The Perceived Impact of a Walkthrough Observation and Feedback on Teacher Strategies in Lesson Openings and Closures

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Michael J. Barlak

PennWest University

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PennWest University
College of Education, Arts, and Humanities
Department of Education

We hereby approve the capstone of

Michael J. Barlak

Candidate for the Degree of Doctor of Education

7-22-2025
Date

Dr. Mary Wolf
Associate Professor
Doctoral Capstone Faculty Committee Chair

7-22-2025
Date

Dr. Frank Hernandez
Principal
Doctoral Capstone External Committee Member

Dedication

To my three incredible children, this work is dedicated to you. Education is more than the pursuit of knowledge; it is the key to opportunity, the foundation of resilience, and the pathway to realizing your dreams. I hope this journey serves as a reminder that no challenge is too great, no goal too distant, and no obstacle too insurmountable when met with determination, perseverance, and an unwavering belief in yourself.

Life will test you, and there will be moments when the road ahead seems uncertain. But in those times, I urge you to remember that resilience is built in adversity and that success is not defined by how many times you fall, but by how many times you rise. Hard work, integrity, and a commitment to continuous growth and learning will open doors you never imagined possible.

Above all, know that you are capable of achieving anything you set your mind to. Never stop striving, never stop learning, and never stop believing in the power of your potential. This achievement is as much yours as it is mine, and I am endlessly proud of the remarkable individuals you are all becoming.

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Abstract

This mixed-methods doctoral capstone project explored the perceived impact of supervision walkthroughs and feedback on teachers' integration of instructional strategies during lesson openings and closings. Recognizing that effective openings and closures are critical for fostering student engagement and reinforcing learning, the study addressed three key research questions: teachers' perceptions of the walkthrough process and feedback; common challenges in implementing opening and closing strategies; and the strategies teachers perceive as most effective in enhancing student engagement following targeted intervention. The research was conducted in a suburban high school using pre- and post-intervention surveys, semi-structured interviews, and an instructional strategy guide focused on enhancing lesson openings and closings. Results indicated that teachers initially viewed walkthroughs with skepticism, citing inconsistent feedback and limited practical application. However, after the intervention providing actionable, strategy-specific tools, teachers reported increased confidence, improved instructional routines, and higher student engagement. Time constraints, classroom interruptions, and varying student readiness emerged as persistent challenges. Teachers identified KWL charts, anticipatory sets, exit tickets, and reflective activities as effective strategies for improving lesson structure and student participation. The study concludes that integrating targeted walkthrough feedback and practical resources can enhance instructional practices, promote reflective teaching, and contribute to more engaging, student-centered learning environments. Recommendations include expanding peer collaboration, modeling effective strategies during walkthroughs, and sustaining professional development focused on high-leverage instructional segments.

CHAPTER I

Introduction

The instructional quality of opening and closing routines in lessons is a foundational component of effective teaching. These critical segments of instruction not only set the tone for learning but also provide closure that reinforces student understanding and engagement. Despite their significance, ensuring the consistent and effective implementation of these routines remains a challenge for educators. This doctoral capstone project examines the impact of supervision walkthroughs and feedback on the integration of instructional strategies during the opening and closing portions of lessons, with a focus on enhancing student engagement and academic outcomes.

Background

The importance of opening and closing routines in lessons has long been recognized in educational research and practice. These segments serve as pivotal moments in instruction, shaping students' initial engagement and leaving lasting impressions that reinforce learning. Effective openings activate prior knowledge, establish learning objectives, and capture students' attention. As Aung and Tepsuriwong (2017) state, “Research indicates that effective lesson openings should establish an appropriate affective framework, stimulate interest, and connect new content to students' prior knowledge.” Similarly, meaningful closures consolidate new knowledge, promote reflection, and ensure students leave the lesson with a clear understanding of key takeaways. However, research and observations suggest that these critical instructional periods are often underutilized or inconsistently applied.

A high school principal is responsible for overseeing teacher supervision, professional development, and the overall instructional quality within the school. Over time, varying levels of effectiveness have been observed in how teachers engage students at the beginning of lessons and reinforce learning at the conclusion. These observations, supported by data collected from student surveys, indicate a clear need for improvement in these areas. For example, results from an annual high school survey revealed that only 61% of students reported that their teachers frequently engage them with interesting or relevant opening activities, while just 54% agreed that their teachers provide meaningful closing activities. These findings underscore the necessity of implementing targeted strategies to enhance these instructional periods, aligning with the building's goals of increasing student engagement and academic success.

The significance of this issue is further underscored by the growing emphasis on data-driven instruction and the need to create cohesive, inclusive learning environments. Teachers often face challenges such as time constraints, varying student needs, and limited professional development focused on these specific instructional moments. Addressing these challenges requires a structured approach that combines supervision, feedback, and collaborative professional learning.

My appreciation for the importance of lesson openings and closures is deeply rooted in my experience as a college football player. Every practice began with a focused team meeting, where we watched a clip highlighting something our opponent executed exceptionally well. This immediately captured our attention, set a clear purpose for the practice, and created a shared understanding of the challenges ahead. Before we ever stepped onto the field, our coaches outlined adjustments to our current schemes and set

clear, measurable goals for the day's practice. That structure and intention gave every drill meaning and increased buy-in across the team because we understood the "why" behind each decision. Similarly, each practice ended with post-practice film review. We watched individual and team segments to assess what we had learned and where improvement was needed. This feedback loop allowed for data-driven decisions and targeted interventions, such as pulling aside position groups for extra work the following day or slowing the pace down to a walkthrough for better understanding. In education, teachers face the same challenge, motivating students with purpose and closing each lesson with reflection and clarity. Just as our practices were framed with intentionality to drive performance, effective lesson openings and closures shape student mindset, improve focus, and guide continuous instructional improvement.

As I transitioned from the field to the classroom, I carried those lessons with me and embedded them into my own instruction. I quickly saw how starting each class with a hook, a purpose, or a challenge elevated student engagement and focus, just like those team meetings prior to practice. Likewise, I came to value the power of lesson closure as a moment to reflect, assess understanding, and connect learning to a bigger picture. When I became a school administrator, I was surprised to find how often these critical segments were skipped altogether or treated as afterthoughts. I noticed that many lesson openings consisted of procedural housekeeping and many closings were simply homework reminders. Rarely, did I see structured strategies that prompted students to reflect on what they had learned, articulate lingering questions, or identify next steps. These early observations fueled a desire to explore the research behind effective openings and closures and to better understand the impact they have on student learning. Over time,

that desire evolved into a focused effort to support teachers in elevating these moments not as add-ons, but as essential parts of any lesson. This capstone represents that journey: from recognizing the value of structure and purpose on the football field, to applying it in the classroom, and ultimately to leading professional learning that supports teachers in designing intentional, reflective, and impactful lesson beginnings and endings.

Capstone Focus

The focus of this capstone project emerged from reflections on instructional leadership and experiences with supervision walkthroughs. These walkthroughs serve as an opportunity to observe teaching practices, provide constructive feedback, and identify areas for improvement. While some teachers readily implement feedback to enhance their instructional strategies, others encounter challenges in making meaningful changes. This raised the question of how supervision walkthroughs and feedback could be optimized to better support teachers in designing and implementing effective opening and closing routines.

This research is rooted in the belief that instructional improvement should be both data-driven and collaborative. By examining teachers' perceptions of walkthrough feedback and identifying common challenges they face, this study aims to develop a practical intervention tool that provides actionable strategies for enhancing lesson openings and closures. The importance of structured lesson openings and closures is reinforced by Zertuche et al. (2012), who found that “Students who participated in well-designed openers, which included knowledge integration activities, demonstrated significant learning gains compared to those who did not engage in such activities.” This

highlights the potential impact of improving these instructional periods on student engagement and academic outcomes.

This tool will serve as a resource for teachers, helping them create engaging and reflective learning experiences that benefit all students.

Research Questions

This study is guided by the following research questions:

1. What are teachers' perceptions of the effectiveness of the principal walkthrough process in providing feedback on the integration of instructional strategies?
2. What common challenges do teachers face in integrating instructional strategies during the opening and closing portions of lessons?
3. What strategies do teachers perceive to be most effective in enhancing student engagement and learning outcomes after training focused on the opening and closing segments of lessons?

Expected Outcomes

The expected outcomes of this research include:

- A deeper understanding of teachers' perceptions of feedback provided during supervision walkthroughs.
- Identification of common challenges and barriers teachers face in implementing effective opening and closing routines.
- Development of an intervention tool (Appendix I) that provides targeted strategies for lesson openings and closures.
- Improved student engagement and learning outcomes through the consistent application of effective instructional practices.

By addressing these outcomes, the study aims to contribute to the broader field of educational leadership by offering insights into how principals and other instructional leaders can support teacher growth and improve classroom practices.

Fiscal Implications

The fiscal implications of this research are minimal, as it primarily involves the use of existing resources within the school setting. Data collection methods, such as surveys and interviews, will utilize digital platforms already available to staff. Professional development sessions focused on lesson openings and closures can be integrated into scheduled in-service days, reducing the need for additional funding. The intervention tool developed as part of this project will be distributed electronically, ensuring cost-effectiveness. Any associated costs, such as printing materials or purchasing supplementary resources, will be managed within the school's existing budget for professional development.

Summary

This chapter has introduced the focus of the doctoral capstone project: enhancing the effectiveness of lesson opening and closing routines through supervision walkthroughs and feedback. It has outlined the background and importance of the issue, my professional role and reflections, the research questions guiding the study, the expected outcomes, and the fiscal considerations. By addressing these critical instructional periods, this research seeks to foster a more engaging and inclusive learning environment, ultimately improving student engagement and academic success. The next chapter will review the relevant literature, providing a theoretical foundation for

understanding the dynamics of teacher supervision, instructional strategies, and the components of effective lessons.

CHAPTER II

Review of Literature

This chapter provides an overview of key research and theoretical perspectives related to teacher supervision, instructional practices, and the integration of technology in education. It examines the evolution of teacher supervision models, from early community-based approaches to more contemporary, collaborative strategies such as instructional rounds and peer coaching. Additionally, the review explores the integration of technology into supervision, focusing on its impact on communication, collaboration, and data-driven decision-making. The chapter further highlights the importance of effective lesson planning, particularly regarding the opening and closing segments of lessons, and how these components influence student engagement and learning outcomes. By synthesizing the relevant literature, this chapter lays the groundwork for understanding how educational leaders can support teachers in addressing challenges and improving their instructional practices. Specifically in their opening and closing portions of the lesson.

Early Models of Teacher Supervision

The history of teacher supervision in the United States reflects a significant evolution influenced by societal values, educational reforms, and the changing roles of educators. Early models of supervision, particularly during the colonial period, were primarily community-driven, with local leaders and clergy overseeing educational practices to ensure adherence to moral and religious standards. This model emphasized moral and religious conformity, with teachers often scrutinized for their personal lives and adherence to community standards (Tracy, 2020). For instance, the Massachusetts

School Law of 1647 mandated that towns establish schools and required community leaders to monitor students' progress in reading and understanding religious principles (Rossi, 2007). Teachers, often viewed as community servants, faced scrutiny regarding their instructional methods and personal lives, as adherence to local moral codes was paramount (Walsh, 2014).

As public education expanded in the 19th century, supervision began to shift from community oversight to a more structured administrative model. Influential figures such as Horace Mann advocated for public education funded by local taxes and established the first teacher education school in America, which laid the groundwork for a more professional approach to supervision (Walsh, 2014). This period saw the emergence of trained school administrators, such as superintendents and principals, who took on supervisory roles, moving away from the earlier reliance on community members. The introduction of clinical supervision in the late 20th century marked a significant shift towards a more collaborative and supportive approach to supervision, focusing on improving instructional practices through systematic observation and feedback (Warren, 2014).

The mid-20th century saw the introduction of clinical supervision, a model developed by Morris Cogan and Robert Goldhammer, which aimed to improve instructional practices through systematic observation and feedback (Pajak, 2003). This approach emphasized collaboration between teachers and supervisors, moving away from the traditional inspection model. Consequently, clinical supervision became a cornerstone of professional development, allowing for a more reflective practice that focused on enhancing teaching effectiveness.

In the late 20th century, the landscape of supervision continued to evolve in response to educational reforms and accountability measures. The publication of "A Nation at Risk" in 1983 prompted a national conversation about the quality of education and the need for higher standards (Walsh, 2014). This era saw the rise of developmental supervision, which tailored supervisory practices to teachers' individual needs and abilities (Glickman & Gordon, 1987). Glickman, Gordon, and Ross-Gordon articulated that the developmental supervision model emphasized a three-phase process that allowed teachers to take charge of their professional growth, fostering a more collaborative and supportive environment (Warren, 2014). Additionally, this period brought about further changes in supervisory practices, particularly in response to the accountability measures introduced by federal legislation. The No Child Left Behind Act and the Every Student Succeeds Act emphasized the need for schools to demonstrate student achievement through standardized testing and other performance metrics (Keruskin, 2005). This shift necessitated reevaluating supervision practices, and adopting more formative and developmental approaches. The developmental supervision model, introduced by Glickman, Gordon, and Ross-Gordon, emphasized a three-phase process tailored to the teacher's level of ability, allowing for greater teacher involvement in the decision-making process regarding their professional development (Warren, 2014).

The turn of the 21st century brought about further changes, with an increased focus on standards-based education and high-stakes testing. Supervisory practices began to incorporate data-driven decision-making, emphasizing improving student achievement as the ultimate goal (Fields, 2013). New models, such as differentiated supervision, emerged, allowing teachers to select their evaluation criteria and methods, promoting a

more personalized approach to supervision. The concept of differentiated supervision emerged as a response to the diverse needs of teachers. This model allows teachers to select the evaluation criteria and methods that best suit their individual professional growth, thereby fostering a more personalized approach to supervision (Glatthorn, 1984). Moreover, the emphasis on collaboration and shared responsibility among educators has become a hallmark of contemporary supervisory practices, with models such as peer coaching and professional learning communities gaining traction (Keruskin, 2005).

Furthermore, the historical context of teacher supervision reveals a persistent tension between government oversight and professional autonomy. As educational leaders navigate the complexities of supervision, the emphasis on instructional leadership has become paramount. Principals are now expected to mentor, coach, and collaborate with teachers to enhance instructional practices, fostering a culture of shared responsibility for student learning (Cunningham, 2012). This shift reflects a broader understanding of supervision as a dynamic and collaborative process rather than a mere evaluative function.

Overall, the history of teacher supervision in the United States illustrates a transition from community-based oversight focused on moral compliance to more structured, collaborative, and developmental models aimed at enhancing instructional quality and supporting teacher growth. The evolution of supervisory practices has been shaped by societal values, educational reforms, and the integration of technology, leading to a more nuanced understanding of the role of supervision in promoting effective teaching and learning. As educational leaders continue to adapt to the changing landscape

of education, the focus on fostering teacher growth and improving student outcomes remains at the forefront of supervisory practices.

Technology Integration

The integration of technology into educational supervision has significantly transformed the landscape of instructional leadership and teacher development. As academic institutions increasingly adopt digital tools and platforms, the role of supervisors has evolved to encompass not only traditional oversight but also the facilitation of technology-enhanced teaching practices. This shift has several notable effects on supervision, particularly in enhancing communication, collaboration, and professional development among educators.

One of the primary effects of technology integration is the enhancement of communication between supervisors and teachers. Digital platforms enable real-time feedback and support, allowing supervisors to provide timely guidance on instructional practices. For instance, tools such as video conferencing and collaborative software facilitate ongoing discussions about teaching strategies, enabling supervisors to engage with teachers more effectively than traditional methods would allow (Pajak, 2003). This immediacy fosters a more dynamic supervisory relationship, where feedback is not merely a post-observation formality but an integral part of the teaching process.

Additionally, technology facilitates data-driven decision-making in supervision. Supervisors can utilize data analytics tools to monitor student performance and instructional effectiveness, allowing for more informed discussions about teaching practices. This data-centric approach aligns with the accountability measures emphasized in recent educational reforms, where the focus is on improving student achievement

through evidence-based practices (Keruskin, 2005). By analyzing data trends, supervisors can identify areas for improvement and tailor their support to meet the specific needs of teachers and students.

Furthermore, the integration of technology into supervision encourages the adoption of differentiated supervision models. As noted in the literature, differentiated supervision recognizes that teachers have varying levels of experience and expertise, necessitating customized support (Glatthorn, 1984). Technology enables supervisors to create personalized professional development plans that cater to individual teacher needs, thereby enhancing their instructional capabilities and fostering a more supportive learning environment.

In summary, the integration of technology into educational supervision has profound effects on communication, collaboration, and professional development. Technology can significantly improve instructional practices and student outcomes by enhancing the supervisory process through real-time feedback, data-driven decision-making, and differentiated support. However, educational leaders must address the challenges associated with technology adoption to fully realize its benefits in the supervisory context. These challenges include resistance to change, a lack of training and professional development, and inadequate infrastructure, such as outdated hardware or insufficient bandwidth, creating frustration. Time constraints and equity issues, such as unequal access to devices and internet connectivity, also pose significant barriers. Additionally, concerns over data privacy and security with the introduction of artificial intelligence further complicate technology integration. Overcoming these challenges

requires strategic planning, proper training, and ongoing support to ensure technology enhances instructional supervision effectively.

Different Supervision Models

Traditional supervision models in education, such as clinical and developmental supervision, have significantly shaped instructional practices and teacher development. Clinical supervision, as discussed by Goldhammer and Cogan, is characterized by a structured process that includes pre-observation conferences, classroom observations, and post-observation feedback sessions (Kureskin, 2005). This model emphasizes a systematic approach to improving teaching through direct observation and feedback. However, its limitations are notable; the process can be time-consuming and may not adequately address the diverse needs of all teachers, particularly those with varying levels of experience and expertise (Rossi, 2007). Furthermore, the clinical supervision model has been criticized for fostering a hierarchical relationship between supervisors and teachers, which can lead to defensiveness and a lack of genuine collaboration (Fields, 2013).

In contrast, developmental supervision, as proposed by Glickman, Gordon, and Ross-Gordon, seeks to match supervisory methods to the individual teacher's level of ability and experience (Warren, 2014). This model is more flexible and aims to empower teachers by providing them with a range of supervisory options tailored to their professional growth needs. While developmental supervision promotes a more supportive environment, it can still fall short in fostering true collaboration among educators, as it often relies on the supervisor's assessment of the teacher's needs rather than encouraging peer interactions (Glickman, 1981).

Contemporary supervision models have emerged in response to the limitations of traditional approaches, focusing on collaboration and shared leadership. Instructional rounds and peer coaching are two prominent contemporary models that exemplify this shift. In instructional rounds, administrators are not merely passive observers; they actively participate in the rounds alongside teachers. During instructional rounds, educators visit one another's classrooms to observe teaching practices and student engagement. Administrators, as part of the team, help frame the observation focus, facilitate discussions about the data gathered, and guide reflective conversations on instructional practices. Their involvement ensures alignment with school-wide goals and provides an opportunity to model reflective leadership. Additionally, administrators support the implementation of the insights gained from rounds by helping teachers develop action plans or access the necessary resources for improvement (Celoski, 2018). This collaborative structure fosters a culture of continuous improvement, where both teachers and administrators learn from each other and contribute to the development of effective teaching strategies. This model encourages teachers to engage in reflective discussions about their practices, leading to enhanced instructional strategies and a deeper understanding of effective teaching methods.

Similarly, in peer coaching, administrators play an integral role in setting up and supporting the coaching relationships. While peer coaching emphasizes teacher-to-teacher collaboration in a non-evaluative manner, administrators facilitate the process by providing training, resources, and time for teachers to meet and collaborate. They help identify the goals for coaching partnerships and ensure that the focus remains on professional growth and improvement rather than evaluation (Glatthorn, 1984).

Administrators can also create a safe and supportive environment by fostering trust among staff, which is essential for peer coaching to be effective. By actively participating in coaching cycles, providing feedback, and observing changes in teaching practices, administrators further ensure that peer coaching aligns with the overall goals of the school and contributes to broader instructional improvements. In both models, administrators are not just overseeing the process but are involved in shaping, supporting, and reflecting on the outcomes, making the supervision process a more collaborative and effective strategy for teacher growth.

The role of feedback in supervision models is critical, as it serves as a primary mechanism for promoting teacher improvement and student learning. Feedback can be categorized into two main types: formative and summative. Formative feedback is ongoing and provided during the learning process, focusing on guiding teachers in refining their instructional practices (Rossi, 2007). This type of feedback is essential for fostering a growth mindset among educators, as it encourages reflection and adaptation in real time. In contrast, summative feedback is typically delivered at the end of a teaching period or evaluation cycle, summarizing a teacher's performance and is often used for formal evaluations (Fields, 2013). While summative feedback can inform decisions about tenure or promotion, it may provide a different level of actionable insights than formative feedback.

Best practices for providing effective feedback include being specific and constructive, encouraging reflection, fostering a supportive environment, and using a balanced approach. Specific feedback focuses on particular behaviors and outcomes rather than generalizations, helping teachers understand what they did well and where

they can improve (Warren, 2014). Encouraging reflection allows teachers to consider alternative strategies and engage in meaningful discussions about their practices. Creating a supportive environment is crucial for maintaining trust and openness, as feedback should be delivered in a manner that promotes positive engagement. Finally, incorporating both positive reinforcement and constructive criticism can help maintain teacher motivation while addressing areas for improvement (Pajak, 2003).

In conclusion, traditional supervision models such as clinical and developmental supervision have laid the groundwork for instructional leadership in education, but their limitations have prompted the emergence of contemporary models like instructional rounds and peer coaching. These modern approaches emphasize collaboration and shared responsibility for professional growth, significantly impacting teacher development and student engagement. The role of feedback remains central to effective supervision, with formative feedback being particularly valuable for fostering continuous improvement. By adhering to best practices for providing feedback, educational leaders can create a culture of growth and reflection that ultimately enhances teaching and learning outcomes.

As educational leaders focus on creating a culture of growth and reflection, it is equally important to consider how teachers design and deliver lessons. Effective supervision not only guides professional development but also supports teachers in honing the key components of their teaching practice. One of the primary areas where this support is crucial is lesson planning. The design of an effective lesson requires careful attention to various elements that contribute to both student engagement and learning outcomes. These components include clear objectives, structured lesson openings, engaging instructional strategies, opportunities for student interaction, and

effective closure activities. Just as effective supervision fosters growth through feedback, well-designed lessons serve as a foundation for student success, making it essential to explore the key components that ensure lessons are impactful and engaging.

Components of an Effective Lesson

Creating an effective lesson requires careful consideration of several key components that work together to enhance student learning and engagement. These components include clear objectives, structured lesson openings, engaging instructional strategies, opportunities for student interaction, and effective closure activities. Each of these elements plays a crucial role in ensuring that lessons are not only informative but also engaging and conducive to learning.

The foundation of any effective lesson is a well-defined set of objectives. These objectives should articulate what students are expected to learn by the end of the lesson. According to Johnson (2000), effective lesson planning begins with identifying specific learning goals that align with curriculum standards. Objectives should be communicated clearly to students at the start of the lesson, allowing them to understand the purpose of the activities they will engage in. This clarity helps to focus students' attention and provides a roadmap for their learning journey. Additionally, structured lesson openings are critical for setting the tone and engaging students from the outset. Research indicates that effective lesson openings should establish an appropriate affective framework, stimulate interest, and connect new content to students' prior knowledge (Aung & Tepsuriwong, 2017). Techniques such as using music, visual stimuli, or interactive activities can create a friendly and relaxed atmosphere that encourages participation.

Furthermore, incorporating questions or brief discussions about previous lessons can help students make connections and prepare them for new material.

Once the lesson has begun, the instructional strategies employed are vital for maintaining student engagement. Effective teachers utilize a variety of teaching methods, including direct instruction, collaborative learning, and hands-on activities, to cater to different learning styles (Bell et al., 2020). For instance, explicit instruction, which involves demonstrating skills and strategies, can be particularly effective in helping students grasp complex concepts (Bell et al., 2020). Moreover, incorporating technology and innovative sets can enhance the learning experience by making lessons more interactive and relevant to students' lives (Hunt & Holmes, 2018). Interaction among students is essential for fostering a collaborative learning environment. Engaging students in discussions, group work, and peer teaching not only enhances their understanding of the material but also builds critical thinking and communication skills (Pungki, 2019). Teachers can facilitate this interaction by using strategies such as think-pair-share, where students first think about a question individually and then discuss their thoughts with a partner before sharing with the larger group. This approach encourages all students to participate and helps create a more inclusive classroom atmosphere.

The conclusion of a lesson is just as important as the opening. Effective closure activities help reinforce the key concepts covered during the lesson and provide students with an opportunity to reflect on their learning. According to Codding and Smyth (n.d.), summarizing the main points and allowing students to articulate what they have learned can solidify their understanding and retention of the material. Additionally, teachers can

use closure to assess student comprehension through quick formative assessments, such as exit tickets or brief quizzes, which can inform future instruction.

An effective lesson also requires a well-managed classroom environment. Establishing clear rules and procedures at the beginning of the school year can significantly reduce disruptions and maximize instructional time (from teacher effectiveness and professional learning.pdf). Teachers should create a structured environment where students know what is expected of them, fostering a sense of security and encouraging engagement. Moreover, effective time management during lessons, including smooth transitions between activities, is crucial for maintaining student focus and minimizing downtime (Codding & Smyth, n.d.).

Importance of Effective Lesson Openings

Effective lesson openings are crucial for setting the tone of the class and significantly impact student engagement, learning objectives, and the overall classroom climate. The initial moments of a lesson serve as a foundation for what is to follow, and research has consistently shown that how a lesson begins can determine the level of student interest and participation throughout the session. The opening phase of a lesson, typically lasting between three to fifteen minutes, is essential for capturing students' attention and preparing them for the learning ahead. According to Aung and Tepsuriwong (2017), lesson openings are designed to focus students on the learning objectives of the lesson, which is critical for establishing a clear direction for the class. This phase allows teachers to connect new content to prior knowledge, thereby facilitating cognitive engagement. For instance, by reviewing previous lessons or introducing the day's

objectives, teachers can create a cognitive framework that helps students understand the relevance of the new material.

Engaging students from the start is vital for maintaining their interest and motivation throughout the lesson. Effective openings can include activities that require students to predict outcomes, reflect on their understanding, or collaborate with peers. For example, Hunt and Holmes (2018) emphasize the use of innovative sets that incorporate sensory or emotional cues to capture students' attention. Such activities not only make the lesson more enjoyable but also help students feel more connected to the material.

Setting clear learning objectives during the opening phase is equally important. According to Johnson (2000), a well-defined objective serves as a guide for both teachers and students, clarifying what is expected by the end of the lesson. When students understand the goals of the lesson, they are more likely to engage with the content meaningfully. This alignment between activities and objectives fosters a sense of purpose, encouraging students to take ownership of their learning.

Furthermore, effective lesson openings can help students transition from previous activities or environments into a focused learning mindset. As noted by Codding and Smyth, reducing transition time and maintaining high levels of academic engagement are essential for maximizing instructional time. By using engaging openers, teachers can minimize downtime and ensure that students are mentally prepared to learn.

A positive classroom climate is fundamental for effective teaching and learning. Effective lesson openings contribute to this climate by creating an atmosphere of respect, support, and collaboration (Kington et al., 2016). Inspiring teachers help create safe and

stimulating environments where students feel confident and valued. This is often achieved through warm greetings, informal discussions, and activities that promote student interaction. Establishing an effective framework during the lesson opening is crucial for building positive relationships between teachers and students. Activities that encourage participation and foster a friendly atmosphere can significantly enhance students' confidence and willingness to engage. When students feel comfortable expressing their thoughts and ideas, they are more likely to participate actively in the lessons to follow (Aung & Tepsuriwong, 2017).

Moreover, effective openings can help manage classroom behavior by setting clear expectations and routines. As discussed Icbay (2019), the beginning of a lesson is a time for teachers and students to orient themselves to the task at hand, which can reduce disruptions and promote a focused learning environment. By establishing a structured and supportive atmosphere, teachers can create a classroom climate conducive to learning.

Strategies for Effective Lesson Openings

Various strategies can be employed to create impactful openings that not only capture students' attention but also prepare them for the learning ahead. It is important to look at some effective strategies that have been proven to increase student engagement in the classroom during the opening.

1. **Hook Strategies** are designed to pique students' interest and curiosity right at the beginning of a lesson. These strategies can take many forms, such as intriguing questions, surprising facts, songs, pieces of art, videos, or engaging activities that relate to the lesson's content. The goal is to create an emotional connection that motivates students to engage with the material. For instance, Suwartono (2019)

emphasizes the importance of using hooks that relate to real-world applications. An example could be starting a lesson on environmental science by showing a short video clip of a recent environmental disaster. This approach not only captures students' attention but also prompts them to think critically about the implications of the topic. Another effective hook could involve asking students to predict the outcome of a scientific experiment before conducting it, thereby engaging their curiosity and encouraging them to think ahead.

2. **Anticipatory Sets** are brief activities that prepare students for the lesson by activating prior knowledge and setting the stage for new learning. These activities can include brainstorming sessions, quick writes, or discussions that relate to the lesson's objectives. The purpose is to help students make connections between what they already know and what they are about to learn. In *Activating Strategies – US Digital Literacy*, the authors highlight the use of anticipatory sets to engage students' prior knowledge. For example, a teacher might begin a lesson on the water cycle by asking students to share their experiences with rain or snow. This not only activates their prior knowledge but also encourages them to think about the topic in a personal context. Another effective anticipatory set could involve using an anticipation guide, where students respond to statements related to the lesson topic before diving into the content. This strategy helps students clarify their thoughts and prepares them for deeper engagement with the material.
3. **Incorporating Interactive Techniques** into lesson openings can significantly enhance student engagement. These techniques often involve collaborative activities that require students to work together, share ideas, and actively

participate in the learning process. For example, a teacher might pose a thought-provoking question related to the lesson and encourage students to discuss their responses in small groups before sharing with the class. This approach not only fosters collaboration but also allows students to articulate their thoughts and learn from one another (Kington et al., 2016). Additionally, using technology, such as interactive polls or quizzes, can further engage students and provide immediate feedback on their understanding.

4. **Setting the Context** is another effective lesson-opening strategy that should include a clear explanation of the lesson's objectives and relevance. This helps students understand the purpose of the lesson and how it connects to their prior knowledge and future learning. When setting the context, it is important to emphasize the importance of structuring lesson openings by outlining the content to be covered and signaling transitions between lesson parts (Muijs, 2014). For instance, a teacher might begin a lesson by stating, "Today, we will explore the causes of World War II, and by the end of the lesson, you will be able to explain how these causes led to the conflict." This not only sets clear expectations but also helps students see the relevance of the lesson to their overall learning goals.
5. **Engaging Students' Senses** during the lesson opening can create a memorable and impactful experience. This can involve using visuals, sounds, or even tactile materials to draw students into the lesson. An example of this might include a display of a collection of artifacts related to a historical topic or playing music that sets the mood for a literature lesson. By appealing to students' senses,

teachers can create a more immersive learning environment that enhances engagement and retention (Hunt & Holmes, 2018).

6. Additionally, Ferlazzo (2018) discusses various "Do Now" activities that serve as effective warm-ups, providing quick data points to set the tone for the day's lesson. These activities, which are designed to engage students immediately upon entering the classroom, can include quick writing prompts, spiral reviews, or self-assessment activities. The positive impact of these quick activities on student engagement and learning outcomes is well-documented in research. Numerous studies and examples from the literature illustrate the effectiveness of these strategies. For instance, in a study by Zertuche et al. (2012), the authors found that students who participated in well-designed openers, which included knowledge integration activities, demonstrated significant learning gains compared to those who did not engage in such activities. This highlights the importance of thoughtful lesson openings in promoting student success.

Challenges Faced by Teachers

Implementing effective lesson openings presents several challenges for teachers, which can significantly impact student engagement and learning outcomes. One of the primary obstacles is time constraints. Teachers often feel pressured to cover extensive content within limited class periods, leading them to rush through or skip the opening activities altogether. This is particularly concerning, as research indicates that the first few minutes of a lesson are crucial for capturing students' attention and setting the tone for the rest of the class (Aung & Tepsuriwong, 2017).

Additionally, classroom management issues can hinder the effectiveness of lesson openings. If students are not settled or if there are behavioral disruptions, it becomes challenging for teachers to engage students immediately. Effective classroom management strategies, as highlighted by Kington et al. (2016), are essential for creating a conducive learning environment where lesson openings can thrive. Another significant challenge is the varying levels of student readiness and engagement. Students may enter the classroom distracted or unprepared, making it difficult for teachers to capture their interest during the opening phase. As mentioned in a study on school effectiveness (Muijs, 2014), establishing a positive classroom climate is vital for effective teaching. However, this requires consistent effort and time to build relationships with students.

Furthermore, teachers may lack the resources or institutional support necessary for implementing innovative lesson openings. As noted by Muijs (2014), access to technology and materials can enhance the learning experience, but not all teachers have these resources readily available. Teachers' perceptions of what constitutes an effective opening can also vary, leading to inconsistencies in practice. Some educators may prioritize traditional methods, while others may be more open to innovative approaches (Suwartono, 2019). This discrepancy can create challenges in aligning lesson openings with best practices that foster student engagement.

Additionally, many teachers report feeling inadequately trained in designing effective lesson openings, which can limit their ability to implement these strategies successfully (Activating Strategies – US Digital Literacy). Cultural and contextual factors further complicate the implementation of effective lesson openings. Teachers must adapt their strategies to meet the diverse needs of their students, particularly in

multicultural classrooms. This requires a nuanced understanding of students' backgrounds and learning preferences, which can be difficult to achieve without proper training and support. Professional development opportunities focused on this aspect of teaching are often limited, leaving teachers to rely on their intuition or past experiences.

Overall, addressing these challenges requires a concerted effort from educators, administrators, and support staff to create an environment conducive to effective teaching and learning, ensuring that lesson openings can fulfill their potential to enhance student engagement and achievement.

Significance of Lesson Closings

Lesson closure is a critical component of effective teaching, serving as the final opportunity for educators to consolidate learning and assess student understanding. The significance of lesson closures cannot be overstated, as they play a pivotal role in reinforcing the material covered during the lesson and promoting reflection among students. According to Wong (1990), closure helps to "fix learning" by enabling students to recall and utilize knowledge when needed. This process not only aids in memory retention but also allows students to understand the relevance of what they have learned, thereby enhancing their overall educational experience. Effective lesson closures provide a structured opportunity for students to reflect on their learning, which is essential for developing metacognitive skills and fostering a deeper understanding of the subject matter.

Reinforcing learning and promoting reflection are two of the primary objectives of lesson closure. By summarizing key points and assessing understanding, teachers can gauge the effectiveness of their instruction and identify areas where students may need

additional support. Research indicates that summarization is a powerful tool for enhancing comprehension and retention (Rinehardt et al., 1986). Techniques such as exit tickets and reflective discussions can facilitate this process, allowing students to articulate their understanding and engage in meaningful dialogue about the lesson content. For instance, exit tickets can prompt students to write down the most important concept they learned, which not only reinforces their learning but also provides teachers with valuable feedback on student comprehension (Rife, 1988).

Specific strategies for effective lesson closures are essential for maximizing the impact of this instructional phase. Wong identifies several methods, including lesson round-ups, homework assignments, quick quiz evaluations, extensions, and applications. Each of these strategies serves to engage students actively and encourage their participation in the closure process. For example, lesson round-ups can involve students summarizing key concepts in pairs, fostering collaboration and peer learning. Additionally, incorporating games or interactive activities during closure can make the process more engaging and enjoyable for students, thereby increasing their motivation to participate (Wong, 1990).

Techniques such as exit tickets and reflective discussions are particularly effective in promoting student engagement and understanding. Exit tickets, which require students to respond to a prompt at the end of a lesson, can provide immediate insights into their comprehension and help teachers adjust their instruction accordingly. Reflective discussions, on the other hand, encourage students to think critically about their learning experiences and articulate their thoughts in a supportive environment. These techniques

not only reinforce learning but also help students develop essential communication skills, which are vital for their academic and personal growth (Rife, 1988).

Examples of successful practices from the literature further illustrate the importance of effective lesson closures. For instance, Rife (1988) conducted a study comparing oral and written lesson closures and found that both methods were similarly effective in promoting mastery of social studies facts. This finding underscores the versatility of lesson closure strategies and highlights the need for teachers to adapt their approaches based on the specific needs of their students. Additionally, expert teachers in sports instruction have been observed to employ structured lesson closures that include celebrating student successes and providing targeted feedback, which can serve as a model for classroom teachers (Connolly et al., 2014).

Despite the clear benefits of lesson closures, several challenges can hinder their effectiveness. Common obstacles include time constraints, lack of student engagement, and teacher perceptions of closure as a less critical component of the lesson. Many educators may feel pressured to cover a specific amount of content, leading them to overlook the importance of dedicating time to closure. Furthermore, some teachers may perceive closure as merely a formality rather than a vital opportunity for reinforcing learning and assessing understanding (Connolly et al., 2014). This perception can result in rushed or ineffective closures that fail to meet the needs of students.

In summary, lesson closure is a significant aspect of effective teaching that reinforces learning, promotes reflection and assesses understanding. By employing specific strategies and techniques, educators can create meaningful closure experiences that enhance student engagement and comprehension. However, challenges such as time

constraints and teacher perceptions must be addressed to ensure that lesson closures are prioritized and effectively implemented. As research continues to explore the nuances of lesson closure, it is essential for educators to recognize its importance and integrate effective practices into their instructional routines. By doing so, they can foster a more enriching learning environment that supports student success and lifelong learning.

Criteria for Effectiveness

The literature on the criteria for determining the effectiveness of instructional practices reveals a multifaceted approach that encompasses various dimensions of teaching and learning. This review of findings from several key studies focuses on the criteria for effectiveness in lesson openings and closings, the definition of effective instructional practices, key elements contributing to these practices, research-based criteria, metrics for measuring effectiveness, and the impact on student engagement and learning outcomes.

Effective lesson openings and closings are critical components of instructional practices. According to the findings by Celoski (2018), effective lesson openings should capture students' attention and set a clear purpose for learning, while effective closings should reinforce the lesson's objectives and provide opportunities for reflection. Similarly, the importance of engagement, alignment, and rigor is emphasized as overarching criteria for effective instructional practices, suggesting that lesson openings and closings should incorporate these elements to ensure active student participation (Cunningham, 2012).

Effective instructional practices are defined as those that enhance student learning and achievement. The literature indicates that these practices should be aligned with

district goals and standards, focusing on both instructional delivery and student engagement (Fields, 2013). Moreover, effective teaching is closely linked to the quality of the teacher, with research showing that teacher effectiveness significantly impacts student achievement (Rossi, 2007). Furthermore, effective instructional practices must actively engage students in the learning process and promote higher-order thinking (Szarmach, 2021).

Key Elements Contributing to Effective Instructional Practices

Key elements identified across the literature include student engagement, differentiation of instruction, classroom management, and the use of various assessment methods to monitor student progress. Celoski's document highlights that superintendents look for student engagement, teacher preparedness, and classroom management during walkthroughs (Celoski, 2018). Cunningham's research identifies engagement, alignment, and rigor as essential components of effective instructional practices, focusing on how these elements can be observed and measured in the classroom (Cunningham, 2012). Rossi's findings further support the notion that clear learning objectives and effective questioning strategies are vital for enhancing instructional practices (Rossi, 2007).

Research-based criteria for effective instructional practices include the use of multiple assessment methods, planning for instruction that supports rigorous learning goals, and employing a variety of instructional strategies to foster deep understanding (Celoski, 2018). Evidence supporting these practices is drawn from various studies indicating that structured walkthroughs can significantly enhance instructional quality and student achievement (Celoski, 2018). For instance, Cunningham's study reports that the implementation of the Engagement, Alignment, and Rigor (EAR) Protocol led to

increased visibility of administrators in classrooms and fostered a culture of collaboration and shared responsibility for student learning (Cunningham, 2012). The EAR Protocol is a framework used by administrators to observe and evaluate classroom instruction by focusing on the three critical aspects. Engagement assesses how actively students participate, interact with content, and demonstrate cognitive and emotional involvement in the lesson. Alignment ensures that lesson content, instructional strategies, and assessments are aligned with learning objectives and curriculum standards. Rigor evaluates the cognitive challenge of the lesson, ensuring students engage in higher-order thinking and complex problem-solving. The EAR protocol enables administrators to provide targeted feedback, foster collaboration, and create a culture of continuous professional development, ultimately helping teachers improve their practice and enhance student learning outcomes.

Metrics for Measuring Effectiveness

Metrics for measuring the effectiveness of instructional practices include student engagement levels, academic performance, and the quality of feedback provided to educators. Celoski's (2018) document emphasizes the importance of observing student participation during lessons and monitoring academic outcomes through assessments. This aligns with findings from a study focused on improving instructional practice via effective walkthrough implementation, which explored the perceptions and reflections of eight suburban public school superintendents in New Jersey regarding classroom walkthroughs. The qualitative study used semi-structured interviews to gather data, which were transcribed and analyzed to identify key themes related to the effectiveness of walkthroughs in enhancing instructional practices. The study highlights the role of

walkthroughs in providing administrators with insights into student engagement and instructional quality, supporting the ongoing improvement of teaching practices. Cunningham's (2012) research highlights that administrators assess the percentage of students actively engaged in learning activities and examine learning materials to ensure alignment with curriculum standards. This is supported by findings from a similar study, which aimed to describe how classroom walkthroughs function in practice and how they are experienced by school administrators, teacher leaders, and teachers at two suburban high schools. The study involved six secondary teachers and several administrators from schools within the same suburban district. Using a qualitative case study approach, the researcher conducted interviews with administrators and teachers, collecting and analyzing data simultaneously to identify recurring themes and patterns. The study underscored the role of walkthroughs in gathering valuable data to improve instructional practice and enhance student engagement. Additionally, Rossi (2007) discusses the significance of using observational data to inform instructional decisions and professional development. This is further explored in the study *The Classroom Walkthrough: The Perceptions of Elementary School Principals on its Impact on Student Achievement*, which aimed to examine the impact of classroom walkthroughs conducted by elementary principals on student achievement. The study involved seven elementary school principals and five teachers from their respective schools, selected for their experience with the walkthrough model. Using a qualitative, descriptive approach, the researcher conducted semi-structured interviews to gather perceptions and experiences regarding the walkthrough process. The interviews were tape-recorded, transcribed, and analyzed through content analysis to identify recurring themes related to the perceived impact of

walkthroughs on student achievement. The findings emphasized the importance of walkthroughs in providing valuable observational data that can guide instructional decisions and support targeted professional development.

The literature indicates a strong correlation between effective instructional practices and improved student engagement and learning outcomes. Celoski (2018) notes that when administrators prioritize walkthroughs and provide constructive feedback, there is a notable increase in student learning and achievement. Cunningham's findings suggest that the focus on engagement strategies has positively impacted student learning outcomes, with teachers reporting increased student participation and interest in their work (Cunningham, 2012). Rossi's research further supports this correlation, indicating that effective instructional practices lead to significant improvements in student achievement (Rossi, 2007).

Teacher Perception in Evaluating Effectiveness

Teacher perception of evaluating effectiveness is a critical aspect of instructional leadership and school improvement. Research indicates that teachers often view evaluation processes, including walkthroughs, as pivotal for their professional growth and instructional effectiveness. It is noted that teachers who perceive their principals as supportive and engaged in instructional leadership are more likely to embrace feedback positively, which can enhance their teaching practices (Rossi, 2007). This perception is essential, as it fosters a collaborative environment where teachers feel valued and motivated to improve. Similarly, Walsh (2014) expressed that having a Walkthrough Observation Tool provided them with opportunities for reflection and validation of effective practices. They appreciated receiving constructive feedback that not only

highlighted areas for improvement but also recognized their strengths. This dual focus on accountability and professional growth is crucial, as it aligns with the findings of Walsh, who emphasized that effective evaluation systems should document teacher performance while also facilitating their development (Walsh, 2014).

Moreover, teachers often desire detailed, actionable feedback that directly impacts their instructional practices (Fields, 2013). When teachers receive specific feedback, they are more likely to engage in meaningful dialogue with their administrators, which can lead to improved student learning outcomes. This point is echoed by Celoski (2018), where the importance of ongoing conversations about best practices is emphasized as a means to enhance teacher effectiveness and student achievement.

In summary, teacher perceptions of evaluating effectiveness are shaped by the nature of feedback they receive, the supportiveness of their administrators, and the alignment of evaluation processes with professional growth opportunities. When teachers feel that evaluations are constructive and aimed at fostering improvement, they are more likely to embrace these processes, ultimately leading to enhanced instructional practices and better student outcomes.

Summary of Key Findings from the Literature

The literature review reveals several key findings that directly address the research questions regarding teachers' perceptions of the principal walkthrough process, challenges in integrating instructional strategies, and effective strategies for enhancing student engagement during lesson openings and closings. First, teachers generally perceive the principal walkthrough process as a valuable mechanism for receiving feedback on their instructional strategies, provided that it is framed within a supportive

and collaborative context. Research indicates that when principals actively engage in instructional leadership and provide constructive, actionable feedback, teachers feel more empowered to refine their practices and enhance student learning outcomes. This positive perception is particularly pronounced when feedback is specific, timely, and accompanied by opportunities for reflective dialogue, emphasizing the need for a continuous feedback loop within the supervisory process.

In addition to perceptions of the walkthrough process, the literature identifies common challenges teachers face when integrating instructional strategies, particularly during the opening and closing segments of lessons. Time constraints emerge as a significant barrier, as teachers often feel pressured to cover extensive content within limited class periods, which can lead to rushed or neglected opening and closing activities. Moreover, classroom management issues can impede effective lesson integration, making it difficult for teachers to create a conducive learning environment where students are engaged from the outset. Furthermore, the literature suggests that varying levels of student readiness and engagement can complicate teachers' efforts to implement effective strategies, as some students may enter the classroom unprepared or distracted.

Regarding strategies perceived as most effective for enhancing student engagement and learning outcomes, research highlights the importance of structured lesson openings and closures that actively involve students. Techniques such as anticipatory sets, hooks, and interactive discussions are favored by teachers as they facilitate connections to prior knowledge and stimulate interest in new material. Additionally, teachers report that clear learning objectives communicated during the

lesson's opening phase can significantly enhance students' focus and ownership of their learning. Effective closure activities, including summarization and reflective discussions, further reinforce key concepts and provide opportunities for students to articulate their understanding.

Implications for Future Research and Relevance to the Current Study

These findings underscore the necessity for future research to further explore the dynamics of the principal walkthrough process and its impact on teacher practices and student outcomes. Specifically, longitudinal studies that track changes in teachers' perceptions of feedback over time could yield insights into how sustained engagement from principals influences instructional effectiveness. Additionally, investigating specific classroom management strategies that teachers employ to mitigate challenges during lesson openings and closings would contribute valuable knowledge to the field.

Furthermore, as the current study seeks to understand the nuances of teachers' experiences with instructional strategy integration, the identified effective strategies serve as a foundational framework for developing targeted professional development programs. By aligning training initiatives with teachers' perceived needs and challenges, educational leaders can foster a more supportive environment for implementing effective lesson openings and closures. This alignment is crucial for enhancing student engagement and learning outcomes, thereby bridging the gap between research and practice in instructional supervision. Ultimately, the current study aims to build upon these key findings, offering a comprehensive perspective on the role of feedback and strategic integration in promoting effective teaching and learning within diverse educational settings.

This literature review has explored the evolving landscape of teacher supervision, focusing on how models like clinical supervision, developmental supervision, and modern approaches like instructional rounds and peer coaching can support professional growth. It also addressed the integration of technology in instructional leadership, emphasizing the value of data-driven decisions and real-time feedback. Furthermore, the review highlighted the critical role of effective lesson planning, particularly in engaging students during the opening and closing portions of lessons, and the challenges teachers face in integrating instructional strategies.

These insights directly inform the research questions of this study, which aim to explore teachers' perceptions of the principal walkthrough process in providing feedback, the common challenges faced in integrating instructional strategies during lesson openings and closures, and the strategies teachers perceive as most effective in enhancing student engagement and learning outcomes. As we transition to the next chapter on methodology, the research design, data collection methods, and analysis procedures will be outlined to examine how these factors influence teachers' practices and perceptions in real-world educational settings. This will provide valuable insights into the effectiveness of feedback and training on instructional strategy integration.

CHAPTER III

Methodology

Through the review of literature related to supervision walkthroughs and feedback in education, the researcher has developed a methodology that systematically identifies, collects, and evaluates data regarding teachers' perceptions of feedback on lesson openings and closings. This methodology explains the research process in-depth and ensures the study's credibility, reliability, and validity. This chapter will detail the rationale for selecting this action research study topic, the research goals, and the research questions guiding the study.

Purpose

The purpose of this study is to explore how supervision walkthroughs and feedback influence the integration of instructional strategies during the opening and closing segments of lessons. These instructional moments are critical in setting the stage for student engagement and reinforcing learning, yet research and observations suggest that their implementation is often inconsistent. By examining teachers' perceptions of walkthrough feedback, identifying common challenges, and assessing the effectiveness of targeted interventions, this study seeks to enhance instructional practices that promote student engagement and academic success.

This research adopted a mixed-methods approach, integrating qualitative and quantitative data collection methods to understand the issue comprehensively. Surveys and interviews were conducted with teachers to examine their perceptions of walkthroughs as a professional development tool. These data sources allowed for an analysis of the alignment between walkthrough feedback and teachers' ability to integrate

strategies that catered to diverse student learning styles. The ultimate goal was to develop an intervention tool that provided teachers with actionable strategies for enhancing these critical instructional segments.

The literature review highlights the importance of effective supervision models, the role of feedback in instructional improvement, and the impact of structured lesson openings and closures on student engagement. The evolution of teacher supervision from traditional evaluative models to more collaborative and developmental approaches has underscored the need for formative feedback mechanisms that support instructional growth. Walkthroughs, as a supervisory tool, offer opportunities for targeted feedback that can shape teaching practices, yet their effectiveness depends on how feedback is delivered and applied in the classroom. The review also identifies key challenges, including time constraints, varied student readiness, and inconsistencies in professional development opportunities focused on lesson openings and closures. These insights provide a logical foundation for the study's research questions and intervention focus.

Research Questions

1. What are teachers' perceptions of the effectiveness of the principal walkthrough process in providing feedback on the integration of instructional strategies?
2. What common challenges do teachers face in integrating instructional strategies during the opening and closing portions of lessons?
3. What strategies do teachers perceive to be most effective in enhancing student engagement and learning outcomes after training focused on the opening and closing segments of lessons?

These questions align with the study's purpose by examining how walkthroughs contribute to instructional improvement and identifying actionable strategies to enhance lesson engagement. Through the analysis of teacher feedback, observed challenges, and instructional strategy implementation, the study aims to generate practical insights that can be applied in school settings to improve teaching effectiveness and student learning experiences. The findings will contribute to the broader field of educational leadership by informing best practices for using supervision walkthroughs as a tool for professional development and instructional refinement.

Setting & Participants

Before initiating the study, formal approval to conduct research within the selected school district was required. The researcher had previously been employed in the district for four years, which allowed for the maintenance of professional relationships with staff and administrators. These existing connections facilitated the initial outreach. The approval process began with a conversation between the researcher and the high school principal, who expressed support for the study and directed the researcher to contact the district superintendent to pursue district-level authorization.

The superintendent was contacted directly through email (Appendix B) and then engaged in a phone conversation with the researcher regarding the purpose of the study, the data collection procedures, and the expectations for participants. Following this conversation, the superintendent requested a formal research proposal to review the methodology and ensure alignment with ethical research standards. Upon reviewing the proposal, the superintendent presented the study to the school board for formal approval.

Within three weeks of the initial outreach, the school board granted approval to conduct the study. The superintendent provided a written letter confirming this approval, which permitted access to teaching staff for voluntary participation, the administration of surveys and interviews, and the distribution of the instructional intervention tool. A copy of the approval letter is included in Appendix A.

Although the researcher no longer held a formal role in the district, the prior affiliation helped facilitate access while ensuring a separation from any evaluative or administrative authority. Participation in the study was entirely voluntary, and efforts were made to ensure that no undue influence or pressure was perceived. Teachers were explicitly informed that the researcher had no supervisory responsibilities in the district, creating a neutral and open environment conducive to honest and reflective participation.

The research took place in a suburban public school district located in Allegheny County, Pennsylvania. The district serves approximately 3,382 students across six schools and encompasses a diverse student body with a wide range of academic needs and backgrounds. It includes multiple municipalities and offers students access to traditional in-person learning, a cyber academy, and career and technical education programs through partnerships with regional career and technology centers. The district provides special education services to roughly 22% of its students and supports English learners, who comprise 2.66% of the total enrollment. The district's financial structure is primarily supported by local revenue, including property taxes, with supplemental funding from state and federal sources.

Academically, the district prioritizes student achievement through rigorous coursework aligned with state academic standards and includes a variety of Advanced

Placement (AP) offerings. Standardized assessment data indicates a range of student proficiency levels across subject areas, highlighting the need for instructional strategies that promote active engagement. Professional development for educators is a district-wide focus, particularly in the areas of instructional effectiveness and student learning outcomes.

This study focused specifically on the district's high school, where instructional leaders utilize walkthrough observations as part of their supervision model. The research examined how teachers perceived the feedback they received during walkthroughs and the impact of this feedback on their use of instructional strategies during lesson openings and closings. The findings aimed to inform efforts to strengthen teacher practice and student engagement through focused instructional support.

All teacher participants had prior familiarity with the researcher due to their former position as an assistant principal within the district. Although the researcher no longer worked in the district at the time of the study, this professional relationship helped create a sense of comfort and trust, which contributed to more open and reflective responses during data collection. The researcher did not hold any evaluative or decision-making authority, and this neutrality helped ensure that participants engaged without concerns about influence or bias.

With approval from the high school principal, the researcher was invited to attend a faculty meeting to present the study to all high school teaching staff. During this presentation, the researcher explained the study's purpose, outlined the expectations for participation, and reviewed the overall data collection timeline. Participation was clearly stated as voluntary, with no impact on job responsibilities or evaluations. Following the

presentation, the principal distributed a Google Form to approximately 100 teachers. The form allowed individuals to indicate their interest in participating and provide a preferred email address for follow-up communication. To encourage participation, the principal resends the form two times over a two-week period.

This recruitment method, combined with the researcher's familiarity with the staff, appeared to contribute to a high level of comfort among participants. During interviews, teachers expressed thoughtful and detailed insights regarding supervision feedback and their classroom practices. These conversations provided valuable qualitative data that enriched the study. From the list of survey respondents, 10 teachers were randomly selected to participate in the full study. Selected participants represented a range of subject areas, including English, Mathematics, Computer Science, Social Studies, and Special Education. All participants had a minimum of five years of teaching experience and had previously received at least one supervision walkthrough using the district's existing observation system.

Following approval from the Institutional Review Board (IRB) at PennWest University (see Appendix A), an email invitation was distributed to all high school teachers. This email outlined the study's purpose, detailed expectations for participation, and included a link to the informed consent form (see Appendix E) and the pre-intervention survey, which was administered via Google Forms (See Appendix D). Teachers who indicated consent were immediately directed to the full pre-survey, which focused on their experiences with feedback from supervision walkthroughs.

The pre-intervention survey was distributed to approximately 100 teachers, and from the pool of respondents, 10 participants were randomly selected for full

participation in the study. Each selected teacher was emailed an Informed Participant Consent Acknowledgment Form confirming their inclusion in the next phase of the study. The researcher then sent a pre-survey and scheduled individual pre-intervention interviews with each participant based on their availability. Interview questions explored experiences with walkthrough feedback, instructional strategies used during openings and closings, and perceived challenges in implementing effective strategies. Protocols for both teacher and administrator interviews are included in the Appendix.

After the intervention was completed, the post-intervention survey was administered to the same group of participants. This final round of data collection allowed for a comparative analysis of teacher perceptions and instructional practices before and after the intervention. The resulting data provided insight into how walkthrough feedback and targeted support influenced the use of effective instructional strategies during key segments of classroom instruction.

Research Plan

The research plan for this study was developed in direct response to findings from the literature review, which emphasized the significance of well-structured lesson openings and closures in enhancing student engagement and learning outcomes. Numerous studies have highlighted that effective opening strategies, such as anticipatory sets, hooks, and clearly stated objectives, help activate prior knowledge and foster student curiosity (Aung & Tepsuriwong, 2017; Hunt & Holmes, 2018). Similarly, structured lesson closures such as exit tickets, reflective discussions, or summarization techniques support knowledge consolidation and metacognitive development (Rife, 1988; Wong, 1990). However, teachers often face barriers such as limited time, insufficient training,

and inconsistent feedback, which hinder the routine use of these practices. This intervention was designed to provide targeted support and practical strategies to help teachers intentionally integrate these instructional moments into their lessons.

The intervention consisted of a resource tool (Appendix I) that outlined research-based best practices specifically for lesson openings and closures. The tool was informed by both current literature and recurring themes identified during the teacher interviews. It was organized by content area and divided into two sections: one for lesson openings and one for lesson closings. Each section included three to four strategies per subject area English, Mathematics, Social Studies, Special Education, and Computer Science. These strategies were either reported as effective by teachers during interviews or validated by existing research on instructional improvement. Each strategy featured concise descriptions, classroom application examples, and implementation guidance to support practical use.

To support teachers in designing purposeful and engaging lesson beginnings, this study identified a variety of research-based strategies that can be easily adapted across subject areas. These strategies are intended to activate prior knowledge, establish clear objectives, and generate student interest at the start of each lesson. The following brief descriptions provide guidance for practical implementation and help teachers select the most appropriate technique for their instructional goals:

1. Problem of the Day - Present a standards-aligned problem that activates prior knowledge or previews the day’s objective. Use it to review, spark discussion, or model a specific strategy.

2. Estimation Station - Ask students to estimate a quantity, measurement, or outcome. Use engaging visuals or real-world contexts. Follow with a brief class discussion about strategies used to make their estimates.
3. KWL Chart - Have students list what they Know, what they Want to know, and later what they Learned. Begin the lesson by completing the K and W columns to activate background knowledge and curiosity.
4. Predict-Observe-Explain - Pose a scenario and ask students to predict an outcome. After a demonstration or reading, they observe the actual result and explain any differences between their prediction and the outcome.
5. Notice & Wonder - Display an image, graph, quote, or data set. Ask students, “What do you notice?” and “What do you wonder?” to spark curiosity and lead naturally into the day’s content.
6. Quote Analysis - Provide a thought-provoking or content-related quote. Ask students to interpret its meaning, connect it to prior learning, or predict how it relates to the lesson objective.
7. Picture Prompt - Show a compelling image that relates to the lesson’s theme or topic. Ask students to write or discuss what’s happening, what it might mean, or how it connects to what they’ll learn.
8. Mentor Text/Sentence - Share a model sentence or short passage that illustrates a skill or concept. Guide students to analyze the author’s craft or structure, then apply similar techniques in their own work.
9. Primary Source Analysis - Provide a short excerpt from a historical document, photo, or data set. Ask students to examine it using prompts

like “Who created this?”, “What is the message?”, and “Why is it important?”

10. Map Starter Analysis - Begin with a map related to the lesson’s topic (e.g., geographic, political, data-based). Have students analyze what they see and make inferences that lead into the content to be explored.

Equally important to how a lesson begins is how it concludes. Effective closings give students the opportunity to reflect, consolidate their learning, and demonstrate understanding in meaningful ways. Rather than ending a lesson abruptly or with procedural reminders, structured closing activities help solidify key concepts and inform instructional next steps. The following strategies offer practical, low-prep options teachers can use to bring clarity and purpose to the final minutes of class:

A. Exit Ticket - Provide a quick prompt or question at the end of the lesson to assess understanding. Responses should be short and focused on the day’s objective, great for gathering immediate feedback to guide future instruction.

B. 3-2-1 - Ask students to write 3 things they learned, 2 questions they still have, and 1 connection or takeaway. This promotes reflection and checks for understanding in a structured, low-prep format.

C. Error Analysis - Present a sample problem, sentence, or argument with a mistake. Have students identify and correct the error, then explain the reasoning. This reinforces concepts and builds critical thinking.

D. Math / Science Journal - Students write a brief reflection summarizing what they learned, how they solved a problem, or how a concept applies to the real world. Focus on using academic language and personal insight.

E. CER (Claim-Evidence-Reasoning) - Ask students to make a claim based on the day's lesson, support it with evidence, and explain their reasoning. This structure strengthens argumentation and comprehension across subjects.

F. Concept Map - Have students visually organize key ideas and how they connect. This helps reinforce understanding of relationships between concepts and provides a snapshot of their comprehension.

G. Theme / Summary Quick Write - Students write a few sentences summarizing the lesson or identifying its central theme. This supports synthesis and helps consolidate learning in ELA, Social Studies, or Science.

H. Character Reflection - In ELA or history, students reflect on a character or historical figure's motivations, challenges, and growth. They can compare their perspective to the figure's to deepen empathy and critical thinking.

I. Historical Perspective - Ask students to write or speak from the point of view of a historical figure or group, summarizing an event or decision. This promotes empathy and deep understanding of context.

J. Timeline Summary - Students sequence key events or steps learned in the lesson on a mini timeline. Useful for history, science processes, or math problem-solving steps to reinforce chronological or procedural thinking.

K. Civic Engagement Prompt - Close with a reflection question connecting the day's topic to a real-world or civic issue. Ask students how they might apply the lesson to improve their community or influence society.

The tool was distributed electronically to all 10 participating teachers following the interview phase. Teachers were given four weeks to explore and apply the strategies in their classrooms based on their own instructional needs and preferences. The flexibility of the plan allowed teachers to select the strategies that aligned best with their content area, instructional style, and student needs. There was no minimum requirement for how many strategies needed to be implemented, and participants were not asked to formally document their usage. Instead, they were encouraged to engage with the strategies in a self-directed and authentic manner.

To reduce pressure and promote open experimentation, no formal observations were conducted during the intervention period. The intent was not to evaluate teacher performance, but to provide a low-stakes opportunity for professional growth through instructional enhancement. Participants were given the opportunity to ask questions or seek clarification after receiving the strategy guide; however, no follow-up support was requested, indicating that the materials were accessible and easy to navigate.

At the conclusion of the four-week period, a post-intervention survey was administered to collect feedback on the perceived effectiveness and practicality of the strategies. This survey also captured insights on how the intervention influenced student engagement and teacher confidence during the opening and closing segments of lessons. The post-survey was delivered through Google Forms, required approximately 5 to 10 minutes to complete, and included both Likert-scale and open-ended response items. Data gathered from the post-survey helped evaluate the success of the intervention and identify which strategies were most impactful for participating teachers.

This research plan directly addresses the problem identified in the inconsistent implementation of effective opening and closing instructional strategies despite their demonstrated importance in the literature. By providing teachers with an accessible, strategy-focused intervention and time to integrate these practices into their teaching, the plan supports professional growth and instructional improvement without requiring significant financial or time commitments. It also aligns with the building's broader goals of increasing student engagement, fostering reflective teaching practices, and using data to inform continuous improvement.

Data collection for this study followed a three-phase process: a pre-intervention survey, individual teacher interviews, and a post-intervention survey. All data collection tools were designed to align with the study's research questions and to provide a well-rounded understanding of participant experiences.

The first phase began with the administration of a pre-intervention survey (Appendix F) to the 10 high school teachers who agreed to participate. The survey was delivered via Google Forms on a Monday morning and remained open for one week. All

participants completed the survey within this timeframe without the need for reminders. Participants reported that the survey required approximately 5 to 10 minutes to complete. It included a combination of Likert-scale questions and open-ended prompts aimed at capturing baseline perceptions of supervision feedback, as well as current instructional strategies and challenges related to lesson openings and closings.

In the second phase, semi-structured interviews (Appendix G) were conducted with all 10 participants. Following the pre-survey, each participant received a scheduling email offering a range of available times. All interviews were completed during the same week to maintain continuity and ensure consistent data collection. Interviews were conducted virtually using Google Meet. Although the interviews were not recorded, each session was transcribed using the platform's live transcription feature. Transcriptions were reviewed soon after the final interview to identify patterns, recurring themes, and instructional gaps that helped shape the content and focus of the intervention strategy guide.

The third phase involved the post-intervention survey (Appendix H), which mirrored the format and delivery method of the pre-survey. It was distributed to the same 10 participants after the four-week implementation period and remained open for one week. As with the initial survey, all participants completed the post-survey within the allotted time. The post-survey included both quantitative and qualitative items, allowing participants to reflect on the strategies they implemented, report the perceived impact on student engagement, and evaluate the practicality and effectiveness of the intervention tool.

This structured, three-phase data collection process ensured alignment with the study's goals while minimizing disruption to participants. The consistency in survey delivery, interview scheduling, and the overall timeline contributed to the validity of the data and provided a comprehensive view of how feedback and support influenced instructional improvement.

Research Design

This study employed a mixed-methods research design, incorporating both qualitative and quantitative data collection techniques to explore teachers' perceptions of supervision walkthrough feedback and the implementation of instructional strategies during lesson openings and closures. A mixed methods approach was selected to provide a more comprehensive understanding of the research problem, allowing for the integration of measurable trends with in-depth personal insights.

Methods

Quantitative data were gathered through pre- and post-intervention surveys containing Likert-scale and multiple-choice questions, allowing the researcher to analyze changes in perception and frequency of strategy use over time. Qualitative data were collected through open-ended survey items and semi-structured interviews with a subset of teachers and all school administrators. This combination of data provided both breadth and depth to the study, offering a fuller picture of the impact of the intervention and the contextual challenges faced by educators.

The mixed methods design was chosen due to its strength in addressing both process and outcome. Creswell and Creswell (2017) argue that when research seeks to understand both "what" and "why" within an educational setting, a mixed approach

enhances validity and provides richer insights. In this study, quantitative measures established general patterns of strategy use, while qualitative narratives offered context and explanation for those patterns. This design is especially relevant in school-based action research, where practical improvements and professional insights are valued equally.

Data Collection Procedures

Data collection followed a structured timeline across the 2024–2025 academic year:

- December 2024**:** A pre-intervention survey was sent to ten high school teachers using Google Forms. The survey included consent documentation, Likert-scale questions on current practices, and open-ended items regarding feedback and instructional challenges.
- January–February 2025**:** Semi-structured interviews were conducted with 10 randomly selected teacher participants. These interviews explored the perceived effectiveness of walkthroughs, challenges in strategy implementation, and current practices for opening and closing lessons.
- March 2025: Teacher participants received the intervention tool, a strategy guide highlighting research-based practices for lesson openings and closures. Over a four-week period, they were encouraged to select and apply various strategies with their students.
- April 2025: A post-intervention survey was distributed to the same teacher participants. This instrument assessed changes in perception, confidence, and frequency of using the strategies, as well as qualitative feedback about the tool's effectiveness.

All data was collected using Google Forms, which allowed for efficient analysis of quantitative trends and thematic coding of qualitative responses.

Alignment to Research Questions

Each component of the data collection process was carefully aligned with the study's three research questions to ensure a comprehensive understanding of the problem. To address the first research question—What are teachers' perceptions of the effectiveness of the principal walkthrough process in providing feedback on the integration of instructional strategies?—data was collected through the pre-intervention survey and semi-structured interviews. These tools allowed participants to reflect on their prior experiences with walkthroughs and provide detailed feedback on the nature, quality, and impact of the supervision they received.

The second research question, What common challenges do teachers face in integrating instructional strategies during the opening and closing portions of lessons? was also explored through both the pre-intervention survey and interviews. These instruments included open-ended prompts that invited teachers to identify obstacles such as time constraints, classroom management issues, or lack of training, and to describe how those challenges affected their ability to plan and deliver effective lesson openings and closures.

To investigate the third research question, What strategies do teachers perceive to be most effective in enhancing student engagement and learning outcomes after training focused on the opening and closing segments of lessons? The post-intervention survey was used. This survey captured teacher reflections after using the intervention tool over a four-week period and gathered both quantitative data on strategy use and qualitative

feedback on perceived impact. By triangulating data from multiple sources, the research design ensured that each question was addressed from multiple perspectives, enhancing the study's validity and depth.

Data Collection Tools

The following instruments were used for data collection and are included in the Appendix:

- Pre-Intervention Survey (Appendix F) - Survey was designed to gather baseline data on teacher perceptions regarding the effectiveness of supervision walkthroughs and the use of instructional strategies during lesson openings and closures.
- Post-Intervention Survey (Appendix H) - Survey was administered following the four-week strategy implementation period. It included both quantitative and qualitative items aimed at measuring changes in teacher perceptions, frequency of strategy use, and the perceived impact of the intervention on student engagement and instructional effectiveness.
- Teacher Interview Protocol (Appendix G) - consisted of semi-structured questions developed to explore teacher experiences with supervision walkthroughs and instructional strategy use in greater depth.
- Intervention Strategy Guide (Appendix I) - The table provides a quick-reference guide summarizing the suitability and potential adaptations of selected opening and closing strategies across the four core subject areas. This matrix is intended to help educators efficiently identify and select appropriate strategies during lesson planning.

Fiscal Considerations

There were no significant fiscal implications associated with this study. All tools used for surveys and data collection were free digital platforms (Google Forms), and all communication occurred via school-provided email systems. No incentives, stipends, or materials requiring funding were necessary for participation or implementation. Any optional printing of resources was covered within the school's existing professional development budget.

Validity

To ensure the rigor and credibility of this study, multiple forms of validity were addressed throughout the research design and implementation. The study focused on internal validity, content validity, and construct validity, while also employing data triangulation to enhance the accuracy and trustworthiness of the findings.

To ensure the validity of this study, several steps were taken. Internal validity was supported by delivering the intervention uniformly to all participants over the same four-week period. Content validity was addressed by designing survey and interview questions based on research-supported best practices identified in the literature. Construct validity was strengthened through a collaborative review process with the school’s internal principal team, who helped ensure that the instruments accurately reflected the concepts being studied.

To further increase the study’s credibility, triangulation of data sources was employed. Data were collected through pre- and post-intervention surveys, semi-structured interviews with teachers, and open-ended survey responses. By examining the consistency of themes that emerged across these various sources, the

researcher was able to validate findings and gain a more comprehensive understanding of the participants' experiences and perceptions. This multi-source approach enhanced the dependability of the conclusions drawn from the data.

Additionally, all interviews were conducted using Google Meet, which allowed for high-quality audio recordings and easy transcription. These transcripts were reviewed and cross-checked shortly after each interview to ensure accuracy. While member checking was not formally conducted by returning transcripts to participants, the immediate review of recorded data minimized the risk of misinterpretation or researcher bias.

To further support the integrity of the research, the study was conducted at a school district where the researcher does not serve in an administrative or instructional role. This decision was made intentionally to reduce the risk of bias and increase the objectivity of participant responses. By separating the researcher from the site, the study promoted an open and honest data collection environment in which participants could share their experiences without concern about professional dynamics or administrative evaluation.

Summary

This chapter outlined the methodology for investigating how supervision walkthroughs and feedback impact lesson openings and closings. A mixed-methods design was used to collect data through surveys, interviews, and focus groups, allowing for triangulation and enhanced validity. The research was conducted at a public high school, with participants including both teachers and administrators. The study followed a structured data collection timeline and adhered to all ethical research protocols. Chapter

4 will present the analysis and results, evaluating how feedback and targeted interventions influence the integration of instructional strategies.

CHAPTER IV

Data Analysis and Results

This chapter presents the findings from the mixed-methods study examining teachers' perceptions of supervision, walkthrough feedback, and its influence on instructional strategies during lesson openings and closures. The purpose of this study was to explore how targeted feedback and a research-based intervention tool impacted teacher practices and student engagement. Data were collected through pre- and post-intervention surveys and semi-structured interviews, allowing for a comprehensive understanding of both quantitative trends and qualitative insights.

The chapter is organized by research question and outlines key themes that emerged from participant responses. Descriptive statistics are used to illustrate trends in survey responses, while narrative data from interviews are used to contextualize and deepen the understanding of those trends. This triangulated approach ensures that the results reflect both the breadth and depth of teacher experiences.

The findings are presented in three sections corresponding to the study's guiding research questions:

1. Teachers' perceptions of the effectiveness of the principal walkthrough process in providing feedback.
2. Common challenges teachers face when integrating instructional strategies in lesson openings and closures.
3. Strategies that teachers perceived as most effective in enhancing student engagement and learning outcomes after the intervention.

By presenting both statistical outcomes and teacher narratives, this chapter offers a multifaceted view of how supervision practices and targeted support can improve instructional routines that are critical to student success.

Data Analysis

The raw data from the pre-intervention and post-intervention Google Forms surveys were exported into Google Sheets, and all open-ended responses and interview transcriptions were consolidated for review. Submissions were screened for completeness, duplicates and partial responses were removed, and Likert-scale items were recoded numerically. Interview transcripts generated by Google Meet were checked against the audio recordings, and minor corrections were made to ensure accuracy. Quantitative analyses were conducted using Google Sheets, beginning with descriptive statistics such as means, standard deviations, and frequency distributions for each strategy or rating item. The results were visualized using pie graphs and bar charts to illustrate changes in strategy use and perceived effectiveness over time. For the Qualitative data, an initial read through of all interview transcripts provided a sense of participants' comments. From this review, several high-level "buckets" were identified, such as time constraints, feedback specificity, and resource needs, and a bucket was created for each. Each transcript was then coded by assigning every relevant excerpt to its corresponding bucket to ensure comprehensive coverage. Once all responses were sorted into these broad categories, each bucket was subdivided into more nuanced sub-themes (for example, splitting "resource needs" into "training," "materials," and "peer support"). This two-stage process of broad bucketing followed by detailed subcoding organized the data systematically, maintained consistency across transcripts, and established the

foundation for constructing joint displays that align these qualitative insights with quantitative findings.

Results

The collected data were designed to answer three research questions: research question one examines teachers' perceptions of the walkthrough process via the pre-intervention feedback survey; question two evaluates the effectiveness of the ten opening and closing strategies using the post-intervention strategy effectiveness survey; and the third question explores how to improve the walkthrough process to promote instructional growth based on semi-structured interview feedback.

Pre-Intervention Survey Results

The pre-intervention survey (Appendix F) is organized into four sections, each probing a different aspect of the walkthrough experience. Section 1 asked teachers to rate statements about how the walkthroughs are organized, communicated, and scheduled. Its goal is to establish baseline perceptions of the structure and effectiveness of the observation process before any targeted interventions take place. Figure 1 will display the answers to the first question of section 1.

Figure 1

Survey Section 1, Question 1

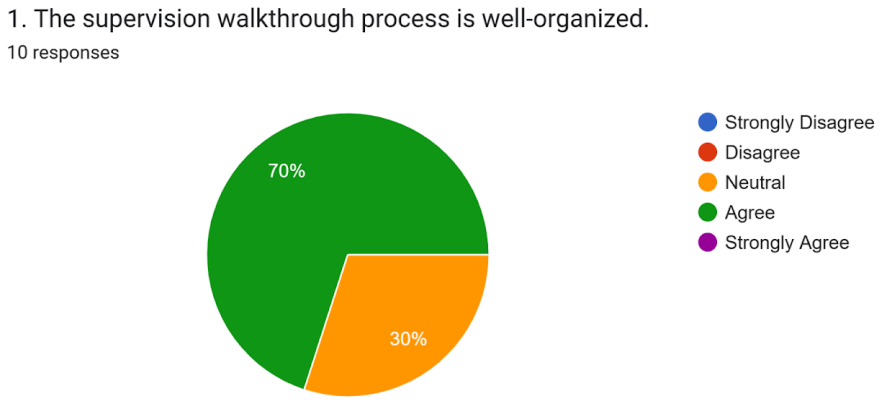


Figure 2 will display the answers to the second question of section 1.

Figure 2

Survey Section 1, Question 2

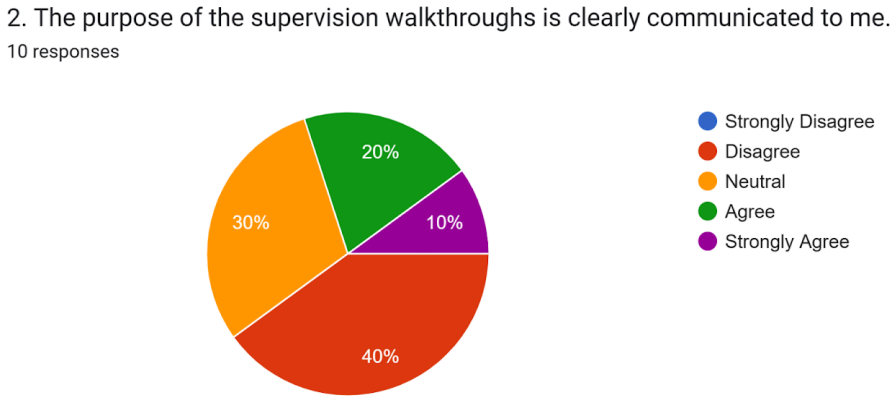


Figure 3 will display the answers to the third question of section 1.

Figure 3

Survey Section 1, Question 3

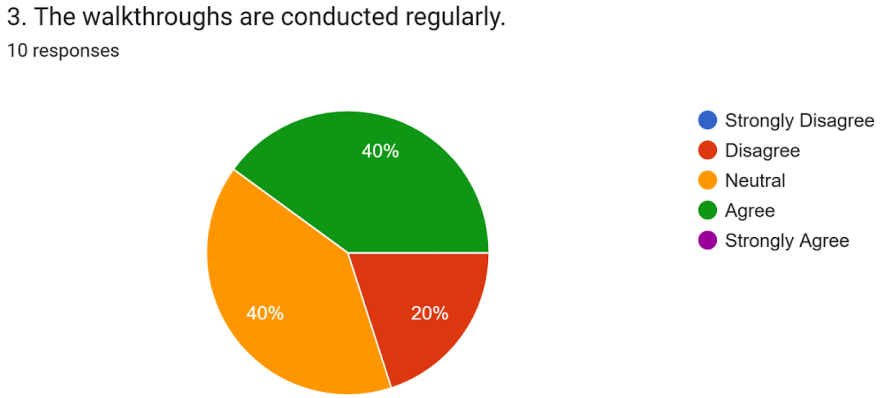
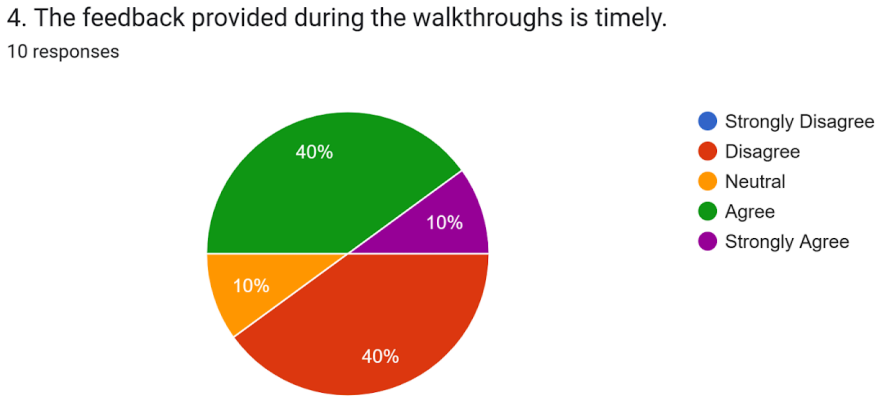


Figure 4 will display the answers to the fourth question of section 1.

Figure 4

Survey Section 1, Question 4



Across the ten respondents, perceptions of the walkthrough process varied by dimension. When asked whether the process itself was well-organized, a clear majority of 70% agreed, and the remaining 30% were neutral, with no one expressing disagreement. In contrast, clarity of purpose garnered more mixed reactions: 40% disagreed that the walkthroughs' purpose was communicated, 30% remained neutral, and only 20% agreed (with 10% strongly agreeing). Regarding the regularity of walkthroughs, responses were

evenly split between 40% neutral and 40% agree, while 20% disagreed that observations occurred on a consistent schedule. Finally, the timeliness of feedback elicited an equally divided response: 40% agreed that feedback was delivered promptly, 40% disagreed, 10% were neutral, and 10% strongly agreed. These findings suggest that, while most teachers find the overall structure organized, significant proportions seek clearer communication of purpose, more reliable scheduling, and more consistently timely feedback.

Section 2 of the survey focused on the usefulness of feedback. Here, respondents indicated their agreement with statements about the specificity and practicality of the feedback they receive. This section gauges whether teachers feel the walkthrough comments are actionable and tied directly to improving openings, instructional delivery, assessments, and closings. Figure 5 will display the answers to the first question of section two.

Figure 5

Survey Section 2, Question 1

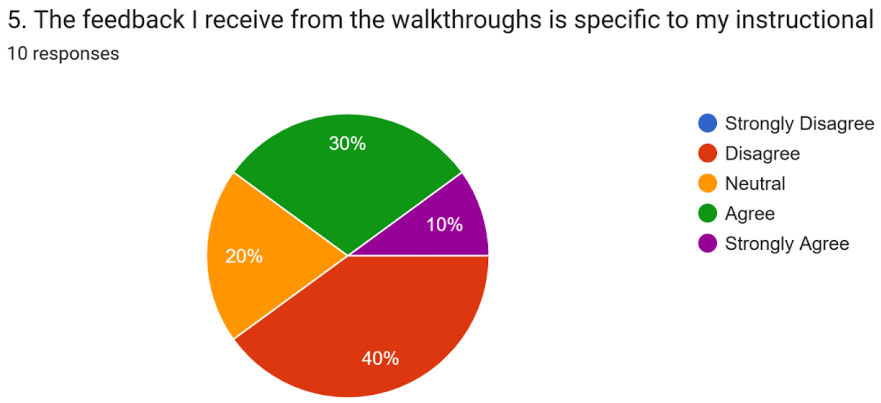


Figure 6 will display the answers to the second question of section two.

Figure 6

Survey Section 2, Question 2

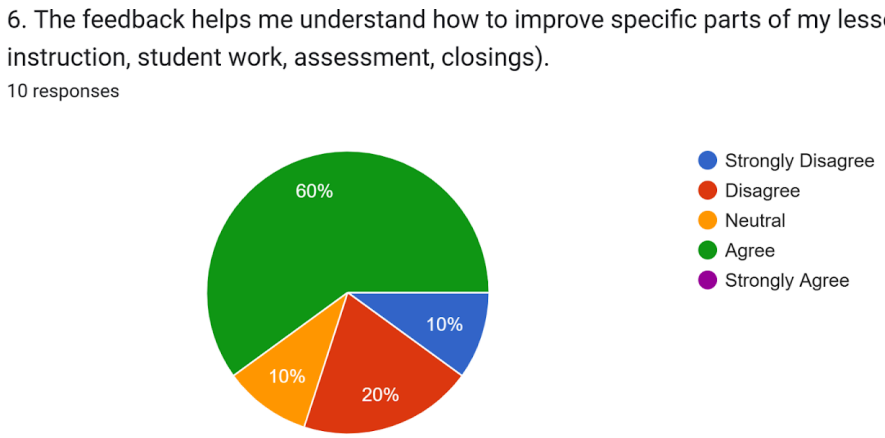
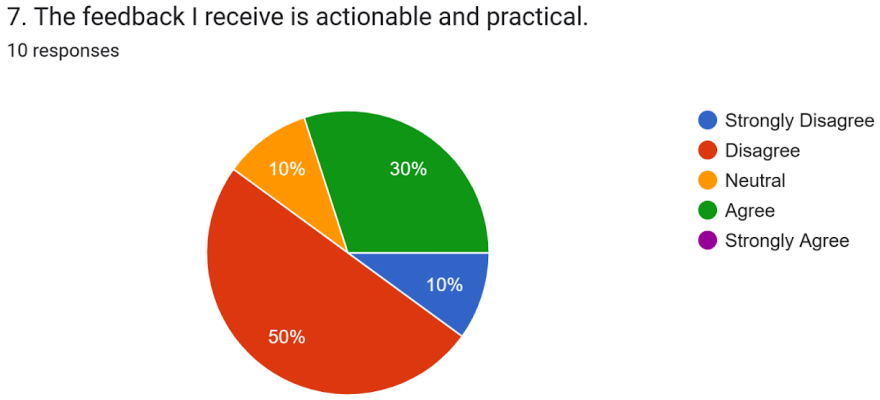


Figure 7 will display the answers to the third question of section two.

Figure 7

Survey Section 2, Question 3



Teachers' views on the usefulness of walkthrough feedback were mixed. When asked whether the feedback was specific to their instructional practices (Figure 5), only

40% agreed or strongly agreed, while 40% disagreed and 20% remained neutral. However, a majority felt that the feedback helped them understand how to improve specific parts of their lesson openings, instruction, student work, assessment, and closings, though 30% did not see it that way (Figure 6). In contrast, just 30% found the feedback actionable and practical; half of the respondents disagreed that the comments were easy to put into practice, and 10% were neutral (Figure 7). These results suggest that, although teachers broadly recognize feedback's role in pinpointing areas for improvement, many struggle to see it as sufficiently detailed or practical for immediate instructional changes.

In section 3, the teachers assessed the degree to which walkthrough feedback has actually translated into changes in their teaching. It measures self-reported shifts in strategy use and confidence as a result of the pre-intervention walkthroughs. Figure 8 will display the answers to the first question of section three.

Figure 8

Survey Section 3, Question 1

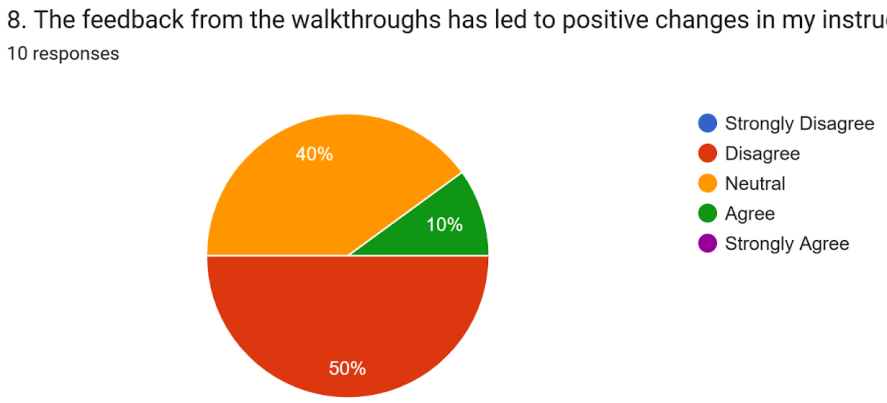


Figure 9 will display the answers to the second question of section three.

Figure 9

Survey Section 3, Question 2

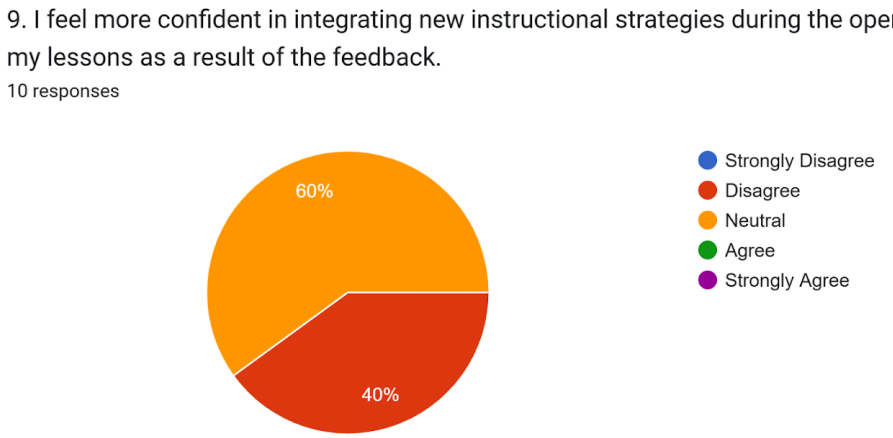


Figure 10 will display the answers to the third question of section three.

Figure 10

Survey Section 3, Question 3

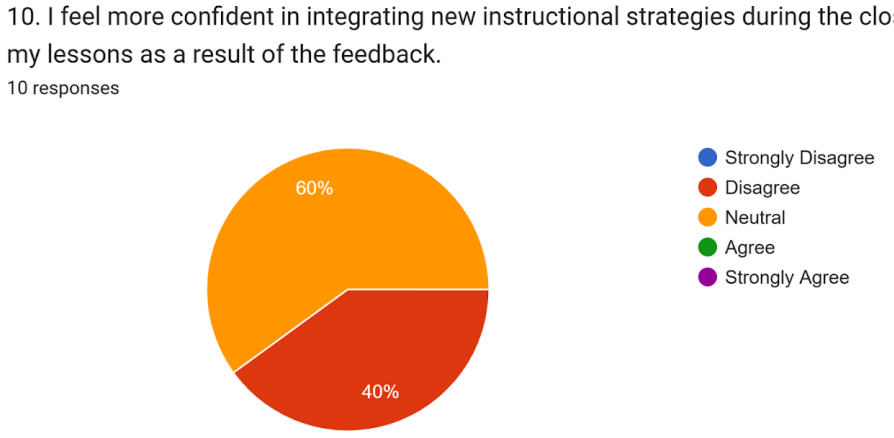
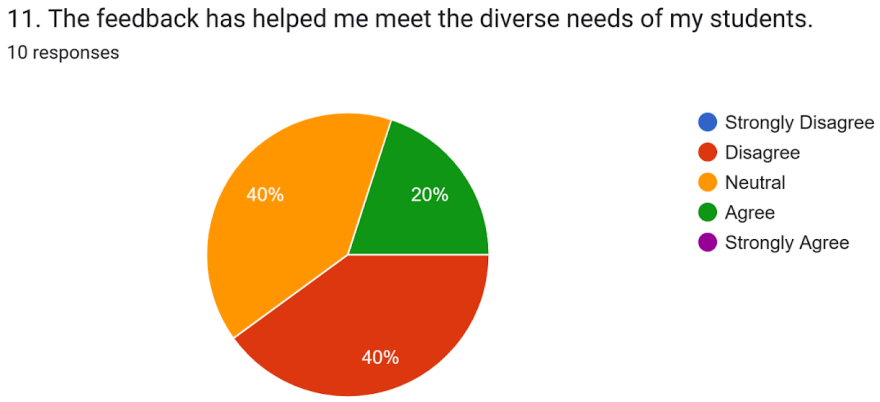


Figure 11 will display the answers to the fourth question of section three.

Figure 11

Survey Section 3, Question 4



When asked whether walkthrough feedback had led to positive changes in their instructional strategies (Figure 9), only 10% of teachers agreed, while half disagreed, and the remaining 40% were neutral. Confidence in applying new strategies during lesson openings (Figure 10) was similarly low: 40% disagreed and 60% remained neutral, with no one registering agreement. The pattern held for lesson closings as well, with 40% disagreeing and 60% neutral about increased confidence in that segment (Figure 11). Finally, just 20% felt the feedback helped them meet the diverse needs of their students, while 40% were neutral, and 40% disagreed. Overall, these results suggest that most teachers did not perceive walkthrough feedback as directly translating into positive instructional changes, greater confidence in implementing new strategies, or improved responsiveness to diverse learner needs.

The final section asks for an overall evaluation of the walkthrough process. These items capture each teacher's holistic evaluation of whether the observation and feedback routine adds value to their practice and professional development. Figure 12 will display the answers to the first question of section four.

Figure 12

Survey Section 4, Question 1

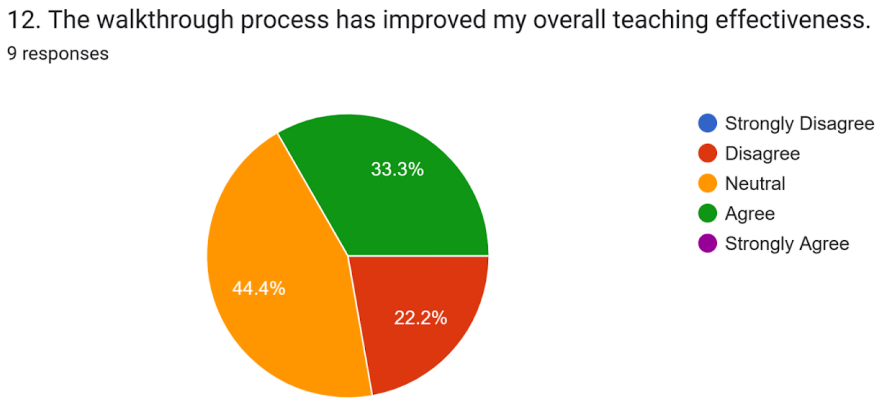


Figure 13 will display the answers to the second question of section four.

Figure 13

Survey Section 4, Question 2

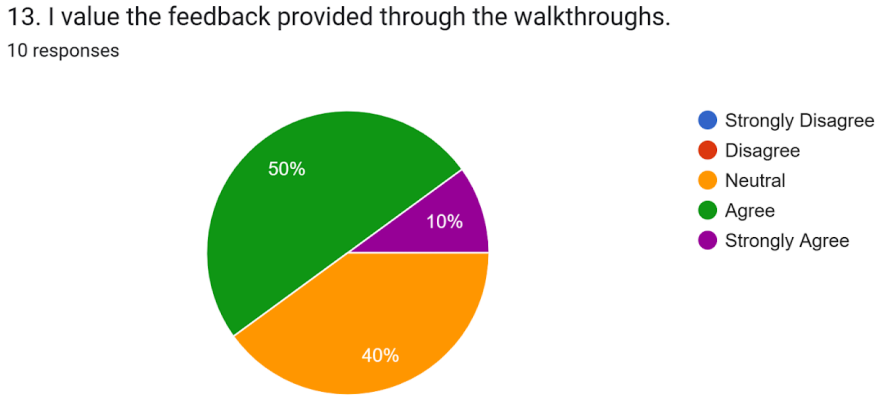
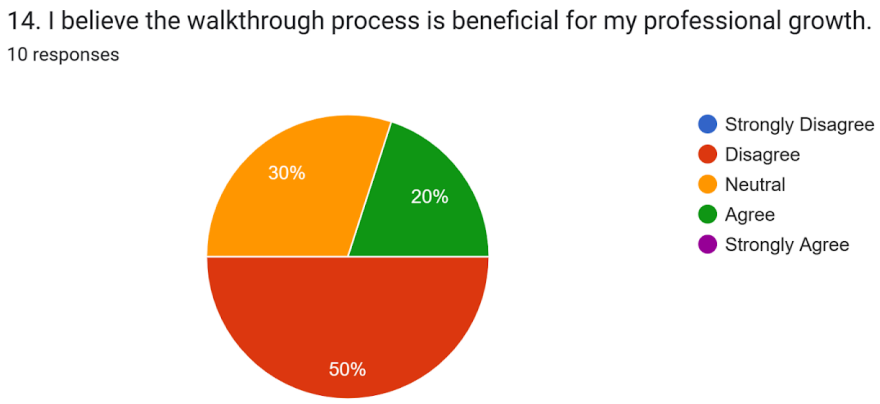


Figure 14 will display the answers to the third question of section four.

Figure 14

Survey Section 4, Question 3



When considering their overall perceptions, 33% of teachers agreed that the walkthrough process has improved their overall teaching effectiveness, while 44% were neutral and 22% disagreed (Figure 12). Half of the respondents indicated that they value the feedback provided through the walkthroughs, with 10% strongly agreeing and 40% remaining neutral (Figure 13). However, opinions on professional growth were more divided: although 20% agreed that the walkthroughs are beneficial for their development, half of the teachers disagreed, and 30% were neutral on this point (Figure 14). Overall, while many educators see merit in the feedback itself, fewer consistently connect the process to enhanced effectiveness or professional growth.

Teacher Interview Results

The structured interview protocol (Appendix G) is a 10-question, semi-structured guide designed to elicit in-depth, consistent reflections from each participating teacher. It begins by asking about respondents' general experiences with the walkthroughs, how often they occur, how the purpose is communicated, and what form the feedback takes. It then probes more deeply into three areas: perceptions of feedback quality and specificity, impact on instructional practice and confidence, and suggestions for improvement.

Throughout, the interview questions were carefully aligned with the three research questions, perceived organization and usefulness of the walkthrough, the effectiveness of specific lesson-segment strategies, and recommendations for enhancing the tool. The results are structured to generate authentic examples and direct quotes that can be coded into themes that can help administrators improve their observation and feedback process.

Teachers' initial reactions to the walkthrough process were often guarded; it seemed they viewed the observations as a "gotcha" exercise aimed at catching them doing something wrong. However, as the walkthroughs became more routine, most of the educators came to appreciate their value as a reminder of best practices and an accountability check, stating, "everyone needs supervision". Despite this growing buy-in, the emotional impact of being observed remained significant: teachers reported feeling anxious or nervous in the days leading up to less frequent or highly formal walkthroughs. This was evident with answers such as "I think about it for weeks" and "makes me very anxious". Conversely, when observers were familiar colleagues rather than unfamiliar administrators, that anxiety eased considerably. These statements highlighted the importance of relationships and trust in the feedback process.

The next section aimed to examine barriers teachers face when trying to integrate new teaching strategies, specifically at the opening and closing portions of the lesson. At the beginning of a lesson, teachers reported that heavy content loads and "bell-to-bell" pacing often leave little room for a formal hook or anticipatory set. They also mentioned that unexpected interruptions, such as fire drills, announcements, tardiness, or bathroom breaks, can derail even the most carefully planned start. Compounding these issues, many classrooms seem to lack a consistent routine. Students frequently arrive without

necessary materials or in the wrong mindset to learn, making quick, low-prep "do-now" activities (such as vocabulary prompts like "Words Matter," binder checks, or brief Google-form starters) essential for regaining focus. At the same time, technology presents a double-edged sword: although phones and laptops can distract students, teachers recognize the potential of tools like Nearpod or Google Suite exit tickets, yet many seem reluctant to adopt these without clear training and support from administration. Similarly, closing lessons smoothly can be just as challenging. When discussions or activities run long, teachers, more so those teaching honors or AP courses, often find themselves speaking "bell to bell," with no time left for a formal wrap-up. Even when time is budgeted, five-minute warning bells or unexpected late-class announcements can preempt the planned closure. The teachers also stated that one-size-fits-all approaches like whole-group exit tickets frequently fall flat in certain subjects or with specialized populations. Instead, many educators prefer more flexible, individualized check-ins, such as circulating through the room and using quick "thumbs-up/thumbs-down" polls or brief one-on-one conversations to ensure each student leaves with a clear understanding.

The purpose of the third section was to look at how teachers implement walkthrough feedback and what they find actionable. Teachers reported that much of the walkthrough feedback they receive tends to be general rather than tied to specific lesson segments or teaching strategies. Comments like "You called on five kids" or "good questioning level" offer high-level praise but leave teachers uncertain how to adapt their teaching. What these educators stated they need instead are concrete, actionable examples such as annotated lesson plans, short video clips of an effective strategy, or step-by-step

"try this" scripts that directly model the strategies under review. Even when feedback is specific, its ease of implementation varies. Some teachers welcomed the chance to add new "tools to their toolbox," incorporating suggestions they had never considered before. Others found certain recommendations impractical when they were developed for rigorous, content-heavy curricula and did not translate well to special-education or remedial contexts. Moreover, participants emphasized that one-off comments are insufficient without ongoing dialogue. Many asked for a true post-observation loop, "I tried your suggestion; what do you think?", so they can refine strategies over time. Several teachers expressed a preference for peer-led walkthroughs, arguing that candid feedback from content-savvy colleagues often feels more relevant and easier to act upon than comments from administrators who may lack subject-area expertise.

To close the interview, specific teacher needs were examined to discuss what would make the integration of new teaching practices more sustainable. Teachers identified several key supports and resources that would help them adopt and sustain new instructional practices. First, they need concrete models and examples from someone who has mastered or uses the strategy, and it worked in a high school setting. They also asked for simple, curated strategy lists that they can readily access and adapt to their class. Second, professional development must shift from checkbox-driven sessions toward pedagogy-focused learning; educators reported the greatest gains happened when specialists in reading or educational technology modeled strategies in authentic classroom contexts. Third, peer collaboration emerged as a powerful scaffold. During the interviews, participants advocated for structured peer observations, pairing teachers for reciprocal visits, as well as informal "exchange windows" during department meetings or

via a shared Google Drive where reflections and lesson tweaks can be reviewed and applied. Finally, teachers highlighted the value of ongoing reflection practices. Most admitted that daily note-taking often fell away under workload pressures, but maintaining digital archives of lesson materials has allowed a few to revisit and refine their teaching strategies year after year.

Post-Intervention Survey Results

The post-intervention survey (Appendix H) was designed to assess how teachers perceived the effectiveness of the targeted opening and closing strategies after implementing them in their classrooms. By capturing both quantitative ratings and qualitative reflections, the survey serves three key purposes: to measure shifts in teacher confidence and strategy use compared to pre-intervention baselines; to identify which specific strategies teachers found most and least helpful in fostering student engagement and reinforcing learning; and to gather teacher feedback on modifications, challenges, and supports needed moving forward. Ultimately, this data can help determine which practices should be used and guide principals in tailoring their walkthrough feedback and professional development efforts to strengthen instructional openings and closings school-wide.

Figure 15 shows the average effectiveness score of the target strategies. The ten opening strategies averaged between 3.3 and 4.0 on the 5-point scale. Notice and Wonder (5)received the highest mean rating of 4.0, indicating strong teacher endorsement. Problem of the Day (1), Picture Prompt (7), and Mentor Text/Sentence (8) also scored well with 3.8 each. In contrast, “Estimation Station (2), Primary Source Analysis (9), and Map Starter Analysis (10) were rated lowest with 3.3 each, suggesting these were less

uniformly effective. The remaining strategies clustered in the 3.6–3.7 range, reflecting generally positive but more moderate teacher perceptions of their impact.

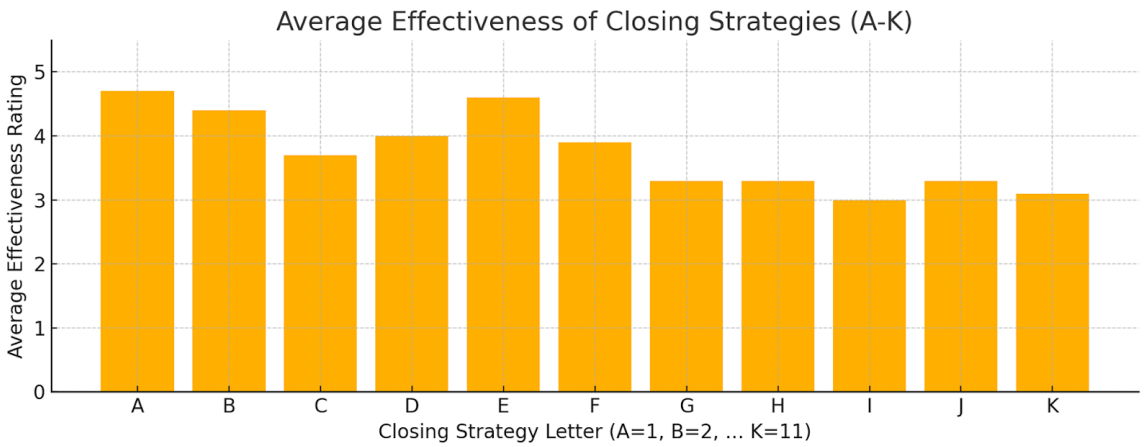
Figure 15

Average Effectiveness Rating of Opening Strategies

Figure 16 shows that the Closing strategies received a wider range of average ratings, from 3.0 to 4.7. Exit Ticket (A) scored the highest with a mean of 4.7, closely followed by CER (E) at 4.6 and 3-2-1 (B) at 4.4, indicating strong value in quick formative checks and structured reflection. Mid-range strategies included D (3-2-1) at 4.0, F (Concept Map) at 3.9, and C (Error Analysis) at 3.7, suggesting moderate usefulness. The lowest ratings clustered around I (Timeline Summary; 3.0), K (Civic Engagement Prompt; 3.1), and G (Theme/Summary Quick Write; 3.3) and H (Character Reflection; 3.3) and J (Historical Perspective; 3.3), implying these closures were less consistently effective across classrooms.

Figure 16

Average Effectiveness Rating of Closing Strategies



Across the ten respondents, certain instructional strategies stood out as most impactful in opening and closing lessons: the KWL Chart and Estimation Station for math teachers, Quote Analysis and Notice & Wonder for English, Predict–Observe–Explain for science, Map Starter Analysis for social studies, Exit Ticket for social studies, and the 3-2-1 reflection for special education. Teachers reported concrete shifts in classroom dynamics after implementation, stating they saw higher student questioning and buy-in during openings, richer discussions in English and social studies, improved hypothesis-driven lab work, and clearer self-assessment among learners with IEPs. Common challenges emerged around time and structure. In some cases, the openings ran too long or left insufficient time for closings, learners sometimes struggled without proper scaffolding, and in certain subjects, technical or logistical hurdles such as Chromebook compatibility or the method of collecting exit tickets impeded smooth execution. To overcome these barriers, teachers introduced targeted modifications such as sentence stems for KWL prompts, timers for Estimation Stations, choice menus for Quote Analysis, digital KWL templates, and online exit-ticket forms. Finally, teachers offered specific ways principals could strengthen walkthrough support:

live modeling of questioning techniques, pre-conference goal-setting and annotated lesson notes, side-by-side timing feedback, technology checks before implementation, and co-planning of probing questions. Many advocated for post-observation debriefs featuring concrete exemplars such as video clips, annotated student work, and written feedback with more actionable steps that are aligned to each strategy's unique demands.

Triangulation in this study refers to the deliberate use of three distinct data sources: the pre-intervention teacher feedback survey, the post-intervention strategy effectiveness survey, and the semi-structured interviews to validate and enrich the findings. By comparing teachers' baseline perceptions of the walkthrough process (pre-survey) with their reported experiences of implementing specific opening and closing strategies (post-survey), we can quantify shifts in confidence and practice. Then, by layering in in-depth interview narratives, we gain insight into why those shifts occurred, uncovering the contextual factors, challenges, and supports that numbers alone cannot capture. When all three strands point to the same pattern, such as teachers identifying KWL charts as highly effective both statistically and anecdotally, we achieve greater confidence in the results. When they diverge, those discrepancies highlight areas for further inquiry or targeted intervention. In this way, triangulation not only strengthens the credibility of conclusions but also yields a more actionable understanding of how walkthrough feedback drives instructional change.

Summary

Overall, teachers began the study with mixed feelings about walkthroughs, initially viewing them as "gotcha" observations but gradually recognizing their value as an accountability check. They rated ten opening strategies an average of 3.3–4.0 and

eleven closing strategies 3.0–4.7 out of five, with KWL Chart, Problem of the Day, Exit Ticket, and CER emerging as particularly powerful. Qualitative feedback confirmed these favorites drove higher engagement, deeper questioning, and clearer student reflections, even as time constraints, technical issues, and scaffolding needs posed challenges. Teachers adapted by adding sentence stems, timers, digital templates, and choice menus, and they called on principals to provide live modeling, annotated debriefs, and technology checks during walkthroughs.

Together, these converging data points demonstrate which strategies most reliably enhance lesson openings and closings and how targeted walkthrough support can help to sustain the implementation of these strategies. The next chapter will conclude with implications for instructional leadership and offer concrete recommendations for refining the walkthrough process and sustaining these best practices to enhance lesson openings and closings school-wide.

CHAPTER V

Conclusions and Recommendations

This final chapter presents the conclusions drawn from the findings of this mixed-methods capstone study, which examined the perceived impact of supervision walkthroughs and feedback on the integration of instructional strategies during lesson openings and closures. This study aimed to explore how structured, targeted feedback and a practical intervention tool could support teachers in enhancing these critical segments of instruction to improve student engagement and learning outcomes. The preceding chapters outlined the significance of opening and closing routines, reviewed the literature surrounding instructional supervision and effective teaching practices, detailed the methodology employed, and analyzed both quantitative and qualitative data collected from surveys and interviews. These data sources highlighted how teachers experience and interpret feedback, the obstacles they face in implementing instructional strategies, and which supports they find most effective.

This chapter synthesizes the findings and articulates key conclusions that address the study's three research questions. It also provides actionable recommendations for school leaders seeking to strengthen teacher supervision models and improve student learning. The chapter concludes with reflections on the study's limitations and suggestions for future research in the field of instructional leadership.

Conclusions

The results of this study support several key conclusions regarding the effectiveness of the intervention and its alignment with the three research questions.

1. What are teachers' perceptions of the effectiveness of the principal walkthrough process in providing feedback on the integration of instructional strategies?

Initially, many teachers expressed skepticism toward the walkthrough process, citing concerns that it was often disconnected from meaningful instructional improvement and focused more on compliance than growth. Pre-intervention survey data and interview responses indicated that some teachers viewed walkthroughs as inconsistent, and feedback was often perceived as either overly general or lacking relevance to their specific content area. However, after the implementation of targeted, strategy-specific feedback tied directly to their practice, teachers reported a noticeable shift in their perceptions. The post-intervention survey revealed that teachers found feedback to be more actionable, focused, and directly applicable to their instructional routines. Participants highlighted that receiving concrete examples and suggestions, particularly those aligned with strategies provided in the intervention guide, enhanced the credibility of feedback and increased their willingness to implement changes. Several teachers noted that the professional development felt more supportive and developmental, rather than evaluative, which contributed to greater buy-in. These conclusions were consistently supported by both qualitative interview responses and quantitative improvements in survey indicators related to feedback relevance, confidence in implementing strategies, and perceptions of professional growth.

2. What common challenges do teachers face in integrating instructional strategies during the opening and closing portions of lessons?

The second research question explored the persistent challenges that inhibit consistent implementation of effective lesson openings and closings. Across interviews and

pre-intervention survey responses, three primary barriers emerged: time constraints, managing student readiness, and competing instructional priorities. Teachers frequently cited the pressure to cover large amounts of content within limited class periods as a reason why openings and closings were either rushed or omitted entirely. Additionally, varying levels of student preparedness due to absenteeism, lack of engagement, or inconsistent prior knowledge often disrupted the flow of planned opening activities, making it difficult to establish focus at the start of lessons. Similar challenges arose during closings, where insufficient time or behavioral disruptions reduced opportunities for reflection or consolidation of learning. Despite these obstacles, the introduction of the strategy guide provided teachers with low-prep, adaptable techniques that could be implemented efficiently, even under time limitations. Post-intervention data indicated that teachers felt more equipped to address these challenges, with several participants reporting increased confidence in their ability to intentionally structure both the beginning and end of their lessons, even in classrooms with diverse student needs or time constraints.

3. What strategies do teachers perceive to be most effective in enhancing student engagement and learning outcomes after training focused on the opening and closing segments of lessons?

The third research question focused on identifying which specific strategies teachers found most effective for improving student engagement and learning outcomes during lesson openings and closings. Both quantitative survey results and qualitative interview feedback highlighted a set of high-impact strategies that resonated across subject areas. The KWL Chart emerged as one of the most effective opening strategies, with teachers

reporting that it sparked curiosity, encouraged student questioning, and created a natural bridge to new content by activating prior knowledge. Exit Tickets were frequently cited as an effective closing strategy, praised for providing quick, formative insight into student understanding while reinforcing key takeaways. Teachers also reported success with the 3-2-1 Reflection, which offered a structured yet flexible way for students to summarize learning, articulate lingering questions, and connect lesson content to broader concepts. Beyond these specific tools, teachers emphasized that strategies combining structure with opportunities for student voice, such as brief discussions, quick writes, and peer collaboration, had the greatest positive impact on both engagement and comprehension. Importantly, teachers noted that having access to a curated, content-specific strategy guide reduced the guesswork associated with selecting appropriate approaches, increased their instructional confidence, and encouraged greater experimentation with their lesson design. Overall, the intervention reinforced that when teachers are equipped with practical, adaptable strategies and supported through targeted feedback, they are more likely to integrate effective instructional practices that elevate student engagement and promote deeper learning.

Applying these findings to the school and district setting, leaders should plan to integrate the intervention tool into professional development sessions and embed strategy modeling into regular supervision cycles. Administrators and instructional coaches will use the guide as a framework during walkthroughs and post-observation debriefs to ensure that feedback is specific and strategy-focused. Additionally, the findings will be used to design a cycle of peer collaboration in which teachers can observe and share effective lesson opening and closing practices. These changes have tangible implications

for improved instructional coherence, increased student engagement, and more meaningful use of supervision time.

Importantly, the fiscal implications of this intervention were minimal. The strategy guide and data collection tools utilized existing digital platforms (e.g., Google Forms, Meet, Drive) and required no additional funding beyond what was already allocated for professional development. By leveraging internal resources and existing time structures such as department meetings and in-service days, the intervention was designed to be sustainable and cost-effective, ensuring scalability without adding financial burden to the district.

Limitations

Several limitations impacted the interpretation of this study's findings and should be acknowledged when considering the scope and applicability of the results. First, the small sample size was limited to ten teachers from a single high school, which restricts the generalizability of the findings to other schools or districts. While the participants represented a range of subject areas, the voluntary nature of participation may have introduced self-selection bias, with those more open to feedback or professional growth being more likely to engage and participate in the study. Second, the reliance on self-reported data through surveys and interviews may have been influenced by social desirability bias, with participants potentially overstating the effectiveness of the intervention or their instructional changes. Additionally, the absence of direct classroom observations during the intervention period limited the ability to triangulate reported strategy implementation with observed practice.

From a methodological standpoint, the relatively short duration of the intervention, just four weeks, may not have provided sufficient time for teachers to fully adopt and internalize the strategies or even give each one a true chance, especially given the pace and demands of the school year. External factors such as school-wide events, testing schedules, or disruptions like student absences may also have affected implementation consistency and engagement levels. Finally, prior professional relationships between the researcher and participants may have influenced how openly participants responded, despite efforts to maintain neutrality and a non-evaluative environment. While every attempt was made to foster honest dialogue and mitigate bias, familiarity between participants and the facilitator could have impacted the data or framing of feedback. A more detached or third-party facilitator may produce different insights in future studies. These limitations do not diminish the significance of the findings but highlight considerations for future research and implementation in broader contexts.

Recommendations for Future Research

Based on the findings and conclusions of this study, several directions for future research are recommended to further investigate the relationship between supervision walkthroughs, feedback, and instructional improvement. One key recommendation is to broaden the scope of future studies to include a larger and more diverse sample of teachers across multiple schools or districts. The current study was limited to a single high school, and while the results were promising, they may not reflect the experiences or challenges faced in other educational settings, such as elementary schools, urban districts, or schools with different instructional leadership structures. Including participants from a

range of geographic, socioeconomic, and demographic backgrounds would allow researchers to identify patterns or differences in how feedback is received and acted upon, as well as determine which variables most influence the success of intervention efforts.

Another recommendation is to integrate direct classroom observations into the research design in future studies. While the current study relied on teacher self-reporting through surveys and interviews, observational data would offer a richer, more objective layer of evidence. These observations could capture specific instructional moves, shifts in student engagement, and fidelity of strategy implementation that self-reported data may overlook or unintentionally misrepresent. Conducting structured pre- and post-intervention observations would help verify the degree to which the strategies promoted during walkthroughs are being used and how effectively they are being executed in practice. This added layer of data would strengthen conclusions and provide a more comprehensive picture of the intervention's impact.

Future research should also explore the role of peer collaboration as a complement to administrative feedback. Several teachers in the current study noted that observing colleagues or discussing strategies informally with peers enhanced their understanding and confidence in using new approaches. This suggests that peer modeling, co-teaching opportunities, or peer-led professional learning communities (PLCs) could serve as powerful extensions of traditional supervisory walkthroughs. Research could examine whether incorporating structured peer observation cycles results in greater adoption and sustained use of effective opening and closing strategies. It would

also be valuable to explore how professional trust, feedback culture, and team dynamics influence the success of such collaborative models.

Additionally, there is a need to investigate the long-term effects of strategy-specific feedback on instructional habits and student outcomes. The present study was limited to a four-week intervention window, which may not have captured the full potential of behavior change or long-term instructional growth. A longitudinal approach that follows teacher progress over a semester or academic year could provide critical insights into how feedback cycles evolve, whether improvements are sustained, and what support structures are necessary to maintain momentum. This could also include follow-up on student achievement metrics, classroom climate, and student engagement indicators to assess broader impacts.

Finally, while this study focused specifically on improving lesson openings and closures, future research could replicate this approach with other high-leverage instructional segments. Guided practice, formative assessment, differentiation, and feedback loops are all areas that could benefit from targeted walkthrough feedback and structured support. Investigating how supervision impacts these instructional components could lead to a more holistic understanding of how walkthroughs can be strategically aligned with school improvement goals. This research may also raise new questions about which areas of instruction offer the highest return on investment for walkthrough focus and how schools can prioritize them based on need and context.

Summary

This study examined how supervision walkthroughs and focused feedback influence teachers' use of instructional strategies during the opening and closing portions

of lessons, two often overlooked yet critically important segments of instruction. They represent critical pedagogical opportunities that profoundly influence student engagement, comprehension, retention, and the overall coherence of instruction. Like bookends supporting the content between them, purposeful openings and closings frame the learning, transforming the effectiveness of the entire lesson.

Drawing on a mixed-methods approach, the study provided evidence that when walkthroughs are aligned with clear instructional priorities and followed by actionable, strategy-specific feedback, teachers are more likely to reflect on and enhance their classroom practice. The findings confirmed that teachers responded positively to feedback that was timely, specific, and connected to tools that they could immediately apply, such as those included in the intervention strategy guide. While time limitations, student variability, and external demands presented implementation challenges, teachers demonstrated a willingness to try new strategies and reported improvements in both student engagement and their instructional clarity. These results have significant implications for school and district leadership. The success of the intervention in improving instructional openings and closings, without requiring new funding or additional resources, demonstrates the power of intentional, structured supervision practices. Administrators and instructional coaches can replicate this approach by embedding walkthrough tools into existing feedback systems, integrating strategy modeling into professional development sessions, and creating opportunities for peer learning around effective instructional framing. These efforts not only strengthen teacher practice but also contribute to more coherent and engaging learning experiences for students. By prioritizing consistent and purposeful support for the beginning and end of

lessons, schools can generate meaningful improvements in teaching and learning that are both scalable and sustainable.

Moving forward, I plan to implement the findings of this study within my current district by establishing a more intentional and personalized approach to instructional growth. Just as effective lesson openings frame the tone and purpose for student learning, I will begin the school year by meeting individually with each teacher to co-construct a focused instructional goal. This goal will be teacher-selected and centered on a specific instructional strategy, such as lesson openings, closings, or student engagement techniques that aligns with their professional interests and growth areas. From the start, we will discuss the supports that will be provided throughout the year, including targeted feedback, strategy recommendations, and resource sharing. Walkthroughs will serve as supportive, non-evaluative opportunities to offer timely and specific feedback that encourages reflection and refinement. Clinical observations will remain part of the formal evaluation process, but the emphasis on ongoing, strategy-specific feedback will promote a growth-oriented culture. At the end of the year, I will invite teachers to reflect on their individual improvement journey by analyzing the gains they made in their chosen focus area. This reflective process, paired with a year-long feedback loop, aims to elevate instructional practice in a way that is collaborative, supportive, and rooted in continuous improvement.

In closing, the beginning and end of a lesson represent far more than logistical transitions; they are powerful pedagogical moments that can dramatically enhance student learning when used with intention. Purposeful openings capture attention, activate prior knowledge, establish relevance, and set clear objectives, laying the groundwork for

meaningful learning. Similarly, intentional closings help students consolidate their understanding, reinforce key concepts, engage in formative self-assessment, and create a bridge to future applications. As this study has shown, when teachers are supported in implementing structured strategies for these segments, the overall quality and coherence of instruction improve.

Achieving this level of impact, however, requires educators to move beyond treating openings and closings as routine formalities. While predictable structures like bell ringers or exit tickets have value in managing transitions and setting expectations, over-reliance on routine can limit engagement. Instead, a balanced approach is essential, combining consistency with variation through the use of hooks, inquiry prompts, reflective activities, and exit strategies that are aligned with learning goals and student needs. To do this effectively, educators must engage in planning, using backward design to ensure that the opening introduces the day's objectives and the closing ties instruction together with clarity. Strategic selection and adaptation of strategies are also critical; teachers must consider content, time, and student profiles when choosing and customizing their approach. Consistency in implementing these strategies builds habits of thinking and learning, while efficient time management ensures that even a few minutes invested in framing the lesson yields significant returns. Effective teaching is an evolving process. Teachers should continually assess the impact of their chosen strategies, reflect on student engagement, and adjust accordingly. Tools like exit tickets, student feedback, and collegial collaboration, whether through co-planning or peer observations, can enhance this reflection process. Just as this study emphasized the role of targeted

supervision in driving change, it also reinforces the idea that growth occurs when educators engage in a cycle of planning, action, reflection, and adaptation.

Schools can create more impactful, engaging, and student-centered learning environments by consistently framing lessons with strong beginnings and endings and by embedding these practices into the broader system of instructional leadership and teacher development. The conclusion is clear: supporting effective openings and closings is not just a pedagogical best practice; it is a strategic investment in long-term instructional improvement and student success.

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APPENDICES

Appendix A

IRB Approval

Institutional Review Board
250 University Avenue
California, PA 15419
instreviewboard@pennwest.edu
Melissa Sovak, Ph.D.

Dear Michael,

Please consider this email as official notification that your proposal titled "The Perceived Impact of a Walkthrough Observation and Feedback on Teacher Strategies in Lesson Openings and Closures" (Proposal #PW24-043) has been approved by the Pennsylvania Western University Institutional Review Board as submitted.

The effective date of approval is 10/11/2024 and the expiration date is 10/10/2025. These dates must appear on the consent form.

Please note that Federal Policy requires that you notify the IRB promptly regarding any of the following:

(1) Any additions or changes in procedures you might wish for your study (additions or changes must be approved by the IRB before they are implemented)

(2) Any events that affect the safety or well-being of subjects

(3) Any modifications of your study or other responses that are necessitated by any events reported in (2).

(4) To continue your research beyond the approval expiration date of 08/15/2025, you must file additional information to be considered for continuing review. Please contact instreviewboard@calu.edu

Please notify the Board when data collection is complete.

Regards,
Melissa Sovak, PhD.
Chair, Institutional Review Board

Appendix B

Letter to Superintendent

Michael Barlak <mbarlak@pinerichland.org>

Capstone Project

1 message

Michael Barlak <mbarlak@pinerichland.org> Mon, Jul 1, 2024 at 12:38 PM
To: "grossi@gatewayk12.org" <grossi@gatewayk12.org>

Dr. Rossi, I am currently in the final year of my doctoral program and starting my capstone project. I am focusing on using supervision, professional development, and feedback to enhance instructional strategies during the opening and closing of lessons. Here is what I wrote in my proposal:

Designing opening and closing routines is crucial for creating an engaging and inclusive learning environment. These routines form the foundation of classroom management and increase student engagement and academic success. Beyond initiating learning and critical thinking, they offer essential moments for reflection, goal-setting, and assessment. This study aims to investigate how supervision walkthroughs and feedback can be utilized to enhance the effectiveness and consistency of these critical instructional periods, maximize active learning, and ultimately improve student engagement and growth.

I am reaching out to see if I would be able to involve some of the high school staff at Gateway in my research. I plan to have teachers complete a pre-survey to find out more about how they currently use these times. Provide some form of Professional Development surrounding the opening and closing of lessons followed by a structured interview to discuss concerns or barriers. Then allow for a set period for them to focus on implementing some of these strategies. Finally, a post-survey to capture changes to measure the impact. I would be happy to discuss more, just let me know a good time for us to talk.

--

Mr. Michael Barlak
Assistant Principal
Pine-Richland High School
700 Warrendale Road
Gibsonia, PA 15044
724-625-4444, Ext. 1601
mbarlak@pinerichland.org
https://www.pinerichland.org/prhs

#wearePRfamily

Appendix C

Superintendent Approval

Gateway School District

GUY ROSSI, Superintendent of Schools

July 29, 2024

Mr. Michael Barlak
MBarlak@pinerichland.org

Dear Mike,

I am pleased to write a letter in support of your doctoral capstone project entitles, The Walkthrough Observation and Feedback on Teacher Strategies in Lesson Openings and Closures.

The proposed research has significant value to understand the impact of supervision walkthroughs and feedback on instructional practices, particularly during the critical opening and closing segments of lessons. We aim to identify effective methods and best practices for engaging students and reinforcing learning during these periods.

I have reviewed the project proposal and understand the following related to participation:

- Teacher participation involves completion pre and post interviews.
- Principal participation involves completion pre and post interviews.
- Teacher participation involves completion pre and post intervention survey.
- Principal participation involves completion pre and post intervention survey.
- Participation will be voluntary, and teachers may withdraw from the study at any time.
- Data collected will be kept confidential and kept secure via electronic files.

Please accept this letter as my formal consent and support of the district's participation in the proposed research project.

Sincerely,

Dr. Guy Rossi

Appendix D

Participation Request

Michael Barlak <mbarlak@pinerichland.org>

Barlak Research Study

1 message

Michael Barlak <mbarlak@pinerichland.org> Tue, Jan 28, 2025 at 8:07 AM
To: Justin Stephans <jstephans@gatewayk12.org>

Your Role If You Participate:

1. Complete 2 short surveys (baseline and follow-up).
2. Implement suggested strategies in your classroom.

Time Commitment: Minimal – surveys and application of feedback strategies. Please use the link if you are interested in participating. Participant Survey

I included a little more about the study below, Do not hesitate to contact me with any questions.

Problem Statement:
Designing effective opening and closing routines is essential for student engagement and academic success. This research examines how walkthroughs and feedback can improve these critical segments.

Focus of Study: The focus of this capstone project emerged from my reflections as an instructional leader and my experiences with supervision walkthroughs. These walkthroughs provide an opportunity to observe teaching practices, offer constructive feedback, and identify areas for improvement. While some teachers readily implement feedback to enhance their instructional strategies, others struggle to make meaningful changes.

--
Mr. Michael Barlak
Assistant Principal
Pine-Richland High School
700 Warrendale Road
Gibsonia, PA 15044
724-625-4444, Ext. 1601
mbarlak@pinerichland.org
https://www.pinerichland.org/prhs
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Appendix E

Participant Consent Form

Date: October 24, 2024

The Walkthrough Observation: The Perceived Impact of a Walkthrough Observation and Feedback on Teacher Strategies in Lesson Openings and Closures

Dear [Teacher's Name],

You are cordially invited to participate in a research study titled "The Walkthrough Observation: The Perceived Impact of a Walkthrough Observation and Feedback on Teacher Strategies in Lesson Openings and Closures." This study aims to investigate how supervision walkthroughs and feedback can improve the integration of instructional strategies during the opening and closing segments of lessons, ultimately enhancing student engagement and growth.

Purpose of the Study: The purpose of this study is to understand the impact of supervision walkthroughs and feedback on instructional practices, particularly during the critical opening and closing segments of lessons. We aim to identify effective methods and best practices for engaging students and reinforcing learning during these periods.

Procedures: If you agree to participate, you will be asked to:

1. Complete surveys regarding your perceptions of the supervision walkthrough process and feedback.
2. Participate in an in-depth interview to discuss the challenges and successes you experience in integrating instructional strategies.

Duration: The study will be conducted from September 2024 to June 2025. Your participation in the surveys, interviews, and focus groups will be scheduled at your convenience.

Confidentiality: All information collected in this study will be kept confidential. Your responses will be anonymized, and any identifying information will be removed before data analysis. The findings will be reported in a way that ensures your privacy.

Voluntary Participation: Your participation in this study is entirely voluntary. You may choose to withdraw at any time without any penalty or loss of benefits to which you are otherwise entitled.

Contact Information: If you have any questions or concerns about the study, please feel free to contact me at MBarlak@pinerichland.org or 412-225-4465. You can also contact Dr. Hernandez, who is overseeing this research project.

Consent: By signing below, you indicate that you have read and understood the information provided above, and you agree to participate in this research study.

Thank you for considering this request. Your participation is greatly appreciated.

Sincerely,

Michael Barlak

Assistant Principal

Consent to Participate:

I have read the information above and agree to participate in the research study "Enhancing Instructional Strategies Through Supervision Walkthroughs and Feedback."

Name: _____

Signature: _____

Date: _____

Appendix F

Perception of Feedback Survey

Teacher Feedback Survey on Instructional Strategy Integration (Question 1)

Purpose: To gather teachers' perceptions of the effectiveness of the supervision walkthrough process and the feedback provided.

Instructions: Please indicate your level of agreement with each of the following statements by selecting one of the options: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

Section 1: Effectiveness of Walkthrough Process

1. The supervision walkthrough process is well-organized.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
2. The purpose of the supervision walkthroughs is clearly communicated to me.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
3. The walkthroughs are conducted regularly.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. The feedback provided during the walkthroughs is timely.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

Section 2: Usefulness of Feedback

5. The feedback I receive from the walkthroughs is specific to my instructional practices.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
6. The feedback helps me understand how to improve specific parts of my lesson (openings, instruction, student work, assessment, closings).
    - Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

7. The feedback I receive is actionable and practical.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

Section 3: Impact on Instructional Practices

9. The feedback from the walkthroughs has led to positive changes in my instructional strategies.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
10. I feel more confident in integrating new instructional strategies during the opening segments of my lessons as a result of the feedback.
    - Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

11. I feel more confident in integrating new instructional strategies during the closing segments of my lessons as a result of the feedback.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
12. The feedback has helped me meet the diverse needs of my students.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

Section 4: Overall Perception

13. The walkthrough process has improved my overall teaching effectiveness.
    - Strongly Disagree
    - Disagree
    - Neutral

- Agree
- Strongly Agree

14. I value the feedback provided through the walkthroughs.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree
15. I believe the walkthrough process is beneficial for my professional growth.
    - Strongly Disagree
    - Disagree
    - Neutral
    - Agree
    - Strongly Agree

Appendix G

Teacher Interview Questions

Interview Script: Challenges in Integrating Instructional Strategies

Introduction:

Interviewer: Thank you for taking the time to participate in this interview. The purpose of our discussion today is to understand the common challenges teachers face in integrating instructional strategies during the opening and closing portions of lessons. Your insights will help us identify opportunities for improvement and support your professional growth. This interview will be confidential, and your responses will be anonymized in any reports. Do you have any questions before we begin?

Teacher: [Response]

Interviewer: Great, let's get started.

Questions:

1. **Background Information:**
    - Can you briefly describe your teaching experience and the subjects/grade levels you currently teach?
2. **General Perceptions:**
    - How do you generally feel about the supervision walkthroughs and the feedback you receive? Do you find them helpful?
3. **Challenges in Lesson Openings:**

- What specific challenges do you encounter when trying to integrate instructional strategies at the beginning of your lessons?
- Can you provide an example of a situation where you found it particularly difficult to engage students at the start of a lesson?
- How often does your class begin with a homework review?

4. **Challenges in Lesson Closings:**
    - What specific challenges do you face when trying to integrate instructional strategies at the end of your lessons?
    - Can you share an instance where wrapping up a lesson effectively was challenging for you?
5. **Feedback Utilization:**
    - How do you typically incorporate the feedback from walkthroughs into your lesson planning, especially for the opening and closing segments?
    - Are there any particular aspects of the feedback that you find difficult to implement? Why?
6. **Support and Resources:**
    - What types of support or resources do you think would help you better integrate instructional strategies during lesson openings and closings?
    - Have there been any professional development sessions or resources that you found particularly useful or lacking in this regard?
7. **Student Engagement:**
    - How do you gauge student engagement during the opening and closing segments of your lessons?

- What strategies have you found most effective in capturing and maintaining student attention at these times?

8. **Specific Examples:**
    - Can you provide a specific example of a successful lesson opening or closing where the integration of instructional strategies worked well? What made it successful?
    - Conversely, can you describe a lesson where the strategies did not work as intended? What do you think contributed to the difficulties?
9. **Reflection and Improvement:**
    - How do you reflect on your lesson openings and closings? Do you have a process for assessing what worked and what didn't?
    - What steps do you take to continuously improve your instructional strategies in these critical segments?
10. **Additional Thoughts:**
    - Is there anything else you would like to share about the challenges you face or suggestions you have for improving the integration of instructional strategies during lesson openings and closings?

Conclusion: *Interviewer:* Thank you so much for sharing your experiences and insights. Your feedback is incredibly valuable and will help us develop better support systems for teachers. If you have any additional thoughts after this interview, please feel free to reach out.

Appendix H

Post Intervention Survey

Post Intervention Survey

Introduction: We appreciate your participation in this survey, which aims to understand the effectiveness of the strategies introduced during the recent training on lesson segments. Your insights will help us improve future professional development sessions and instructional practices.

Survey Questions:

1. **On a scale of 1 to 5, how effective do you find the following strategies in engaging students during the opening segment of your lessons? (1 = Not Effective, 5 = Very Effective)**
    - Strategy 1
    - Strategy 2
    - Strategy 3
    - Strategy 4
    - Strategy 5
    - Strategy 6
    - Strategy 7
    - Strategy 8
    - Strategy 9
    - Strategy 10

2. **On a scale of 1 to 5, how effective do you find the following strategies in reinforcing learning during the closing segment of your lessons? (1 = Not Effective, 5 = Very Effective)**
    - Strategy A
    - Strategy B
    - Strategy C
    - Strategy D
    - Strategy E
    - Strategy F
    - Strategy G
    - Strategy H
    - Strategy I
    - Strategy J
    - Strategy K

***Note: These strategies will come from the research and the question could change where I have them rate each strategy depending on how many are included in the intervention.*

3. **Which strategy do you believe had the most significant impact on student engagement? Please explain.**
4. **Have you observed any changes in student engagement and learning outcomes since implementing the new strategies? Please describe.**
5. **What challenges have you encountered while implementing these strategies?**

6. **What modifications, if any, did you make to the strategies to better suit your classroom context?**
7. **How could walkthroughs and supervision help you implement these strategies more effectively?**

Appendix I

Intervention Tool

Strategy	**Math**	**Science**	**ELA**	**Social Studies**
Openings				
1. Problem of the Day	Highly Suitable (Review, preview skills)	Adaptable (Apply concept to problem)	Less Common	Adaptable (Analyze data, interpret graph)
Description: Present a standards-aligned problem that activates prior knowledge or previews the day's objective. Use it to review, spark discussion, or model a specific strategy.				
2. Estimation Station	Highly Suitable (Number sense, measurement)	Adaptable (Estimate experimental results)	Less Common	Adaptable (Estimate populations, distances)
Description: Ask students to estimate a quantity, measurement, or outcome. Use engaging visuals or real-world contexts. Follow with a brief class discussion about strategies used to make their estimates.				
3. KWL Chart	Adaptable (What know/want know re: concept)	Highly Suitable (Prior knowledge, misconceptions , inquiry Qs)	Highly Suitable (Prior knowledge of topic, author, genre)	Highly Suitable (Prior knowledge of event, period, concept)
Description: Have students list what they Know, what they Want to know, and later what they Learned. Begin the lesson by completing the K and W columns to activate background knowledge and curiosity.				
4. Predict	Adaptable	Highly Suitable	Less Common	Adaptable

Observe Explain	(Predict outcome of process)	(Challenge misconceptions, inquiry)		(Predict outcome of historical simulation/scenario)
Description: Pose a scenario and ask students to predict an outcome. After a demonstration or reading, they observe the actual result and explain any differences between their prediction and the outcome.				
5. Notice & Wonder	Adaptable (Analyze pattern, graph)	Highly Suitable (Phenomena, images, data)	Adaptable (Analyze image, text excerpt)	Highly Suitable (Primary source, map, image)
Description: Display an image, graph, quote, or data set. Ask students, “What do you notice?” and “What do you wonder?” to spark curiosity and lead naturally into the day’s content.				
6. Quote Analysis	Less Common	Adaptable (Quote from scientist)	Highly Suitable (Literary/thematic quotes)	Highly Suitable (Historical figure, document excerpt)
Description: Provide a thought-provoking or content-related quote. Ask students to interpret its meaning, connect it to prior learning, or predict how it relates to the lesson objective.				
7. Picture Prompt	Adaptable (Problem based on image)	Adaptable (Observe scientific image)	Highly Suitable (Setting, theme, writing prompt)	Highly Suitable (Historical photo analysis)
Description: Show a compelling image that relates to the lesson’s theme or topic. Ask students to write or discuss what’s happening, what it might mean, or how it connects to what				

they'll learn.				
8. Mentor Text/Sentence	Adaptable (Model problem solving language)	Adaptable (Model scientific writing/explanation)	Highly Suitable (Model grammar, style, craft)	Adaptable (Model historical writing/argumentation)
Description: Share a model sentence or short passage that illustrates a skill or concept. Guide students to analyze the author's craft or structure, then apply similar techniques in their own work.				
9. Primary Source Analysis	Less Common	Adaptable (Analyze historical scientific document)	Adaptable (Analyze historical letter, document)	Highly Suitable (Core historical skill)
Description: Provide a short excerpt from a historical document, photo, or data set. Ask students to examine it using prompts like "Who created this?", "What is the message?", and "Why is it important?"				
10. Map Starter Analysis	Adaptable (Coordinate plane, data map)	Adaptable (Analyze weather, resource maps)	Less Common	Highly Suitable (Geography, historical context)
Description: Begin with a map related to the lesson's topic (e.g., geographic, political, data-based). Have students analyze what they see and make inferences that lead into the content to be explored.				
Closings				

A. Exit Ticket	Highly Suitable (Solve problem, explain concept)	Highly Suitable (Answer Q, summarize lab, CER)	Highly Suitable (Analyze element, theme, character)	Highly Suitable (Answer Q, perspective, connection)
Description: Provide a quick prompt or question at the end of the lesson to assess understanding. Responses should be short and focused on the day's objective, great for gathering immediate feedback to guide future instruction.				
B. 3-2-1	Highly Suitable (3 concepts, 2 Qs, 1 connection)	Highly Suitable (3 findings, 2 Qs, 1 implication)	Highly Suitable (3 takeaways, 2 Qs, 1 literary device)	Highly Suitable (3 facts, 2 Qs, 1 perspective)
Description: Ask students to write 3 things they learned, 2 questions they still have, and 1 connection or takeaway. This promotes reflection and checks for understanding in a structured, low-prep format.				
C. Error Analysis	Highly Suitable (Identify/correct math error)	Adaptable (Analyze flawed experiment/conclusion)	Adaptable (Analyze grammatical/interpretive error)	Adaptable (Analyze flawed historical argument/interpretation)
Description: Present a sample problem, sentence, or argument with a mistake. Have students identify and correct the error, then explain the reasoning. This reinforces concepts and builds critical thinking.				
D. Math / Science Journal	Highly Suitable (Explain process, concept)	Highly Suitable (Reflect on lab, explain phenomenon)	Adaptable (Reflect on writing process)	Adaptable (Reflect on historical inquiry)

Description: Students write a brief reflection summarizing what they learned, how they solved a problem, or how a concept applies to the real world. Focus on using academic language and personal insight.				
E. CER	Adaptable (Justify solution steps)	Highly Suitable (Structure scientific explanation)	Adaptable (Structure literary/argumentative claim)	Adaptable (Structure historical argument)
Description: Ask students to make a claim based on the day's lesson, support it with evidence, and explain their reasoning. This structure strengthens argumentation and comprehension across subjects.				
F. Concept Map	Adaptable (Map concept relationships, procedures)	Highly Suitable (Map systems, processes, concepts)	Adaptable (Map character relations, themes)	Highly Suitable (Map causes/effects, systems)
Description: Have students visually organize key ideas and how they connect. This helps reinforce understanding of relationships between concepts and provides a snapshot of their comprehension.				
G. Theme /Summary Quick Write	Less Common	Adaptable (Summarize key finding)	Highly Suitable (Summarize plot, identify theme)	Highly Suitable (Summarize event significance)
Description: Students write a few sentences summarizing the lesson or identifying its central theme. This supports synthesis and helps consolidate learning in ELA, Social Studies, or Science.				
H. Character Reflection	N/A	N/A	Highly Suitable (Analyze traits, motivations, changes)	Adaptable (Analyze historical figure's

				motives/perspective)
Description: In ELA or history, students reflect on a character or historical figure's motivations, challenges, and growth. They can compare their perspective to the figure's to deepen empathy and critical thinking.				
I. Historical Perspective	N/A	N/A	Adaptable (Perspective of author/character)	Highly Suitable (Viewpoint of historical actors/groups)
Description: Ask students to write or speak from the point of view of a historical figure or group, summarizing an event or decision. This promotes empathy and deep understanding of context.				
J. Timeline Summary	Adaptable (Sequence steps in process)	Adaptable (Sequence experimental steps, process)	Adaptable (Sequence plot points)	Highly Suitable (Chronology, cause/effect)
Description: Students sequence key events or steps learned in the lesson on a mini timeline. Useful for history, science processes, or math problem-solving steps to reinforce chronological or procedural thinking.				
K. Civic Engagement Prompt	Adaptable (Apply math to social issue)	Adaptable (Apply science to social/env issue)	Adaptable (Connect literature to social issue)	Highly Suitable (Connect history/gov to current civic life)
Description: Close with a reflection question connecting the day's topic to a real-world or civic issue. Ask students how they might apply the lesson to improve their community or influence society.				