

ABSTRACT

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Key Words: TEACHER EVALUATION, WALKTHROUGHS, STUDENT ENGAGEMENT, STRATEGIC LEADERSHIP

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Dissertation Title: A Strategic Leadership Model for Teacher Evaluation using Walkthroughs for Student Engagement at International Schools in Thailand

Dissertation Advisor: Dr. Sangob Laksana

This study developed a model that changed the focus of teacher evaluation by using walkthroughs to guide teacher goal setting in order to increase student engagement by utilizing a strategic leadership model.

The objectives of this research are (1) to explore the current practices in teacher evaluation, walkthroughs, and student engagement, (2) to determine the current practices of teacher evaluation, walkthroughs and student engagement at international schools in Thailand, (3) to develop the proposed strategic leadership model in teacher evaluation using walkthroughs to increase student engagement, and, (4) to implement the proposed strategic leadership model in teacher evaluation using walkthrough to increase student engagement in an international school in Bangkok.

A multi-method approach was used in methodology that provided both qualitative and quantitative findings to achieve the objectives of the study. To develop the strategic leadership model a content analysis was approach was used that coded literature research in three categories, teacher evaluation, walkthroughs and student engagement. In total, nine

areas within these three areas needed further exploration. A questionnaire was developed that was sent to the Heads of sixteen schools and their teachers that constituted the sample size. The results showed a lack of consistency in the nature, style and implementation of teacher evaluations and the purpose behind them. Findings also showed a lack of clarity in regards to walkthroughs and student engagement and their purpose. The findings also illustrated little consistency in job requirements to become a Head and conduct evaluations. Focus Group interviews were then conducted among five similar style schools, taken from the sample size, to further explore the status of the three areas and find out if any other factors were at play. The results corroborated the findings of the survey. Taking the results from objectives one and two a strategic leadership model (3) was conceptualized and developed that would increase student engagement by using walkthroughs as an intervention. Once developed an implementation plan was required to test whether the model would work. A SWOT analysis of Thai-Chinese International School was conducted (4), to determine if that school, an umbrella of three schools, was a microcosm reflecting the results determined in objectives one and two. The findings indicated this to be accurate and the strategic leadership model for teacher evaluation using walkthroughs for student engagement was implemented over a six-month period. A pre-test and post-test was used that gathered data in four areas: curriculum, environment, learning and instruction to create a baseline for comparison. A paired sample t-test was used to measure the results. In all areas student engagement increased significantly as a result of the walkthrough intervention.

Field of Study: Doctor of Philosophy in Educational Leadership

Graduate School of Education

Student's signature.....

Academic Year 2016

Advisor's signature.....