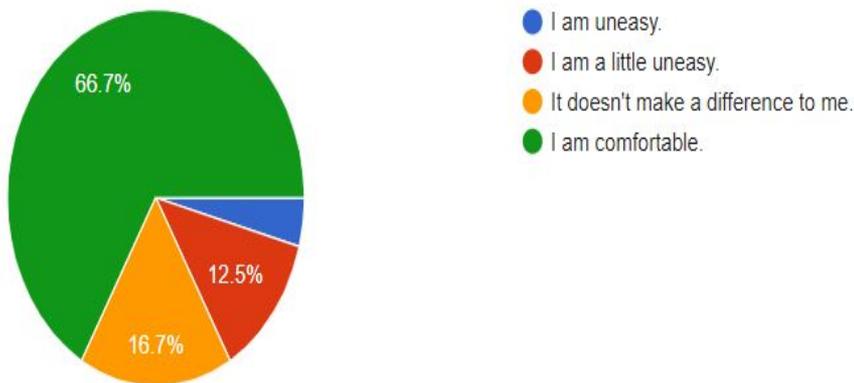
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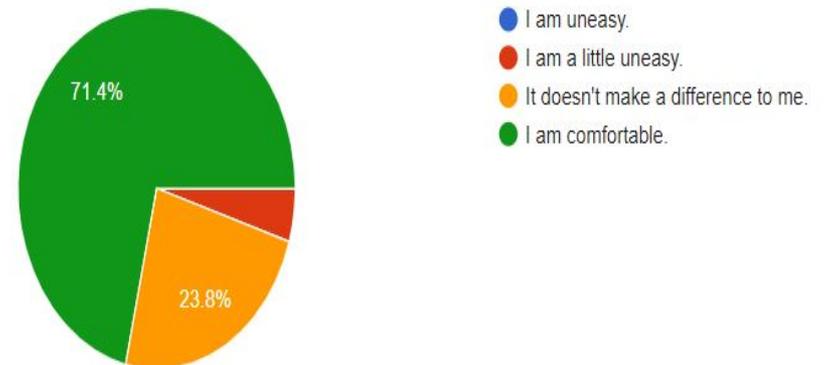
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Pre Survey



Post Survey



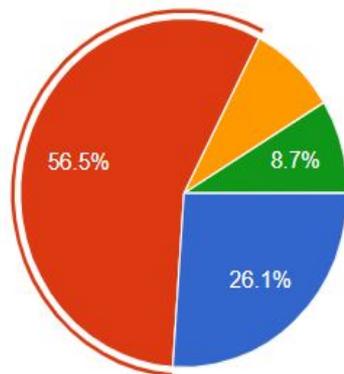
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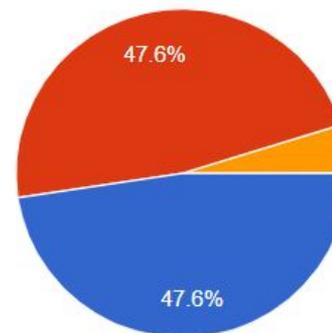
Post Survey: 48% one time per week, 48% one time per month, 0% never

Pre Survey



- One time per week
- One time per month
- Every 3 months
- Never

Post Survey



- One time per week
- One time per month
- Every 3 months
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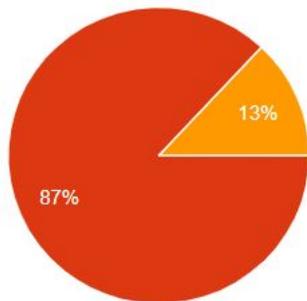
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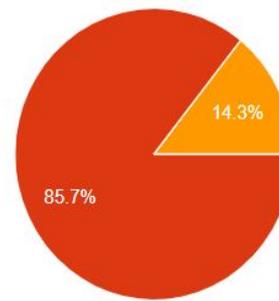
Post Survey: 86% Instructional coach/evaluator, 14% evaluator only

Pre Survey



● Instructional Coach
● Instructional Coach and Evaluator
● Evaluator only

Post Survey



● Instructional Coach
● Instructional Coach and Evaluator
● Evaluator only

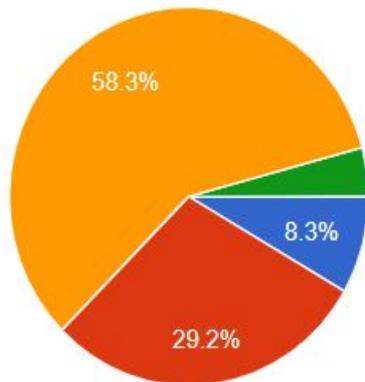
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How often do my teachers like feedback?

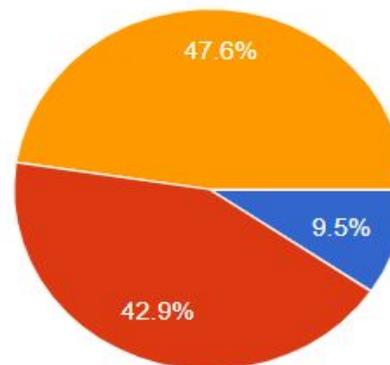
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Pre Survey



Post Survey



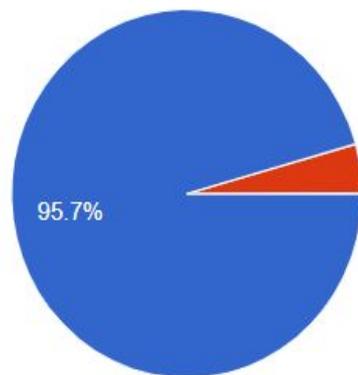
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Do teachers value my feedback to improve their instructional practices?

Pre Survey: 96% Valuable

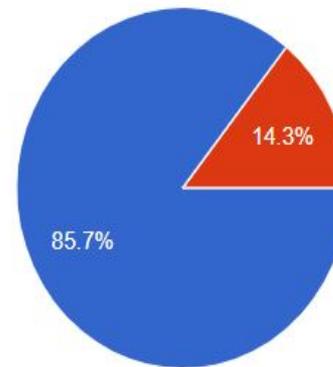
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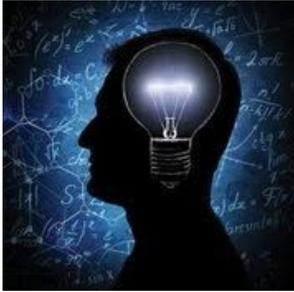


● Valuable
● Somewhat valuable
● Not valuable

Post Survey



● Valuable
● Somewhat valuable
● Not valuable



My Discoveries

- Learning Statement One:
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My Discoveries



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 - **Teachers see the principal as both an evaluator and an instructional coach-** Increased classroom visits did not significantly impact teachers' perceptions of me as an instructional leader. The majority see me as both an evaluator and an instructional coach.

- Learning Statement Three:
 - **Teachers like Feedback specific to Instruction-** Teachers at my school like feedback often, but they want it to be specific to their instructional practices.



Where Am I Heading Next?

- Visit classrooms often
- Give feedback that is specific to instruction
- Balanced feedback
 - positive
 - opportunities for growth

Bibliography

Johnson, Jessica. *The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness*. ASCD, 2017.