Research Articles

Teacher Evaluations and Contextualized Self-Efficacy: Classroom Management, Instructional Strategies and Student Engagement

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Abstract: Teacher feedback from administrators can play an important role in continuous teacher development, especially in making the classroom safe, challenging, and engaging for all students. In this study, interview data was collected from 28 high school teachers from three different comprehensive high schools within the same school district in Southern California to examine teachers' perceptions of feedback from administrators in the areas of classroom management, instructional feedback, and student engagement. Results indicated that teacher feedback from administrators can play an important role in increasing teachers' self-efficacy. Types of feedback varied depending on the context (classroom management, instructional strategies, and engaging students), individual teacher needs, and the population served. For this reason, feedback from administrators may need to be tailored accordingly. Implications are discussed and may be useful for administrators to conduct teacher evaluations with a set of concrete solutions for teachers in specific areas.

Keywords: teacher self-efficacy, teacher evaluation, classroom management, student engagement, instructional feedback

Teacher evaluation in the 21st century holds a prominent place in the school reform efforts that have become commonplace since the passage of the No Child Left Behind Act of 2001. Initially, this process intended to serve two purposes: one that aims to measure teacher competence and another that seeks to develop teacher quality (Marzano, 2012). However, the current role of the teacher evaluation process largely focuses only on a summative evaluation with a focus on curriculum and grade level standards (Kraft & Gilmour, 2017), suggesting there could be more robust ways to use the evaluation process, such as exploring teachers' self-efficacy. With the passage of Every Student Succeeds Act (ESSA) in 2015, states and districts have more discretion in the teacher evaluation implementation and design, thus making it imperative to examine the ways in which evaluations serve as integral parts of school management and teacher development (Steinberg & Kraft, 2017).

It is important to gain insight into how this evaluation process can best serve to increase teachers' *self-efficacy*—their belief in their own abilities as a teacher (Bandura, 1997). For example, the widely used process of pre-conferencing, classroom observation, and feedback in the form of written documentation and verbal interaction provides the administrator the opportunity to judge the effectiveness of the teacher's performance and develop the teacher's competence (Mireles-Rios & Becchio, 2018). However, although these elements may provide information for the principal, the impact may not be reciprocal, as the information may not be beneficial for individual teachers' reflection about their self-efficacy in student engagement and student learning (Bandura, 1997). To date, there is a paucity of research about how the evaluation process influences teachers' overall self-efficacy and self-efficacy in areas such as classroom management, student engagement, and instructional delivery.

Much of the existing research on teacher evaluation focuses on the proposed methodologies for implementing effective processes. These methods include using clear expectations, multiple measures, constructive feedback, and aligned professional learning opportunities (Darling-Hammond, 2013; "Teacher Evaluation 2.0," 2010). Marzano (2012)

describes the importance of determining the purpose of the evaluation process as either the measurement or development of teacher quality. Taken separately, these two aims yield quite different approaches to evaluating teachers. Yet, Marzano (2012) posits that the evaluation system must be comprehensive and specific, whereby all research-based elements that lead to student achievement are included and instructional strategies and teacher behaviors are assessed at the classroom level. Consequently, it is important to examine the relationship between specific feedback of the evaluation process and teacher self-efficacy, as this can potentially provide further insight into the best way to optimize teacher development and in turn student academic achievement.

Research identifies several deficiencies with the most commonly used evaluation systems, including poor criteria, minimal or surface-level comments, and a lack of consistency among evaluators (Danielson, 2011; Marzano, 2012). Danielson (2011) recommends valid and reliable measurements of teacher performance that are defensible and collaborative in which the teacher is not simply a passive participant in the evaluation process. However, it is not clear how this process impacts a teacher's belief in their teaching, and thus there is a need to understand the developmental process associated with teacher evaluations.

Significance of Administrator Feedback and Sources of Self-Efficacy

There is a substantial and growing body of literature that identifies the importance of administrator feedback, as it can enhance instructional development if teachers are provided effective and constructive feedback from their administration (Mireles-Rios & Becchio, 2018; Donaldson & Papay, 2015; Kappler Hewitt & Amrein-Beardsley, 2016). Given proper feedback on instructional strategies, this process can lead to strong improvements in teacher performance (Donaldson & Papay, 2015). In turn, this feedback is best represented during classroom observations with a specific focus on a variety of topics that include student engagement, classroom management, instructional strategies, and curriculum standards.

For example, Ebmeier (2003) found a link between evaluations and teacher self-efficacy, but only when the evaluating administrator engaged in activities within the evaluation process that demonstrated a commitment to teaching. These activities included coaching and praise, conferencing that provided substantive feedback and clarified goals, and providing opportunities for peer observations (Ebmeier, 2003). More recently, Mireles-Rios &

Becchio (2018) outlined the specific roles the evaluation process plays in shaping self-efficacy. Specifically, teachers acquire self-efficacy through actual performance such as teaching (mastery experiences), verbal encouragement given during an observation (verbal persuasion), emotional or physiological response to the feedback (emotional arousal), and modeling or observing experiences of others (vicarious experience) (Bandura, 1997). Thus, given that each component of self-efficacy can exist within the evaluation process, it is important to examine how the two may be connected.

Teacher Self-Efficacy

Existing research on teacher self-efficacy demonstrates that there is a connection between self-efficacy, motivation, and behavior within the classroom (Akkuzu, 2014). There is also evidence that teacher self-efficacy can affect student behaviors and achievement outcomes (Pan, 2014). Specifically, teachers with higher self-efficacy are more likely to devote time to instructional activities rather than classroom discipline (Phan & Locke, 2015). In addition, according to Zee and Koomen (2016), teachers who feel self-efficacious are more likely to have students who exhibit more on-task behavior, show increased engagement, and display more positive attitudes and motivations towards learning and going to school.

Additionally, research shows that teacher self-efficacy can have a significant impact on teachers' effectiveness, confidence, retention, and thus the students' academic achievement (Pan, 2014). Teachers with a higher sense of self-efficacy are also more likely to express the enjoyment of students' learning and feel they are more effective when teaching students, whereas those with lower self-efficacy may lack motivation and find dissatisfaction with their job, as they feel less effective when teaching and managing the classroom (Rodriquez et al., 2014). Recent research connects the importance of administrator feedback during the evaluation on teachers' sense of general self-efficacy (Mireles-Rios & Becchio, 2018). However, Bandura (1997) argues that while an individual may possess a high general sense of self-efficacy, it does not necessarily equate to high levels of self-efficacy when measured as a function of a specified task. Tschannen-Moran and Johnson's (2011) findings also suggest that teachers' general sense of self-efficacy is related to their self-efficacy beliefs toward literacy instruction, but there was not identical overlap of the two constructs. While experienced teachers may have already formed a solid sense of self-efficacy based on previous teaching experiences, there may be specific

domains within the process in which those same teachers could benefit from enhanced self-efficacy. By examining how feedback in specific contextualized areas plays a role in teacher self-efficacy, administrators can be informed about teacher performance, while teachers have the opportunity to enhance their self-efficacy and effectiveness, thus impacting student achievement. This paper focuses on teachers' sense of self-efficacy on three classroom elements: classroom management, instructional strategies, and student engagement.

Subscales of Teacher Self-Efficacy

Classroom management. As Bandura (1997) asserts, a teacher's sense of self-efficacy revolves around their judgment in their ability to bring about desired student outcomes, and thus greatly influences the learning environment they create to manage students' behavior. Teachers who have less confidence in classroom management are more likely to feel ineffective managing classroom behavior and to give up when faced with challenging disruptive behaviors (Brouwers & Tomic, 2000). Furthermore, they are more likely to express distrust and anger towards students who misbehave and are more likely to have problem students in their classes. Conversely, highly efficacious teachers are more likely to employ an effective system of rules to improve student behavior and engagement, enhance confidence in managing their classroom (Zee & Kooman, 2016), and provide a safe environment for their students (Pendergast, Garvis & Keogh, 2011). Moreover, these teachers are less likely to experience burnout (Aloe, Amo & Shanahan, 2014). The evaluation process can create opportunities for teachers to reflect on their self-efficacy in classroom management.

Instructional strategies. Like the association between self-efficacy and classroom management, self-efficacy and a teachers' instructional delivery are also interconnected. Research shows that teachers with perceived higher self-efficacy are more inclined to experiment with their instruction and employ a more constructivist, rather than traditional, lecture style approach (Zee & Koomen, 2016). Allinder (1994) discovered that teachers with a high sense of self-efficacy are not only more enthusiastic and passionate about teaching than low-efficacious teachers, but they are also more likely to be innovative and organized when it comes to instructional strategies. Conversely, according to Chacon (2005), teachers with low self-efficacy are more hesitant to employ new instructional strategies or programs that assist students with specific needs, instead choosing to utilize traditional

methods. Confidence in teaching ability promotes teachers' willingness to engage in diverse instructional strategies that may challenge their own thinking and the thinking of their students.

In order to improve teacher's sense of self efficacy and further enhance their willingness to adopt diverse instructional strategies, Donaldson and Papay (2015) claim that feedback from administrators further develops teachers' instructional quality by providing advice on how to improve instructional strategies to increase student engagement. Teachers who perceived their principal as effective in improving instruction are more likely to differentiate their instruction (Goddard, Goddard, Kim, & Miller, 2015). By providing support and strategies, Tschannen-Moran and McMaster (2009) found that professional development that reinforces instructional strategies and coaching have an important effect on improving teacher self-efficacy.

Student engagement. Research indicates that teachers who are more efficacious are more likely to experience a higher perception of student engagement and employ specific strategies (van Uden, Ritzen, & Pieters, 2013). For example, teachers with higher self-efficacy are more likely to have students who are more engaged in school because they enjoy attending and have a motivation to do well (Caprara, Barbaranelli, Steca & Malone, 2006). Moreover, teachers' self-efficacy is also important when working with at-risk or low-achieving students because they are more confident and spend more time with these students (Pendergast, Garvis, & Keogh, 2011). Teachers who are more confident in their teaching abilities are also more likely to employ techniques that engage students regardless of their students' willingness to succeed. For instance, self-efficacy increases teachers' persistence and commitment when working with challenging students and improves their instructional practices (Klassen & Tze, 2014). Hence, teachers who experience a higher sense of self-efficacy are more likely to engage their students by encouraging self-determination through innovative and creative techniques.

The Present Study

The literature on the importance of classroom management, instructional strategies, and student engagement contributes to a deeper understanding of the type of feedback teachers should receive from their evaluations to help them address these contextualized areas of self-efficacy. This study examines the relationship between feedback from evaluators given during the evaluation process and

specialized areas of contextualized self-efficacy in these domains. While there is a significant amount of literature that examines the effective methodologies related to the teacher-evaluation process, there is limited work on the concept of teacher self-efficacy or its place in this process (Mireles-Rios & Becchio, 2018). Specifically, we asked teachers to identify the particular feedback they received from their evaluator (verbal persuasion) that increased their self-efficacy beliefs in the following areas: classroom management, instructional strategies, and student engagement. Through our research questions, we take a closer look at how feedback from administrators contributes to contextualize teacher self-efficacy with the ultimate goal of finding effective ways to support teachers and ultimately increase student achievement.

Method

Participants and Setting

The participants in this study were 28 randomly selected high school teachers from three comprehensive high schools in southern California. Student demographics at each of the school sites ranged from 40-50% Latino and 50-55% White. Each high school had a student population of around 2,200 students. Two of the high schools had a Latino population of over 50% and a free or reduced lunch population of around 40%. The other high school had a population of 55% White and 40% Latino, with a free or reduced lunch rate of 25%. Nine to ten teachers were interviewed at each of the three school

sites. The sample was comprised of 43% male teachers and 57% female teachers. The ethnic make-up of the participants was 78.6% White, 7.1% Asian, 3.6% Latino, and 10.7% identified as other. At least two interviews were conducted from the following subject areas (number of interviews in parentheses): art (3), English (3), health (2), history (4), foreign language (2), math (4), science (8), and special education (2). All teachers were given pseudonyms to protect their confidentiality (See Table 1).

Recruitment Procedures

Permission to conduct the study was granted by the district and consent was obtained from each teacher. Teachers were reassured that their data would remain confidential and their administrator would not see their responses. Teachers received a $10 gift for their time. Given the limited time in teachers' schedules, interviews lasted 20 to 25 minutes.

The study used a purposeful sampling approach, specifically homogeneous sampling, in order to identify participants who "possess a similar trait or characteristic" (Creswell, 2015, p. 207). In this case, the common characteristic of the homogenous group was that all the participants were teachers who participated in the teacher evaluation process in the school year prior to the interview. In order to gain valuable data about whether a relationship existed between teacher self-efficacy and the teacher evaluation process, it was

Table 1

Teacher Characteristics

Teacher	Grades Taught	Years Teaching	Teacher	Grades Taught	Years Teaching	Teacher	Grades Taught	Years Teaching
Site A			**Site B**			**Site C**		
Adam	10	14	Belinda	10-12	4	Calvin	9-12	16
Anthony	10-11	30	Barbara	10	2	Clara	12	10
Arthur	9-12	13	Bell	9-12	3	Ciara	12	3
Abe	9-12	7	Bruce	11-12	1	Christa	10-12	2
Andrew	9, 10	14	Bob	10-12	4	Cora	9-12	18
Anabelle	9, 11, 12	12	Betty	9-12	2	Cathy	10	15
Alison	9-12	2	Bill	9-12	3	Colin	9-12	24
Andrea	10	1	Beth	9-12	2	Curtis	9-12	18
Alex	9-12	11	Blake	9-12	16			
Aaron	9-12	6	Bernie	11-12	22			

important to have the sample of teachers selected from a list of teachers who were evaluated the previous school year so that the evaluation process was a recent experience that the they could draw from when responding to the interview questions.

Three lists of teachers, one from each of the three high schools, were used. Pseudonyms were assigned to each of the teachers on each list. A random number generator was used to select 10 potential participants from each high school list (30 teachers in total). Each of these teachers was contacted initially via email to request their participation in the study. Two teachers were unable to be reached. Follow up contact was made via phone when necessary.

Interview Procedures and Protocol

A trained graduate student not affiliated with the district conducted and audiotaped the interviews in order to ensure anonymity of the teacher respondents. Semi-structured interviews consisted of questions developed specifically for this study on the relationship between teacher self-efficacy and the teacher-evaluation process (Patton, 2001). Teachers were asked a series of questions about the extent to which they received evaluation feedback from administrators that led to higher confidence in classroom management, instructional strategies, and student engagement. For example, teachers were asked, "*During the evaluation process, to what extent did you receive specific feedback from your evaluator in the area of classroom management that led to higher confidence levels for you as a class manager? To what extent can you recall the feedback?*" See Table 2 for the interview questions. All interviews were transcribed for data analysis.

Data Analysis

The coding process was conducted by the three authors who all began their careers as teachers

(English/history, math/science, and physical education). Two are faculty members in an education department and one is a district administrator. The systematic approach of grounded theory was used to inductively examine the data (Glaser & Strauss, 1967). We began with an initial coding of the data (Charmaz, 2009), and then created concepts based on our codes, followed by the development of categories (Strauss & Corbin, 1990, 1998). Authors next discussed connections between initial themes to develop more detailed coding, and then completed coding the remainder of the transcripts independently. Any discrepancies in coding were discussed and the authors established an interrater reliability of 89% or above per existing codes. Reliability was calculated using the number of agreements divided by the number of agreements plus disagreements (Miles & Huberman, 1994).

Results

All participants in the study reported having a pre- and post-evaluation meeting. Findings from the three school sites indicate that within and across the three schools, teachers reported variations in their experiences with the observation process. Specific themes emerged from teachers' experiences within the three focus areas. The analytical focus was on similar themes that emerged both across and within school settings.

Classroom Management

Feedback from administrators around classroom management seemed to have beneficial results for most teachers, particularly when they were given specific strategies that they could apply to the classroom. The following four themes emerged within the question focusing on classroom management: *classroom context, informal drop-ins, validation*, and *peer support*.

Table 2

Teacher Interview Questions

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1. During the evaluation process, to what extent did you receive specific feedback from your evaluator in the area of classroom management that led to higher confidence levels for you as a class manager? To what extent can you recall the feedback?

2. During the evaluation process, to what extent did you receive specific feedback from your evaluator in the area of instructional strategies that led to higher confidence levels for you in the area of delivery of instruction?

3. To what extent did the evaluation process result in you obtaining more instructional activities, questioning strategies, and pedagogical tools? Why or why not?

Classroom context. Many teachers mentioned that the track of class they were teaching or specific class periods were more difficult than others. Participants who taught in honors or AP classes mostly reported that classroom management was not an issue. While teachers were reflecting on their evaluation from the previous year, many talked about how their most recent evaluation was a continuation or work in progress from previous evaluations. Among interviews, a common subtheme was *struggling to make their own expectations clear to students*. For example, one newer teacher shared how feedback helped her with her classroom management:

> This year I am teaching honors and AP, so classroom management is not really an issue. My first year of teaching, I had a lot of issues with classroom management. The evaluator's suggestions really helped turn my classroom around management-wise. She really helped me figure out strategies to improve the classroom management dynamics. I was given a management system and it really helped me because I didn't explicitly tell students what to do, I just expected it. (*Christa*)

The benefit of feedback on classroom management strategies was not isolated to new teachers. Even experienced teachers who report high levels of confidence around classroom management benefit from feedback from administrators. One experienced teacher explained,

> I remember the evaluator telling me I had some very challenging students in the class and saying that they liked how I addressed students privately or individually so I did not trigger reactions. I was complimented for not allowing one student to take away from the entire class objective for the day. It was a really insightful critique of my teaching that helped in a positive way. (*Blake*)

Yet, for those teachers not teaching honors and/or AP classes, a common concern of just trying to survive managing the students was demonstrated in one particular teacher's experience:

> I would say that in the classes that are hard (for example a remedial/basic class with 36 students), those students are hard, and I just try to survive. So it is really hard to teach those classes. So, the question becomes, did you save everything in the fire? So maybe I need to find a way to call on every student and keep them on their toes. I'm not saying I can't improve. I'm always looking for ways to be a better teacher. (*Anthony*)

Informal drop-ins. Approximately one third

of the teachers mentioned that the potential benefits of unscheduled visits from administrators helped to provide a more realistic portrayal of teachers' struggles and strengths in the classroom and to show students that administrators care about their teachers and students. Specifically, teachers mentioned that more frequent visits from administration, especially in an informal context, helped with new strategies for classroom management. For example, one teacher commented,

> There is a teacher who is terrible except when he is being observed, and then all of a sudden he would have this great creative stuff, and I think that's a problem with this system. I think they could do drop-in observations, less planned observations to address this. Yet, I think a mix of both planned and informal visits are important for teachers. (*Adam*)

Validation. The evaluation can also serve as a source of validation for teachers from administrators. The following teacher takes us through her own expectations of wanting to receive feedback and acknowledgement for improvement in classroom management. This teacher also mentions that the feedback she received was an affirmation of her hard work and commitment to working on her classroom management. She explained,

> So we set up our expectations for the lab scene at the beginning of the year, and I was really curious to see how my observation went on the lab setting. When I got my feedback, I felt really good. I have excelled a lot, and he gave me a lot of feedback saying . . . that it was an excellent demonstration of something that was very well-organized in which the students were actively engaged in a collaborative way. (*Andrea*)

Peer support. Many participants identified the importance of support from their peers. Specifically, when feedback from administrators is not present, teachers can turn to colleagues for sources of support. One teacher mentioned receiving little guidance in classroom management and stated, "I have gone outside and asked other teachers strategies that they have had for classroom management. I asked colleagues who I work with for advice on that, and I even went to observe another teacher, which helped." (*Bruce*)

Another teacher added, "I found myself applying those strategies that I researched and discussed with colleagues more broadly in my curriculum." (*Bob*)

A third teacher explained,

I would just say in general that it's a good process that they have in place, but I would like to implement more teacher-to-teacher evaluation if possible--especially when you have an administration team that has not taught in the classroom before. It would be so great, even if it's an additional observation to the normal administration observation that has to be done. It would be great to also have teachers allowed [a] period off to come see what their colleague is doing and vice versa. (*Anabelle*)

Instructional Strategies

When discussing instructional strategies, many teachers mentioned that feedback in this area of instructional strategies was extremely beneficial, especially when they were able to apply the concrete suggestions to their daily practice. The three themes for instructional strategies were *classroom contexts*, *pedagogy*, and *effective strategies for all students.*

Classroom contexts. The context of the classroom was particularly beneficial when teachers were previously struggling with difficult class periods. For example, a teacher said,

Based on the feedback, I started to implement more Socratic seminars in my classes and started to use different pair-sharing that I probably hadn't been doing enough of, partly because of the population I had, and the period it was in was difficult to get from point A to point B. There were definitely suggestions from the evaluator to integrate more sharing from students and more strategies to elicit that sharing, so I think I came up with a couple of different ways to do that. (*Alex*)

Pedagogy. In addition, teachers mentioned the importance of trying new instructional strategies and stepping outside their comfort zone in order to challenge their own pedagogy. They also described how feedback and support from administrators allowed these things to happen and feel successful. Two teachers discussed this:

I wanted to step outside of my comfort level, so I was observed while the kids were having a prepared debate. I had provided them with sentence-starters, and we had already prepared for the lesson, you know, by reading articles and watching a video. In our pre-observation meeting for that one, my evaluator had given me some hints about . . . what types of things I could do, and it was really successful. I let go of the reins a

little bit and let the kids lead the class. I was happy about that. It really kind of made me step outside my comfort zone and try something that I hadn't done well, [and] as successfully [*sic*] as it was, I now feel more comfortable using those types of strategies. (*Aaron*)

One comment I vividly remember from last year was to take five minutes at the end of the class to recap what we learned for the day. I usually run out of time. Taking the time now has made my class content more effective. (*Cora*)

Effective strategies for all students. Feedback on the use of effective instructional strategies also had implications for helping students provide strategies relevant to their student population. For example, one teacher described how feedback to help her support English language learners in the classroom helped the students with English and helped her feel more confident. She said,

So, I have a lot of English language learners in my class, and I received some pointers on how to have good academic conversations in class. So, making eye contact and having the students work with elbow partners in a specific way, because at first in teacher education, they are telling you to have small-group conversations because it is helpful and they tell you needs, but they don't necessarily give you specific strategies . . ..
Through my observations, my evaluator was able to tell me, 'OK that was a good way of doing that. Here is something else you can do.' So, giving an actual name to the types of conversations and telling students those names, so that way, in the future we can just repeat the same strategy. That was really helpful for me and the students, and I still do it now. This made me feel more confident. (*Cathy*)

Additionally, teachers mentioned how specific instructional strategies helped their whole class. For example, two teachers stated,

There are certain labs where students have a lot of down time, and they are just waiting for stuff to happen. Having things for them to do in the meantime so that they are not just sitting there, because that is when they start to get rowdy. So, receiving feedback in that area helped with my managing all of my students, just having something for them to do always. (*Barbara*)

Feedback during the evaluation lets me realize that students do have resources, and they do have their own technology, and we just have to be

aware of that and allow them to use that in the classroom to help solve problems. (*Anabelle*)

Student Engagement

Initially, teachers responded that they did not receive specific feedback on how to engage students; however, when given time to think about it more, they were able to come up with some ways in which the evaluation helped with student engagement. Themes for student engagement were *no specific feedback*, *focus on curriculum*, and *resources*.

No specific feedback. When asked about student engagement, the majority of teachers from all three school sites did not report specific feedback about how to better engage students in learning. Below are example excerpts from two teachers:

> There wasn't anything specific about student engagement. Mostly, what I got from it was that I was able to pull from those instructional strategies and be able to find those transitions with classroom management. I was able to keep the students more engaged. So I didn't really focus on my observations if the students are engaged and how to develop that, but I did realize through these other smaller strategies that there was more engagement. (*Cathy*)

> I didn't receive feedback on how to engage students. Since this is something I struggle with, I really would have appreciated the administrator telling me strategies to help. (*Bernie*)

Focus on curriculum. Rather, more focus was placed on engaging students through curriculum, but not through personal engagement. In fact, one teacher talked about how he was discouraged from taking a personal interest in the lives of his students:

> So, then afterwards in my evaluation, the evaluator was like, 'You know I noticed that you had a conversation with one of your students about what was going on with tennis,' and I'm like, 'Yeah isn't that great?' He goes, 'Well you know really you don't want to do that. You want to stay on task; you want to be teaching them.' I was like, 'Wow, really? You know if I don't show an interest in my kid's lives and what they're doing, why are they going to want to take an interest in what I'm teaching?' You know, and so that was something where I really had a bad taste in my mouth in the evaluation process. (*Calvin*)

Resources. Teachers discussed that when they did receive feedback regarding strategies to engage students, it was most commonly in the form of outside resources. For example, one teacher mentioned,

> The feedback was very helpful to look back at some of these strategies that are found in certain books . . . that provide good strategies for whole-class student engagement, so we talked about that a bit. Specifically, they brought up how to adapt and differentiate instruction for various students with different needs. (*Bill*)

The results highlight the importance that contextual (classroom management, instructional strategies, and engaging students) feedback from administrators can play in increasing teachers' self-efficacy.

Discussion

Several significant findings emerged from this research that expand our understanding of the evaluation process and the connection to teachers' sense of self-efficacy. Specifically, hearing from teachers firsthand helps us understand the multiple sources of support that can be tapped into during the evaluation process within classroom management, student engagement, and instructional strategies. The findings of this study are consistent with Bandura's (1997) claim that teacher self-efficacy exists as a general category, which encompasses teaching as a whole, but also exists as a separate measurement related to different contextual aspects of teaching, such as classroom management, instructional strategies, and student engagement.

Similar to a recent study (Mireles-Rios & Becchio, 2018), we found that mastery experiences and verbal persuasion were both salient sources of efficacy that emerged throughout the interviews. For example, Cathy mentioned that her evaluator gave her encouraging feedback as well as specific strategies such as making sure students always had something to work on during down times. Together, this type of communication from the evaluator helped improve Cathy's confidence in the classroom.

In addition, emerging within the classroom management context, this study uncovered the potential role of vicarious learning opportunities through observation of colleagues, substantiating Ebmeir's (2003) findings on the importance of administrator feedback providing opportunities for teachers to observe their peers. Integrating a peer observation option to the evaluation process may help administrators support teachers by giving them vicarious learning experiences. This type of peer observation is sometimes referred to as *instructional rounds*, a practice used to allow teachers to observe

their colleagues and provide an opportunity to compare instructional strategies and engage in discussion and reflection after the observation (Marzano, 2011). This collaborative professional growth model is considered a key strategy that districts can implement to create a collaborative climate and develop teacher pedagogy (Marzano, 2011, Teitel, 2013).

Findings highlighted the importance of informal drop-in visits from administrators, as they may help administrators provide relevant and important instructional support for teachers that may be positively internalized and implemented in the classroom (Damanik & Aldridge, 2017). Teachers felt that informal drop-in visits from administrators would benefit instruction and help support teachers with the daily classroom management struggles that might not be appear in a scheduled visit. Importantly, it was mentioned by Adam that both the informal and formal visits from administrators are important for the evaluation process. A previous study found that informal administrator visits was a way to model a healthy teacher-administrator relationship for the students in the class (Mireles-Rios & Becchio, 2018). While the student-teacher relationship is important, so too is the relationship between the administrator and the teacher (Damanik & Aldridge, 2017). Thus, informal visits from administrators may address classroom management from multiple viewpoints.

Classroom context emerged as salient for both classroom management and instructional strategies. Teachers reported struggling with non-honors/AP classes and difficult students. Perhaps student engagement is partially addressed with classroom management and instructional strategies; however, we argue that engaging students is much more complex than just a consequence of feedback in other areas. For example, research has consistently shown that emotional support and caring from teachers' matters for student engagement and academic performance (Roshandel & Hudley, 2018; Valenzuela, 2005; Wentzel & Wigfield, 2016). It is evident that teachers do not always know how to effectively engage with students and incorporate the "getting to know you" into the curriculum. It is evident that teachers and administrators would benefit from training around how to best emotionally engage students.

Teachers mentioned that when administrators gave them instructional strategies to address some of the struggles observed in the classroom, the teachers felt as if they were able to better engage the diversity of students in their classroom. Given that research argues that feedback from administrators on improving instructional strategies is a means to increase student engagement (Donaldson & Papay, 2015), then perhaps more attention should focus on targeted instructional strategies highlighting student engagement.

Tschannen-Moran and Johnson (2011) state that novice teachers may benefit more from evaluations that serve to build a general sense of efficacy, while experienced teachers may already have mastery experiences that have served to establish their general sense of efficacy. Our study confirms that even experienced teachers benefit from specific feedback in targeted areas. While teachers must have support, guidance, and mentoring from administrators in the first years of teaching in order for the teachers to increase their sense of efficacy (Hoy & Spero, 2005), it seems that support from administration is important throughout a teacher's career.

Furthermore, specific findings within the domains of classroom management, instructional strategies, and student engagement provide further insight into the importance of examining the overall self-efficacy of a teacher as well as their self-efficacy in contextualized areas. Given the slew of positive benefits experienced by students with high self-efficacious teachers (Zee & Kooman, 2016), when teachers are given specific feedback, teachers are given the opportunity to enhance and develop their abilities to be effective with students. Conversely, missing the chance for teachers to develop their own self-efficacy has lasting consequences that could negatively impact their careers. Schunk and Pajares (2009) assert that without a sense of efficacy, teachers are less likely to "develop challenging activities, help students succeed, and persist with students who have difficulties" (p. 38).

The implications from this study are important for administrators to consider when conducting evaluations, trainings, and self-efficacy interventions (Klassen & Tze, 2014). If the evaluating administrator is aware of these sources of efficacy, then there may be a greater possibility that the teacher being evaluated will develop a stronger sense of self-efficacy as a teacher, which will serve them well in the immediate as well as long term. Taken together, our findings indicate that it is important to provide feedback in specific domains of teaching, such as classroom management, instructional strategies, and student engagement to provide a comprehensive evaluation of a teacher.

Limitations

Due to teacher and researcher time constraints, interviews were only 20-25 minutes. This meant there

was not enough time given to probe and go in-depth during the interviews, and as a result, the findings from this study only begin to explore the connection between teacher self-efficacy and the evaluation process. Additionally, this study sampled three high schools within one district and therefore the findings cannot be generalized. Further research examining teacher self-efficacy in other educational contexts with larger samples is needed.

Conclusion

The findings from this study have important implications for the evaluation process and help us understand that concrete and specific feedback can help teachers address multiple needs in the classroom. Since states and districts currently have a large amount of discretion in teacher evaluation implementation and design, this study provides ways for administrators to better target feedback to teachers in various contextualized areas. It is the potential of the evaluation process to positively influence teachers' self-efficacy beliefs that needs to be more widely realized by school administrators. If administrators gain a deeper understanding of sources of self-efficacy, then they may be less likely to simply judge teacher effectiveness and more likely to influence teachers' own beliefs about their work. This also allows for further investigation into how fellow colleagues can serve as a resource during the evaluation process to support teachers. Given that it is clear in the research that teacher self-efficacy is an element that impacts student achievement, investment in supporting administrators in evaluation training can be seen as an investment to optimize student achievement.

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