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An Analysis of the Effects of Content Coaching and Instructional Coaching on Teacher Practices

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A Dissertation submitted to the Education Faculty of Lindenwood University in partial fulfillment of the requirements for the degree of

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Dr. Sherry DeVore, Dissertation Chair — Date: May 7, 2020

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Abstract

The passage of the Every Student Succeeds Act increased professional development requirements, moving away from traditional methods of out-of-the-classroom professional development and toward more effective job-embedded professional development (Association for Supervision and Curriculum Development, 2016). The purpose of this study was to obtain the perceptions of teachers, coaches, and principals about the coaching programs in schools and the effect on instructional practice and student achievement. Simultaneously, the efficacy of job-embedded professional development and its direct correlation to Knight's (2016) seven Partnership Principles were examined. Surveys were distributed to the participants who were third, fourth, and fifth-grade teachers, coaches, and principals in public schools within Region Seven of the Missouri Regional Professional Development Center (RPDC). The participants assessed the level of overall student achievement when classroom teachers had or did not have access to job-embedded professional development through a coaching program. Findings from this study confirmed the use of Knight's (2016) Partnership Principles as appropriate to the success of a coaching program. A wide variety of perceptions were noted among the three groups of participants. Teachers were more focused on equality, choice, and voice. The coaches and principals highlighted the principles of dialogue, reflection, praxis, and reciprocity. The type of coaching program chosen by schools has an effect on the perceptions of school staff, and district initiatives must be taken into account when developing a coaching program to meet the needs of all stakeholders.

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Chapter One: Introduction

According to Knight (2010), "When teachers stop learning, so do students" (p. 4). Following the No Child Left Behind Act and in the new world of the Every Student Succeeds Act (ESSA), the field of professional development has moved from one-day, stand-alone workshops to job-embedded, in-the-classroom, collaborative learning environments sustained over the course of the school year (Association for Supervision and Curriculum Development [ASCD], 2016). Implementation of a comprehensive professional development plan including job-embedded, ongoing training must contain a vehicle to deliver what is necessary (Boston Consulting Group, 2014). Incorporating a coaching program increases the likelihood of teachers changing their teaching (Reinke, Stormont, Herman, & Newcomer, 2014). Beglau et al. (2011) found, "The most effective coaching programs are technology rich, delivered through a coaching model during teaching, and are enhanced by the power of community and social learning" (p. 2). The effective teaching of children is dependent upon the effective teaching of teachers (Knight, 2013).

Coaching programs in schools have become a way of improving professional development for teachers (Kang, 2016). The purpose of professional development is to help teachers understand new strategies and methods of presenting relevant material to engage students in the learning necessary for success in future careers (Fisher & Frey, 2016; Kang, 2016). Traditional professional development in the form of multiple-day workshops and conferences does not change instruction without some other type of intervention, such as coaching (Gulamhussein, 2013). Teachers must have support in the classroom during the implementation phase and need immediate feedback on the instruction happening for change

to be effective and lasting (Gulamhussein, 2013). Coaching programs provide support and feedback for teachers to benefit fully from professional development (Kang, 2016).

Coaching teachers in an effective manner dramatically improves how teachers teach, affecting student achievement (Knight et al., 2015). Effective coaching, therefore, should be the backbone of effective professional development in schools (Boston Consulting Group, 2014). An effective coaching cycle consists of three phases: Identify, Learn, and Improve (Knight, 2016). The teacher and coach identify a clear goal and a strategy to reach the goal, the teacher learns through observation and feedback, and the coach and teacher gather data to check for improvement (Knight, 2016). This process of coaching, according to Knight (2016), is a program constructed around several success factors. The valued characteristics of some coaching programs include quality relationships, shared goals and agreed-upon strategies, and job-embedded professional development (Kang, 2016).

The construction of a comprehensive professional development program, ideally including opportunities for teachers to perfect their craft during teaching beyond workshops and conference sessions, must be a high priority for school districts wanting to make a difference in student achievement (Hervey, 2016). This study was designed to determine what effects, if any, a coaching program has on teacher, coach, and principal perceptions of the coaching program, the characteristics of the coaching program, and the resulting effect on student achievement. The need for a job-embedded professional development model through coaching programs was examined with the goal of making a difference in student learning outcomes.

Background of the Study

The main element for improving student achievement is professional development, creating opportunities for teachers to refine their craft while engaging in teaching (Teemant, 2013). Hattie (2015b) asserted teachers who participate in high-impact instructional leadership "believe that success and failure in student learning is about what they, as teachers or leaders, did or didn't do" (p. 40). Professional development, collaborative and job-embedded for immediate application in the classroom setting, is an essential component of improved instructional practices (ASCD, 2016). Following the passage of the ESSA, models of professional development should allow teachers to obtain training followed by an opportunity to practice new strategies with help and support, receive immediate feedback during teaching, and provide an avenue to implement new learning (ASCD, 2016).

The perceptions of teachers, coaches, and principals on the change in student achievement, if any, are a necessary part of the equation (Hattie, 2015b). An improvement in instruction is made to increase student learning, and therefore, student achievement (Fisher & Frey, 2016; Kang, 2016). Understanding this purpose is an important part of the perception of coaching (Kang, 2016). When teachers, coaches, and principals believe a coaching program is a valuable part of increasing student learning, their perception of the coaching program becomes positive (Kang, 2016).

Coaching programs have been in existence in school districts for approximately 10 years, beginning with the models suggested by Knight (2013), following research conducted at the University of Kansas. These coaching programs utilize a partnership approach, including the Partnership Principles identified in Knight's (2016) research. Knight (2016) suggested the impact of instructional coaches on how teachers teach and how students learn

is socially significant. The important aspects of a successful coaching program include "understanding the complexities of working with adults, using an effective coaching cycle, knowing effective teaching practices, gathering data, employing effective communication strategies, being effective leaders, and being supported by their schools and districts" (Knight, 2016, p. 27).

Ongoing, job-embedded professional development occurring in the classroom during instruction is essential to the changes brought about by the ESSA (ASCD, 2016; Mangin & Dunsmore, 2014). Hattie (2015b) remarked, "…Instructional leaders focus more on students. They're concerned with the teachers' and the school's impact on student learning" (p. 37). While Hattie (2015b) suggested the importance of highly qualified teachers to student achievement, Knight (2013) revealed the importance of effective and efficient professional development as described in the ESSA.

The professional development described in the ESSA to train teachers to improve instruction and increase student achievement can be achieved through teachers working with coaches (Schneider, 2018; Teemant, 2013). Previous researchers have indicated various characteristics identified as essential to a successful coaching program (Cetroni, Miller, & Waylett, 2013; Kang, 2016; Sandstead, 2015; Trach, 2014; White, Howell Smith, Kunz, & Nugent, 2015; Wolpert-Gawron, 2016). Coaching, as a form of job-embedded professional development sustained and implemented beyond traditional professional development, is a way for teachers and coaches to collaborate and create learning experiences to increase student achievement (Kang, 2016).

The teaching of teachers, through an ongoing, job-embedded process, including classroom support, is essential to ensuring students receive effective teaching from well-

trained teachers (ASCD, 2016). According to Hattie's (2015b) research into the impact of teacher perceptions on student achievement and the perceptions of teachers about coaching are important considerations when schools implement coaching programs in their schools. Knight (2013), regarding his research on coaching characteristics as a support for improved teaching and the resulting impact on student achievement, also considered the perceptions of teachers, coaches, and principals about coaching programs in their schools and classrooms. When planning this current study, the implications of coaching characteristics and educator perceptions were considered.

Conceptual Framework

The Partnership Principles from Knight's (2013) research, along with teacher efficacy about the coaching programs they are involved in, provided the conceptual framework for this study. Knight (2016) described instructional coaching as a program centering around several success factors. These factors include understanding how to work with adult learners, implementing an effective coaching cycle, having strong knowledge of best-practice instructional strategies, using data effectively, demonstrating proficiency in superior communication and leadership skills, and supporting district administration (Knight, 2016).

In this current study, the participants indicated why these principles are important to coaching professional development along with the importance of Knight's (2016) Partnership Principles. These ideas began with Knight's (2013) Partnership Principles including the following: equality, choice, voice, dialogue, reflection, praxis, and reciprocity. Some of these principles are similar to those of other coaching programs, including characteristics such as good listening skills, meeting teachers where they are, co-planning, sharing resources, and analyzing data (Sandstead, 2015).

Knight's (2013, 2016) Partnership Principle structure was designed to build trust in the coach and the coaching program for teachers and principals. The building of trust is a foundational aspect of a successful coaching program (Knight, 2013). When a coaching relationship is being established, the coach must have a complete understanding of what Knight (2016) called "7 Success Factors" (p. 27). These success factors include knowing how to work effectively with adults in a way to engender trust and a sense of purpose, using a coaching cycle to work effectively with teachers, having valuable knowledge of teaching practices, gathering data to guide the coaching, communicating effectively, leading effectively, and being supported by the school district (Knight, 2016).

Killion (2016b) believed the principles of effective coaching are important to the success of the program. Killion (2016a) indicated that "direct feedback, lesson planning, unpacking beliefs, practice and video watching" were effective characteristics of a successful coaching program (p. 60). When teachers work with a coach, they want to make decisions for themselves and to see a purpose in the goals they set, facilitated by the use of Knight's (2016) seven Success Factors.

The building of trust between the teacher and coach is also integral to Knight's (2016) Partnership Principles of equality, voice, and choice. Trust built between coach and teachers is also one of the foundational characteristics of the process of enhancing teachers' instructional strategies (Losch, Traut-Mattausch, Muhlberger, & Jonas, (2016). The Partnership Principles, when used with fidelity by coaches, help teachers see the advantages and purpose of working with a coach while teaching is taking place (Knight, 2016).

Teacher efficacy after participation in a coaching program and the guiding foundational characteristics essential to effective coaching also guided the conceptual

framework for this study. Understanding the essential foundational characteristics of successful coaching programs and the ability of the coaches working within the coaching programs to embody ongoing, job-embedded professional development helps school leaders provide effective coaching programs for the benefit of teachers and students (Kang, 2016). Insight into coaching programs and their effectiveness in providing teachers with the capacity to offer better instruction is important to effective professional development planning and implementation (Fisher & Frey, 2016; Kang, 2016).

Statement of the Problem

Schools are spending money on job-embedded professional development, specifically coaching (Kraft & Blazar, 2018). Coaching as professional development is a more complete type of professional development with support given in the classroom during teaching (ASCD, 2016; Mangin & Dunsmore, 2014). Knight (2016) created a profile of successful coaching explained through his Partnership Principles. These Partnership Principles include specific guidelines for coaching behaviors that build a trusting relationship with teachers (Knight, 2016). The comparison of the principles of content coaching to those of instructional coaching and their effect on student achievement became more relevant with the passage of the ESSA and its resulting impact on professional development in the classroom during teaching (ASCD, 2016).

A school district's objective is to increase student learning (Anderson & Wallin, 2018). However, without knowing if the desired outcomes will be reached due to a lack of available research-based data, school districts struggle with providing effective professional development (Kraft & Blazar, 2018). The problem considered when conducting this research was to identify whether job-embedded professional development, specifically coaching

programs, has an effect on teacher efficacy and thus student achievement. Instructional coaching focuses on best-practice instructional strategies with the help of an instructional coach who understands the value of collaboration, solid instructional practices, listening, and of guiding teachers to discover shifts necessary through effective questioning (Knight, 2013). The approach to content coaching and its principles are slightly different from the focus on a particular content area during the teaching process, emphasizing knowledge of content standards, instructional strategies specific to the content area, and how students best learn the content (Bickel, Bernstein-Danis, & Matsumura, (2015).

An additional problem considered was identifying which of Knight's (2016) Partnership Principles are deemed important to the improvement of teaching when considered by teachers, coaches, and principals. Teachers need to feel as though they are partners with the coach in the coaching process (Knight, 2016). The teacher and coach work together in a collaboration of ideas about what will increase student learning in the classroom (Knight, 2016). Knight (2016) remarked coaches cannot teach teachers unless coaches believe teachers have something to teach coaches.

The Partnership Principle of reciprocity is one of the principles that builds the coach and teacher relationship (Knight, 2018g). The ability of the coach and teacher to engage in a mutual learning experience is contingent on the coach and teacher entering into a conversation where there is no judgment made upon the teacher by the coach (Knight, 2018g). Reflection is when the teacher, with the support of the coach, is able to reflect on the student learning taking place (Knight, 2018e).

Purpose of the Study

A crucial element to improving student achievement is professional development, such as creating opportunities for teachers to refine their craft (Fisher & Frey, 2016; Gulamhussein, 2013; Teemant, 2013). Teachers believe their work with students helps to show the students' reactions to instruction and allows the teachers to see "what is understood and what needs more clarification" (Hattie, 2015b, p. 78). According to Killion (2017), coaching "has a significant effect on teaching practice and student achievement" (p. 22).

The purpose of this study was to obtain the perceptions of teachers, coaches, and principals about the coaching programs in schools and the effect on instructional practice and student achievement. Participants were asked about their perceptions of the development of Knight's (2016) Partnership Principles within each coaching program to identify if best practices were implemented in the coaching programs. The types of coaching examined in this study included content coaching and instructional coaching. While all types of coaching programs are increasing in school districts across the country, content coaching and instructional coaching are two of the most-prevalent coaching programs used in schools (Knight, 2016; White et al., 2015).

Research questions. The following research questions guided the study:

1. What are the perceptions of teachers regarding the impact of coaching as a partnership on their instructional practice and the effect on student learning?
2. What are the perceptions of coaches, working as partners with teachers, regarding their impact on teacher instructional practice and the effect on student learning?
3. What are the perceptions of principals regarding the impact of coaching partnerships with teachers on instructional practice and the effect on student learning?

Significance of the Study

One of the challenges when researching professional development, such as coaching, is the different types of coaching with various foundational characteristics that are in use (Killion, 2016a). Research exists for various types of coaching, and Killion (2016a) reported, "little is known about the specific aspects of coaching programs that are more effective" (p. 58). Within the current regulations of the ESSA, job-embedded, research-based professional development is essential, and additional research into the various components of effective coaching programs is needed (Kraft & Blazar, 2018).

The research conducted in this study may support school districts' interest in utilizing coaching, instructional or content, as a form of professional development. According to Knight (2013), "Teachers use their education and expertise to create, distribute, and apply knowledge, [and] their professional learning must ensure they have sufficient personal autonomy so they can do that thinking" (p. 6). The data collected from this study will assist school districts in understanding the perceptions of teachers regarding coaching and its effect on their teaching practices. Knowing the perceptions of teachers about coaching will benefit school districts when determining effective professional development.

The findings from this study may also support school districts' decisions regarding coaching based on the perceptions of coaches. Coaches' perceptions, when compared with teacher and principal perceptions, may indicate some similarities and differences vital to the success of the coaching program utilized. Killion (2017) stated, "The design and implementation of coaching programs influence the potential of those programs to strengthen teacher practice and student results." (p. 22). Coaches' perceptions of the coaching program they are a part of and the influence of the program on improving instruction and student

learning are vital pieces of information needed by school districts in choosing a coaching program.

Principal perceptions regarding coaching as a form of professional development and its place in improving instruction and student learning are beneficial. Bickel et al. (2015) concluded, "central office leaders work with principals … describing the goal of the coaching initiative in manageable, observable, and realistic terms" (p. 36). Principals and central office personnel can use the information to direct coaches who work with teachers to create buy-in with the teachers in their buildings (Bickel et al., 2015). The components of the various coaching programs are important in building relationships and thus creating an environment within school districts for effective professional development (Knight, 2016).

Research on various coaching programs indicates limited findings regarding teacher practice and its effect on student achievement (Killion, 2016a). The prevailing research may be enhanced through this analysis of coaching practices, both instructional and content, and how coaching has improved instruction (Jorgensen, 2016). School district administrators may use the data to determine the foundational characteristics of coaching programs that match the priorities of their school districts.

Definition of Key Terms

For the purposes of this study, the following terms are defined:

Coaching. Coaching is a job-embedded professional development method wherein coaches work with teachers in their classrooms to strengthen research-based, best-practice instructional strategies to increase student achievement in schools (Johnson, Pas, & Bradshaw, 2016).

Content coaching. Content coaching is a job-embedded professional development method focused on helping teachers improve instruction in a specific content area and develop a deep knowledge of the standards for the content area (Mudzimiri, Burroughs, Luebeck, Sutton, & Yopp, 2014). Specifically, content coaching is concentrated on working with teachers to improve instruction as it pertains to the content area in which they work (Mudzimiri et al., 2014).

Instructional coaching. Instructional coaching is a job-embedded professional development method focused on helping teachers improve instructional practices across all content areas (Eisenberg, 2016). A cursory understanding of the content standards can be helpful in encouraging teachers to use research-based instructional strategies within a content area but is not essential (Eisenberg, 2016).

Job-embedded professional development. Job-embedded professional development is help and training occurring in the classroom during teaching and involves several methods of support (ASCD, 2016). For teaching practices to be used effectively, teachers need to collaborate and immediately apply the learning received in traditional forms of training (ASCD, 2016).

Limitations and Assumptions

The following limitations and assumptions were considered in this study:

1. Factors affecting student achievement were varied among all the schools involved in the study, and it may be difficult to determine if any change in student achievement can only be attributed to the type of coaching program utilized.

2. The surveys in this study were self-reflections completed by each teacher, coach, and principal concerning his/her coaching experience and instructional practices.

3. This study was limited to those teachers, coaches, and principals willing to participate by completing the survey instrument. There is no guarantee the responses provided by those who participated were representative of the entire population.

4. The schools participating in this study were located in Region Seven of the Regional Professional Development Centers, as outlined by the Missouri Department of Elementary and Secondary Education (MODESE) (2015).

5. Research into instructional practices and student achievement prior to the beginning of any type of coaching program was not conducted.

6. It was assumed all teachers, coaches, and principals answered accurately and honestly concerning their experiences.

Summary

The definition of professional development has been expanded with the implementation of the ESSA to include ongoing, job-embedded opportunities for teachers to apply instructional strategies learned during more traditional professional development opportunities (ASCD, 2016). Several types of coaching programs are being utilized by school districts to meet this standard (Teement, 2013). Coaching programs can help teachers improve instruction and increase student achievement (Kang, 2016; Knight, 2016).

According to Knight's (2013) Partnership Principles, the perceptions of teachers, coaches, and principals are important to the success of coaching programs. The Partnership Principles include equality, choice, voice, reflection, dialogue, praxis, and reciprocity (Knight, 2013). These principles are the essential components of effective coaching programs, according to Knight (2013).

In Chapter One, a brief review was provided of the background of the study, the conceptual framework, and the statement of the problem. Additionally, the purpose of the study, including the research questions and the significance of the study, were detailed. Finally, the definition of key terms used in the study and the limitations and assumptions were specified.

Chapter Two includes extended information on the conceptual framework of the study and an examination of current research given the recent change in the focus of professional development. Contained in Chapter Two is a discussion of coaching programs and an overview of the components of effective professional development. Additionally, there is information regarding current research of content coaching and instructional coaching, including Knight's (2016) Partnership Principles and their effect on teaching practices in student learning.

Chapter Two: Review of Literature

Coaching is a form of professional development that takes place in the classroom during teaching and supports teachers in establishing and implementing the strategies learned during traditional professional development (ASCD, 2016). This type of professional development is job-embedded, and teachers receive immediate feedback to improve student learning (Kraft & Blazar, 2018; Reinke et al., 2014). Coaching programs are varied in the way teachers are supported in the classroom (Kang, 2016). The support coaches offer teachers includes working closely with them during the implementation process of best-practice instructional strategies, which is not customarily part of traditional professional development (Garbacz, Lannie, Jeffrey-Pearsall, & Truckenmiller, 2015).

Sustained instructional growth must include "well-tuned relationships and dynamic conversations" with a coach to guide and build capacity, improving not only teachers but the entire school community (Trach, 2014, p. 13). Research comparing instructional and content coaching is limited (Killion, 2016a), although various researchers have studied the many types of coaching and how they affect student learning (Fullan & Knight, 2011; Jorgensen, 2016; Knight, 2011, 2013, 2016; Losch et al., 2016). A study of instructional and content coaching programs will increase knowledge in the field of coaching and will help school leaders consider the types of coaching programs and which foundational characteristics of coaching programs are most effective in improving student achievement (Killion, 2016a).

There is not a standard set of features across all coaching programs (Kraft & Blazar, 2018). The Partnership Principles, as outlined in Knight's (2013) research, include seven specific principles necessary for effective coaching of teachers. Knight (2013) considered what practices successful coaching programs have in common and the specific characteristics

of most coaching programs. Some types of coaching programs focus on certain principles, such as building relationships with teachers, which increases the level of trust between teacher and coach and promotes the use of best-practice teaching strategies (Bickel et al., 2015).

Content coaching programs are designed to concentrate on the particular content being delivered to the students (Gibbins & Cobb, 2016). Content coaches have expertise in the standards necessary for mastery (Gibbins & Cobb, 2016). Suggestions on the activities used to deliver content knowledge to students is one way teachers receive support from content coaches (Bickel et al., 2015). Coaches know the skills and strategies necessary for the specific content area in which they have expertise (Gibbins & Cobb, 2016). They use certain research-based strategies supported by data as effective (Kang, 2016; Knight, 2011, 2013). Content coaches teach and model high-quality strategies emphasizing specific main concepts essential to particular content areas and how students learn these main concepts (Anderson & Wallin, 2018).

Teachers must learn these concepts themselves and then receive specialized coaching to not only learn the concepts but also learn how to teach the concepts necessary for improved student learning (Gibbins & Cobb, 2016). In this regard, content coaches must be partners with teachers and have achieved the necessary knowledge to assist teachers in their learning (Anderson & Wallin, 2018). Content coaching strategies, when compared across coaching programs, are similar from program to program with some notable variations (Gibbins & Cobb, 2016; Kang, 2016). Some of the variations include coaching programs that rely on co-teaching, modeling, and debriefing (Gibbins & Cobb, 2016). The development of trust initiates at the beginning of a coaching relationship when coaches

engage in activities such as providing resources, working with students, and sharing books and articles with strategies described (Gibbins & Cobb, 2016; Grafwallner, 2017).

Instructional coaching, conversely, concentrates on best-practice instruction regardless of the content area (Knight, 2011). An instructional coach works with teachers irrespective of what content they are teaching at the time (Knight, 2016). The focus is on good instruction and engaging students to learn the standards necessary for mastery (Knight, 2013). Similar principles are used by both instructional coaches and content coaches, but similarities and differences exist when researchers outline the essential principles of effective coaching. This study fills a gap in the research by comparing these two types of coaching, the principles used, and their effect, if any, on student achievement.

Conceptual Framework

High-quality professional development resulting in changes to instructional practices and increased student achievement is exemplified when teachers collaborate about instructional strategies and then apply the strategies utilizing "ongoing job-embedded activities that improve instruction" (ASCD, 2016, p. 1). According to Hattie (2015b), instructional leadership is necessary to ensure a positive impact on student achievement. Instructional leaders must understand the following: the need to focus on learning and teaching, student learning is directly tied to what teachers do and do not do in the classroom, the value of dialogue and listening to students and teachers, and the importance of understanding instructional deficiencies and recognizing and learning from these deficiencies (Hattie, 2015a).

Donohoo, Hattie, and Eels (2018) stated, "Collective teacher efficacy is greater than three times more powerful and predictive of student achievement than socioeconomic status"

(p. 41). Through collective efficacy, expectations for student learning and student achievement is extremely high among teachers, coaches, and principals (Donohoo et al., 2018). There is a shared vocabulary among the teachers, coaches, and principals, indicating a focus on student learning and not just compliance (Donohoo et al., 2018). Evaluation by teachers, coaches, and principals on instructional practice is a "fundamental task" leading to student progress and achievement (Donohoo et al., 2018, p. 42). The emphasis should be on how students learn and how learning is made apparent, so teachers understand how to match instruction with learning and coaches use their expertise to work with teachers collaboratively in their classrooms while teaching is occurring (Morel, 2019; Quintero, 2019).

Content coaching began with mathematics coaching and then moved into literacy coaching (Bickel et al., 2015). As opposed to instructional coaching, content coaching concentrates on scaffolding teachers in adding high-quality instructional practices focused on specific content concepts and how students learn those concepts (Gibbins & Cobb, 2016). Similar to other types of coaching programs, content coaching focuses on pedagogical practices and strategies to support the teacher, students, and even the coach (Bickel et al., 2015). Content coaching programs, unlike instructional coaching, exclude some instructional strategies if they are thought to not support the content (Gibbins & Cobb, 2016).

Content coaching programs often evolve to include coaches of several content areas (Gibbins & Cobb, 2016; Mudzimiri et al., 2014; Sawchuck, Yettick, & Lloyd, 2015). Content-focused coaching concentrates on coaches having expertise in the following three areas: the content in which they are working, best-practice instructional strategies for the specific content area, and knowledge in student pedagogy as it relates to student learning in

the content area (Metamorphosis Teaching Learning Communities, 2017). Research about content-focused coaching is quite diverse, and there are several experts in the field (Bickel, Bill, Matsumura, Petrosky, Russell, Schantz, & Zook-Howell, 2017). The Institute for Learning centers its research on helping educators solve the problems of practice in the classroom in specific content areas and encourages reflection about instructional practices with the aid of a content coach (Bickel et al., 2017).

Knight (2016) described instructional coaching as a program centering around several "success factors" (p. 27). These factors include understanding how to work with adult learners, using an effective coaching cycle, having a strong knowledge of best-practice instructional strategies, using data effectively, possessing superior communication and leadership skills, and having the support of the district administration (Knight, 2016). This type of coaching program centers around Knight's (2013) seven Partnership Principles.

Regardless of which coaching program a school uses, the most important aspect of any coaching program is to achieve positive outcomes for students (Anderson & Wallin, 2018). A plan to evaluate the needs of a teacher and a coaching plan to assist in the teacher's knowledge of pedagogically sound instructional strategies is the goal (Kraft & Blazar, 2018). However, designing a coaching program to meet the needs of all teachers, both novice and experienced, is the ultimate issue (Anderson & Wallin, 2018; Grafwallner, 2017).

The two types of coaching programs (content and instructional) and their effects on teaching, learning, and student achievement were the lenses to view the conceptual framework of this study. Research comparing these two coaching programs is limited in nature (Killion, 2016a). Knight (2013), working through the University of Kansas, conducted many studies concerning instructional coaching and his Partnership Principles.

Coaching has been used in educational settings for several years across the country, taking various forms and utilizing many strategies to improve teaching, learning, and achievement (Teemant, 2013). Historically, content and instructional coaching programs have been the most prevalent and widely used; however, other types of coaching programs are continually being developed and modified (Teemant, 2013).

Coaching Programs Overview

Coaching programs have become an effective means of enhancing professional development (Kang, 2016). Keeping teachers informed of new and engaging strategies and activities to use in their instruction and cognitively engaging students in the act of learning are the purposes of professional development, such as coaching (Fisher & Frey, 2016; Kang, 2016). Research has shown one-day to multiple-day workshops and conferences do not carry over into the classroom setting (Gulamhussein, 2013). Professional development leading to professional growth must be sustained over time rather than just a one-time workshop with no follow-up (Johnson, 2016). Teachers must have support and feedback on the implementation of the strategies learned during traditional professional development (Gulamhussein, 2013).

Coaches provide support and feedback while working alongside teachers in the classroom to give the necessary guidance during the implementation process (Kang, 2016). Coaching programs focus on various types of strategies to teach teachers and various characteristics to engage teachers in the programs (Fisher & Frey, 2016; Gibbins & Cobb, 2016; Kang, 2016). The addition of coaching to traditional forms of professional development is needed to improve instruction (ASCD, 2016). Since teachers have the most impact on student learning, coaching teachers to improve instruction is an effective way to

increase student achievement (Hattie, 2015b). The improvement of teachers must be persistent at all levels of experience and quality, so growth is not based on a deficit but rather based on a teacher's strengths (Bambrick-Santoyo, 2019; Greene, 2018).

Researchers have studied various coaching programs, such as Knight and Barkley, increasing information about the foundational characteristics of coaching as a valuable tool in professional development (Barkley & Bianco, 2010; Knight, 2013). Knight (2011) determined a partnership approach to coaching was indicated with seven Partnership Principles: equality, choice, voice, reflection, dialogue, praxis, and reciprocity. These principles can apply to coaching teachers from all content areas and are utilized by instructional coaches and content-specific coaches (Knight, 2011). While the foundational characteristics of coaching programs have some similarities, there are also some differences, but the outcome of increasing student learning and achievement is the same (Fisher & Frey, 2016; Gibbins & Cobb, 2016; Kang, 2016). All teachers must have access to the support offered by coaches to continue to grow in their instructional practice by making their lessons more rigorous, gaining proficiency in instructional practices, and creating curriculum (Johnson, 2016).

While most coaching programs share similar characteristics, research indicates some differences as well. These differences include a variety of ways coaches build relationships with teachers and teach them the necessary strategies to improve student learning (Gibbins & Cobb, 2016; Killion, 2016a; Johnson, 2016). Barkley and Bianco's (2010) model of coaching employs the philosophy indicating anyone can coach another teacher, because "coaching tends to be more empowering than mentoring and stems from a partnership of support and development" (p. 24). The difference between a coach and a mentor is similar to

the difference between helping someone and assisting someone (Barkley & Bianco, 2010). Barkley and Bianco (2010) indicated, “helping implies that someone cannot fare well alone” and “assisting someone implies that the person is already quite capable” (p. 25). Coaching leads to improved teaching and thus, improved teaching results in improved student learning (Barkley & Bianco, 2010). This model of coaching can be used in both an instructional coaching program and a content coaching program (Barkley & Bianco, 2010).

The Partnership Principles from Knight’s (2013) research include foundational characteristics from several coaching models. Foundational characteristics are part of coaching models and are the traits necessary for teachers and coaches to improve instructional practices within the classroom (Greene, 2018). Each coaching program adheres to principles to establish an environment of trust and openness so the teacher and coach can improve instructional practices in the classroom to increase student achievement (Aguilar, 2019; Greene, 2018).

Professional Development Overview

Available research within the field of professional development through coaching has been limited in nature and quantity (Barkley & Bianco, 2010; Knight, 2011, 2013, 2016). Content coaching and instructional coaching have remained two of the most prevalent types of coaching integrated into schools and have worked to increase teachers’ knowledge of the best instructional strategies (Barkley & Bianco, 2010; Knight, 2016). Job-embedded professional development, occurring in the classroom during teaching, has had the most impact on student achievement while simultaneously fulfilling the expectations of the ESSA requirements (ASCD, 2016). Supporting teachers with the implementation of professional development that subsequently carries over to the classroom through one-on-one coaching

increases the likelihood of successful application of best-practice strategies learned in the initial training (Reinke et al., 2014).

Traditional professional development lacks personalization and does not get teachers actively involved in the application of best-practice strategies (Johnson et al., 2016). Likewise, Quintero (2019) stated traditional professional development, such as workshops, is usually too general in nature to provide specific training teachers need. When coaching programs are used to increase knowledge of instructional strategies, teachers have experienced the greatest success in implementing high-impact strategies beneficial to student learning and achievement (Killion, 2016a).

Professional development has taken on many forms in the field of education, including workshops, conferences, in-house experts, and various types of coaching (Reinke et al., 2014). Workshops usually consist of one-day, standalone training that is focused on a specific content area or teaching strategy (Reinke et al., 2014). The one-day workshop model of professional development creates a learning environment for teachers directly contrary to the classroom environment teachers need to create for their students—one incorporating collaboration, building upon prior knowledge, and including engaging activities (Gulamhussein, 2013). Conferences, which are multiple-day models of professional development, focus on specific content areas or teaching methods, such as Visible Learning (Hattie, 2015b). While conferences offer multiple-day learning opportunities for teachers, again, there is very little support in the classroom during teaching (Gulamhussein, 2013).

Traditional professional development opportunities are insufficient to provide extended and collaborative forms of teacher support needed to increase student achievement

(Hervey, 2016). Extended, collaborative professional development is planned over time, embedded in classrooms, collaborative, linked to goals, evidence-based, and differentiated (Hervey, 2016). According to Hyler and Gardner (2017), "Relevant and effective professional development has certain characteristics, including the following: content-focused, collaborative, job-embedded, modeling effective practice, support through coaching, feedback to the teacher, reflection, and sustained over time" (p. 1). Both Hervey (2016) and Hyler and Gardner (2017) agreed effective professional development should include a collaborative atmosphere with support in the classroom from an individual such as a coach who can assist teachers during the teaching process. Personalized training relevant to each teacher's specific needs is necessary to improve student growth and achievement (Kraft & Blazar, 2018).

Coaching programs consist of ongoing, job-embedded professional development wherein coaches work with teachers one-on-one in their classrooms to put into practice the skills and strategies learned through additional small group trainings that are more specific and precisely focused (Gulamhussein, 2013). One of the most challenging aspects of implementing change to existing professional development programs is ensuring time is found for job-embedded professional development (Killion, 2016b). With the enactment of the ESSA, the landscape of professional development has changed from the traditional method of teachers leaving classrooms to receive additional training provided during teacher contract time, workshops, and conferences to the integration of one-on-one, job-embedded professional development conducted in classrooms in conjunction with daily instruction (ASCD, 2016).

Professional development of this type has been made accessible and successful through the utilization of various types of coaching programs (Killion, 2016a). Coaching, by its very nature, is job-embedded professional development where highly trained coaches work within specific classrooms, observing, modeling, and guiding teachers in implementing best-practice instructional strategies (Knight, 2016). Coaching programs provide a previously established method of high-quality, job-embedded professional development to increase student achievement while fulfilling the new requirements of the ESSA (ASCD, 2016). While there are many types of coaching programs available to schools, administrators continue to consider the right fit for each school (Jacobson, 2019).

Researchers have determined traditional, out-of-the-classroom models of professional development are ineffective (ASCD, 2016). Teaching practices are not changed or improved when teachers leave their classrooms to learn best practices without any follow-up regarding the successes and struggles of putting the strategies into use in their daily classroom routines (Gulamhussein, 2013). Additionally, this type of professional development is a one-size-fits-all approach, which is too general to meet specific needs (Quintero, 2019). Teachers must have time to learn and practice a new strategy to implement it fully and effectively in the classroom (Gulamhussein, 2013; Joyce & Calhoun, 2016).

Support received from a highly trained expert during the implementation process is an essential element of effective professional development so teachers can address specific challenges arising from changing classroom practice (Gulamhussein, 2013). Jacobson (2019) indicated a coach based in a school or working districtwide can impact how coaching addresses the specific needs of teachers. When new practices are applied, teachers must be engaged in the evolutionary process of instructional development, helping them participate

actively in the new strategy and the resulting change (Gulamhussein, 2013; Joyce & Calhoun, 2016).

Joyce and Calhoun (2016) stated both short-term and long-term implementation is overwhelmingly more effective and concretely established if teachers work with a coach. The design of the coaching makes a difference in the rate of short-term and long-term implementation (Joyce & Calhoun, 2016). When only demonstrations were included in professional development, there was little or no change in the percentage of teachers who implemented the presented strategies, with short-term and long-term implementation at 5% to 10% (Joyce & Calhoun, 2016, p. 44). Like Joyce and Calhoun (2016), Jacobson (2019) asserted a multi-tiered program which incorporates various strategies to support teachers may be most beneficial.

However, when demonstrations and preparation time were added to the professional development, the short-term percentage of teachers implementing the strategies increased to 80% or higher, with no change to long-term implementation (Joyce & Calhoun, 2016, p. 44). Finally, when professional development included ongoing coaching along with demonstrations and preparation time, both short-term and long-term implementation increased to 90% or higher (Joyce & Calhoun, 2016, p. 44). Research reinforces the expansion of funding for professional development to include collaboration and ongoing, job-embedded activities such as coaching (ASCD, 2016; Joyce & Calhoun, 2016).

One way this change has occurred is by having the coach model the new strategy by showing what it could look like in each teacher's own classroom so teachers can see the new strategy in action with their own students (Gulamhussein, 2013; Joyce & Calhoun, 2016). Through the modeling process, teachers see a demonstration of the strategy instead of just

hearing about it at a workshop (Gulamhussein, 2013; Killion, 2016a). Likewise, Joyce and Calhoun (2016) indicated teachers must have time to not only learn about a new strategy, but they also must be able to see it in action within a particular content area.

Coaching creates an opportunity for coaches and teachers to work together over a period of time so the new strategies that were learned could take hold and become well-used (Gulamhussein, 2013; Joyce & Calhoun, 2016). Gulamhussein (2013) noted:

> Professional development can no longer just be about exposing teachers to a concept or providing basic knowledge about a teaching methodology. Instead, professional development in an era of accountability requires a change in a teacher's practice that leads to increases in student learning (p. 6)

Teachers need to receive the support necessary to put into action the strategies learned during traditional professional development (ASCD, 2016; Gulamhussein, 2013).

Gulamhussein (2013) noted the following principles must be applied to professional development:

> Professional Development Principle 1: The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.
>
> Professional Development Principle 2: There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.
>
> Professional Development Principle 3: Teachers' initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.

> Professional Development Principle 4: Modeling has been found to be highly effective in helping teachers understand a new practice.
>
> Professional Development Principle 5: The content presented to teachers shouldn't be generic, but instead specific to the discipline (for middle school and high school teachers) or grade-level (for elementary school teachers) (pp. 17-21)

The five professional development principles support the premise of coaching programs by providing in-the-classroom support through observation, modeling, co-teaching, and other various coaching methods (Gulamhussein, 2013; Knight, 2016). According to DeMonte (2013), "Just as students need to learn new content and skills over many days and many lessons, teachers also benefit from sustained professional learning that builds over time" (p. 20).

Coaching Programs

The coaching of teachers in classrooms, while they teach, has been a growing form of professional development many schools have used as an intervention to increase student achievement (Losch et al., 2016). Teachers must be able to take observations the coaches make in the classroom concerning student learning and accept guidance from the coach to implement any necessary changes in instruction (Kraft & Blazar, 2018). Coaches work with teachers to create lessons with engaging activities, increase student cognitive engagement, and raise the mastery of content standards (Mudzimiri et al., 2014). The foundational characteristics of a coaching program are utilized by a coach when building relationships with teachers (DeWalt & Mayberry, 2019; Greene, 2018). Existing coaching programs have involved an on-sight expert in a content area or an instructional specialist who works with

teachers to change instruction and increase growth in student knowledge (Ippolito & Bean, 2019; Marsh, McCombs, & Martorell, 2010).

Teachers surveyed by Boston Consulting Group (2014) indicated effective professional development must be:

- Relevant: It looks different in every context. It has to be personalized.
- Interactive: The best …usually involve hands-on strategies for the teacher to actually participate in.
- Sustained over time: PD [professional development] needs to be something you keep working on for a semester or a year.
- Treats teachers like professionals: PD should treat us as adults, rather than children.
- Delivered by someone who understands my experience: The best PD has been when a teacher shows me what has revolutionized their classroom …anything that a fellow teacher who is still in the classroom [presents] beats out anything else. All teacher driven, with administration only there to support teacher needs. Top down would be gone. (p. 4)

These characteristics directly tie in with coaching in general, showing coaches have worked with teachers and have implemented coaching cycles over extended periods of time, working interactively with teachers and increasing student learning (Marsh et al., 2010). The consistent expectation in all coaching programs is day-to-day contact between the coach and the teacher, resulting in a positive and trusting impact on teaching strategies and improved student learning and achievement ("8 Keys to School Improvement," 2015; Mudzimiri et al., 2014).

Coaching programs have typically involved the coach arranging with the classroom teacher to work alongside him or her in the classroom during the school day, utilizing a coaching cycle (Losch et al., 2016). Coaching as a form of job-embedded professional development is becoming a sustained way for teachers and coaches to collaborate and create learning experiences to increase student learning (Kang, 2016). Most coaching cycles include a systematic process of setting a goal, planning toward achieving the goal, and data collection to measure goal achievement (Losch et al., 2016).

Instructional coaching programs, like other types of coaching programs, support teachers through best-practice instructional strategies in general (Marsh et al., 2010). These best-practice strategies have been proven effective for delivering instruction across all content areas (Marsh et al., 2010). The focus of instructional coaching has been to help teachers become instructional experts, resulting in increased student achievement in all content areas based on the use of effective instructional strategies (Marsh et al., 2010).

Collaboration is an important component of coaching (Kang, 2016). The principles that add value to collaboration include relationship-building, reciprocal or co-planning, tailor-made professional learning constructed for specific contexts, and job-embedded and sustained professional development (Barkley & Bianco, 2010; Kang, 2016). These principles are adhered to when the coach collaborates with teachers to make the professional development productive, creating “an extra set of eyes” in the classroom (Gulamhussein, 2013; Joyce & Calhoun, 2016; Kang, 2016, p. 51).

Through classroom observations, professional development becomes not only job-embedded but also individualized to each teacher and what he or she needs (Kang, 2016). These individualized coaching sessions allow the teachers to change and grow more rapidly

because specific needs are directly addressed by the coach (Kang, 2016). Kang (2016) suggested, "Job-embedded literacy support was monumental for this change to take place because these structural and routine changes would not be possible without on-the-job professional learning" (p. 51). Kang's (2016) data revealed the time teachers and coaches spend together is most profitable in chance meetings in the hallways, in spontaneous connections, and in unplanned teacher visits to the coach's office.

When a teacher and coach build a trusting relationship, learning occurs more easily and naturally (Barkley & Bianco, 2010; Gulamhussein, 2013; Joyce & Calhoun, 2016). As the teacher and the coach work together, learning progresses to the level of operating naturally (Barkley & Bianco, 2010). Teacher leaders, like coaches, spend most of their time facilitating teacher collaboration ("Numbers of Note," 2016).

One-on-one coaching with teachers creates an environment of satisfaction in reaching goals and increasing student achievement (Losch et al., 2016). The collaborative nature of coaching promotes a strong relationship wherein setting goals and developing solutions to attain goals lead to an increase in student learning (Kang, 2016; Losch et al., 2016). Teachers use the coach to problem solve and plan for steps necessary to change the classroom environment and strategies used in the classroom (Kang, 2016; Losch et al., 2016). Coaching involves knowing and understanding each teacher's agenda for the time the coach and teacher work together, providing the opportunity to individualize the improvement plan (Losch et al., 2016).

Fullan and Knight (2011) found, "Without coaching, many comprehensive reform efforts will fall short of real improvement" (p. 50). Coaches who experience success must combine instructional knowledge with district-wide strategies (Fullan & Knight, 2011;

Racines, 2019). When school districts employ coaches, the principles ensuring success are to keep goals clear and to train coaches in the strategies and processes necessary (Fullan & Knight, 2011; Teemant, 2013). In the new era of job-embedded professional development, coaching offers accountability along with capacity building, team learning, and transparency of results and practice (Fullan & Knight, 2011).

Content Coaching

Implementation of content strategies is the focus of content coaching; coaches utilize their expertise in the standards, strategies, and pedagogical practices related to the content area (Bickel et al., 2015). Content coaching is based on the coach having expert knowledge of a content area and the standards of the content (Mudzimiri et al., 2014). This allows the coach to work with the teacher to improve knowledge of the content standards and to develop lessons and activities to support student learning of the standards (Kraft & Blazar, 2018). Mastery of the standards is measured, demonstrating increased student achievement in the content area (Bickel et al., 2015). Content coaches work with teachers to plan lessons, gauge student interest and growth, and gather data showing changes in student achievement (Fullan & Knight, 2011). This type of professional development has created teachers who know the concepts, use content-specific strategies, and increase student knowledge of the concepts and standards of the content (Mudzimiri et al., 2014).

Literacy coaches are the most prevalent type of content coaches; they work with teachers to increase knowledge of literacy standards and content practices (Bean & DeFord, 2018; Fullan & Knight, 2011). Teachers receive specific help teaching literacy standards, learning best-practice reading and writing strategies, and by observing the literacy coach model the strategies (Bickel et al., 2015; Fullan & Knight, 2011). Principals and literacy

coaches must work together to ensure literacy instruction within the school is improving and that teachers are receiving the one-on-one support they need (Bean & DeFord, 2018). One study revealed when literacy coaches worked with teachers to improve literacy instruction, student achievement increased (Miller & Stewart, 2013). Researchers indicated the content-specific work of the coaches was important to the increase in student achievement, demonstrating content knowledge on the part of the coaches was important (Miller & Stewart, 2013).

Several studies have been conducted to assess student achievement when teachers have access to a mathematics coach or a literacy coach (Miller & Stewart, 2013). In one study, mathematics coaches worked with teachers before, during, and after instruction, helping teachers improve mathematics instruction and, as a result, improve student achievement (Miller & Stewart, 2013). Mathematics coaches guide teachers through the math standards and math concepts necessary for students to be successful (Mudzimiri et al., 2014). They coach teachers through the specialized building blocks in the mathematics content to construct a foundation for student achievement (Mudzimiri et al., 2014). Like literacy coaching, the support of the principal is needed to ensure mathematics instruction is leading to an increase in student learning (Mudzimiri et al., 2014).

Content-focused coaching provides teachers with specific guidance in the improvement of student learning in the particular content and makes this content the central focus of the coaching program (Bickel et al., 2015; Mudzimiri et al., 2014). The teacher receives specialized support in designing curriculum from the content expert with an intensive focus on creating lessons and activities specifically for the content (Bickel et al., 2015; Mudzimiri et al., 2014). Content coaching provides support with all aspects of

teaching in each content area, including learning about a content teaching strategy, planning its implementation, trying it out, receiving feedback, and engaging in reflection (Bickel et al., 2015; Mudzimiri et al., 2014).

White et al. (2015) identified the foundational characteristics of successful coaches as "[having] command of the content area they are coaching, but also classroom experience" (p. 8). The coach's role is to partner with each teacher, creating a strong relationship (Mudzimiri et al., 2014; White et al., 2015). According to White et al. (2015), coaches need to invite teachers to engage in a "goal-directed process that involves the coach and teacher jointly planning the goals for each coaching period" (p. 8). The process involves the teacher communicating to the coach some reflections and the coach giving feedback on observations of the lesson (White et al., 2015). Along with content knowledge, content coaches must have knowledge of pedagogy, curriculum, available resources, and coaching (White et al., 2015). Content coaching can take on many forms and cover many different content areas; however, the basics of all coaching programs are very similar, as content coaches work with teachers to increase knowledge of specific content strategies, leading to increased student learning (Miller & Stewart, 2013).

Instructional Coaching

An instructional coach is a professional development expert who has worked with teachers to increase knowledge of best-practice instructional strategies to use in their classrooms (Boston Consulting Group, 2014). Instructional coaches are different from content coaches, as instructional coaches focus on instructional practices within all content areas (Beglau et al., 2011). The focus on instruction occurs across the curriculum in all content areas to increase meaningful, connected instruction and standards from several

different content areas (Teemant, 2013). Instructional coaches, by nature, are instructional specialists and are not necessarily content experts, making the coaches' credibility in quality instruction essential (White et al., 2015).

When interpreting coaching, Gawande stated, "Coaching done well may be the most effective intervention designed for human performance" (as cited in Knight et al., 2015, p. 11). Coaching must be, according to Gawande, "done well" to dramatically develop teacher performance (as cited in Knight et al., 2015, p. 11). The Kansas Coaching Project at the University of Kansas Center for Research on Learning and the Instructional Coaching Group in Lawrence, Kansas, researched the components of effective coaching (Knight et al., 2015). Through this research, Knight et al. (2015) determined a coaching cycle was necessary to encourage a focus on best-practice teaching strategies. Based on the research, the Kansas Coaching Project and the Instructional Coaching Group discovered the steps coaches take to help teachers set goals and work toward achieving them (Knight et al., 2015).

The process of an instructional coaching cycle begins with the Identify step, involving videotaping the teacher in the classroom to understand the current reality (Knight et al., 2015). The coach and teacher meet, discuss the video, set a goal for the coaching cycle, and decide on a teaching strategy to achieve the goal (Knight et al., 2015). The next step in the process is the Learn step, including studying the process of implementation of the chosen strategy, leading the teacher to use a checklist, and perhaps having the strategy modeled by the coach (Knight et al., 2015). The advantage of setting a goal at the beginning of the coaching cycle is so the teacher and coach can collect data and assess if the strategy is improving student learning (Knight et al., 2015). The third stage in the cycle is the Improve step, allowing the instructional coach to monitor how the teacher's implementation of the

strategy is leading to student learning (Knight et al., 2015). The Kansas Coaching Project and the Instructional Coaching Group focused on the coaching cycle as one part of an effective coaching program (Knight et al., 2015).

Teemant (2013) stated instructional coaching is "an example of quality professional development… [and] by definition, coaching provides teachers with individualized, continuous, and extended support from a more knowledgeable other" (p. 581). Instructional coaching provides a continuous cycle of reflection on the strategies and teaching happening in the classroom and then action on the part of the teacher to make improvements based on reflection (Teemant, 2013; Trach, 2014). Teemant (2013) indicated instructional coaching involves a three-step process, including a pre-conference, an observation, and a post-conference. Additionally, Jacobson (2019) cited that instructional coaching takes place in the classroom during the process of teaching or during a scheduled plan time.

The coach and teacher collaboratively plan the upcoming lesson in the preconference, allowing the coach to encourage the teacher to reflect on what strategy to use and how it will best increase student learning (Teemant, 2013). During the observation portion of the coaching, the coach collects evidence of "interactional patterns, assistance, questioning practices, and student thinking and talk" (Teemant, 2013, p. 582). Coaches provide feedback and engage the teacher in a meaningful discussion about what was observed (Jacobson, 2019). After the lesson, the teacher and coach meet for the post-conference meeting where they discuss the observation notes and data to assess the implementation of the strategy and student learning, checking for goal achievement (Teemant, 2013; Trach, 2014). Many coaching programs are designed at the local level to meet the needs of the teachers in the program, but most follow a similar framework in the support of teachers (Jacobson, 2019).

Mangin and Dunsmore (2014) reported instructional coaches must become part of a reform including the development of content standards, as well as vertical alignment of the standards. Instructional coaching, therefore, must support systemic change through the use of job-embedded professional development meeting the particular needs of the school's teachers (ASCD, 2016; Mangin & Dunsmore, 2014). Meeting the instructional needs of teachers while supporting individualized learning is the purpose of instructional coaching even when the school's specific needs differ from the district's needs (Cetroni et al., 2013; Mangin & Dunsmore, 2014).

In Mangin and Dunsmore's (2014) study, instructional coaches focused on literacy to not only change practices in literacy but to improve instructional practices across all content areas. By focusing on literacy instructional practices as related to each content area, the instructional coaches facilitated change across multiple content areas through their work with teachers on literacy skills (Mangin & Dunsmore, 2014). The support in literacy practices in all content areas helped the teachers to focus on specific literacy strategies to improve student learning in other content areas (Mangin & Dunsmore, 2014).

An additional component of creating systemic change is the use of "effective and appropriate communication skills" (Mangin & Dunsmore, 2014, p. 200). Coaches must employ effective communication strategies and a deep understanding of adult learning styles to create an atmosphere of cooperation and collaboration (Cetroni et al., 2013; Mangin & Dunsmore, 2014). Finally, Mangin and Dunsmore (2014) suggested "treating principals as an essential component in the change process" (p. 201). In this capacity, principals are seen as evaluators and coaches as facilitators, creating a situation with the coaches being

"responsive" in facilitating change and principals being "directive" toward change (Mangin & Dunsmore, 2014, p. 201).

Trach (2014) asserted instructional coaching "requires well-tuned relationships and dynamic conversations between principals and teachers that result in professional renewal" (p. 13). As discussed by Teemant (2013), principals acting as instructional coaches work with teachers to provide frequent and immediate feedback, facilitating student learning. This type of instructional coaching, according to Trach (2014), is "both transformational and reciprocal, benefitting the coach and teacher alike" (p. 13). Principals offer teachers opportunities for observations, moving toward anticipated proficiencies of evaluation (Trach, 2014). Observational classroom visits should be frequent and short with immediate feedback teachers can implement quickly (Teemant, 2013; Trach, 2014). Open communication allows teachers to feel comfortable asking for help and support; this support given with objectivity is essential for successful coaching (Trach, 2014).

The best option for principals when a coach is accessible is to create a partnership with the instructional coach who works with the teachers to increase instructional proficiency (Trach, 2014). The principal and coach work together to provide support, including sustained guidance without evaluation (Trach, 2014). When delivering feedback while acting in a coaching capacity, principals should be specific, timely, and should help teachers improve instructional practices (Trach, 2014). Non-evaluative support allows teachers to clearly express the areas with which they need help (Trach, 2014). According to Trach (2014), "Effective coaching is flexible and responsive to the needs of each educator, providing teachers both the autonomy they are seeking to take risks and purpose to make meaningful and lasting changes in their practice" (p. 16).

Instructional coaches are seen as partners with teachers, sharing the same goals, and supporting instructional improvement (Cetroni et al., 2013). Teachers create a goal as the focus of the coaching received and obtain the help of the coach through active listening, leading teachers to learn the correct strategies necessary to improve instruction in the classroom (Cetroni et al., 2013). The teachers who benefit the most from coaching receive support and feedback for their particular needs instead of general or generic strategies designed for the masses (Anderson & Wallin, 2018).

Coaches assist teachers by listening to teachers' reflections about instructional issues in the classroom, gathering necessary resources and tools to reach the goals set, and modeling how to deliver curriculum to increase student learning (Cetroni et al., 2013). The coaches also help develop new teachers, enhancing the skills learned during coursework (Cetroni et al., 2013). The purpose of professional development through a coach in the classroom during instruction is to meet a personal goal set by the teacher being coached (ASCD, 2016; Cetroni et al., 2013).

Effective Coaching Principles

Coaching programs are founded on the characteristics or principles coaches use to support teachers effectively (Cetroni et al., 2013; Kang, 2016; Knight, 2016; Knight et al., 2015; Moody, 2019; Sandstead, 2015; Trach, 2014). Knight (2013) outlined his Partnership Principles as follows:

1. Equality: Instructional Coaches and Teachers Are Equal Partners
2. Choice: Teachers Should Have Choice Regarding What and How They Learn
3. Voice: Professional Learning Should Empower and Respect the Voices of Teachers

4. Dialogue: Professional Learning Should Enable Authentic Dialogue
5. Reflection: Reflection Is an Integral Part of Professional Learning
6. Praxis: Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning
7. Reciprocity: Instructional Coaches Should Expect to Get as Much as They Give. (pp. 32-33)

Knight (2013) emphasized the importance of incorporating the principles in practice for successful coaching to take place. Each researcher who has focused on the effective characteristics of successful coaching has taken a somewhat similar approach as Knight (Cetroni et al., 2013; Kang, 2016; Knight, 2016; Knight et al., 2015; Sandstead, 2015; Trach, 2014). The following characteristics are generally shared among researchers with some using different vocabulary from researcher to researcher (Cetroni et al., 2013; Kang, 2016; Knight, 2016; Knight et al., 2015; Sandstead, 2015; Toll, 2019; Trach, 2014).

Equality. The relationship between a coach and a teacher should be viewed and treated as if they are equal partners in the coaching bond (Knight, 2018a). Coaches see teachers as valuable contributors to the coaching process, and coaches listen with the intent to learn from the teachers while the teachers learn from the coaches (Knight, 2013, 2016). Barkley and Bianco (2010), Kang (2016), and Cetroni et al. (2013), among others, agreed relationships built on a partnership are essential to effective coaching. Likewise, White et al. (2015) established the coach's role is to help the teacher grow while learning from the teacher at the same time, making this critical for the relationship to move forward.

Partnerships differ in the degree of equality between coach and teacher, keeping the coach as the expert in some cases (Cetroni et al., 2013; Kang, 2016). When the coach is seen

as the expert in instructional strategies regardless of whether in a particular content area or even in general, the inequality can get in the way of the coach/teacher relationship (Garbacz et al., 2015; Trach, 2014; Wolpert-Gawron, 2016). Coaches must continually self-evaluate their interactions with teachers and elicit feedback from teachers to improve as a coach (Garbacz et al., 2015). Much like the teacher/coach relationship, the coach/teacher relationship must be equal for all to grow (Kang, 2016).

Trach (2014) stated, "Effective instructional coaching requires well-tuned relationships… between principals and teachers" (p. 13). This is not an equal relationship but can still be an effective coaching situation, much like Sawchuck et al.'s (2015) description of the coaching relationship as it relates to football coaching. The term "coach" in this interpretation is one of a supervisor directing the course of a game, instead of an equal partnership (Sawchuck et al., 2015). Killion, Harrison, Colton, Bryan Delehant, and Cooke (2016) described coaches as teacher leaders with coaching by a peer teacher. Whether the coaching is offered by an equal partner such as a coach, by a principal as a superior, or by another teacher as a peer, the building and maintaining of an equal relationship between the coach and teacher is a crucial element of effective coaching (Cetroni et al., 2013; Kang, 2016; Knight, 2016; Knight et al., 2015; Sandstead, 2015; Trach, 2014).

Choice. Knight (2018b) explained, "Because partners are equal, they make their own individual choices… Teacher choice is implicit in every communication" (p. 32). Teachers need to be given a choice in what they want to work on or what goals to set during the coaching process (Knight, 2013). Adult learning research indicates choice is essential for buy-in and to show respect for the teachers involved (Knight, 2019; Sandstead, 2015). Without an understanding of how adults learn, coaches run the risk of being met with

resistance (Knight, 2016). Having an understanding of adult needs during learning allows the persons being coached to commit, in their own way, to positive change (Barkley & Bianco, 2010; Knight, 2016). Knight (2016) stated, "Helping adults is more complex than simply giving expert advice" (p. 28).

Choice, while an important element, is not always possible when principals are responsible for implementing district initiatives; therefore, the roles of teacher leaders and administrators must be defined (Killion et al., 2016). Kang (2016) agreed choice is important, but it is equally important for teachers to seek advice and direction from more experienced and knowledgeable teachers. When teachers receive specific support from the coach without fear of evaluation, they are more likely to accept direction while losing some choice in the process (Eisenberg, 2016). Research on adult learning has been conducted and findings suggest giving choice when possible is vital to successful change in the classroom (Sandstead, 2015).

Voice. Voice, according to Knight (2018c), is when all participants have an opportunity to express their points of view, and their perspectives are considered when change occurs. Coaching is a process of helping teachers find their voice about changes in instruction and classroom environment (Knight, 2016). Adult learners want to believe their goals are relevant, which will then motivate them to reach their goals (Knight, 2016). Coaches use a coaching cycle to help teachers see what their current reality is and then give them voice and choice in what needs to be changed, what goals need to be set, and how to support them toward their chosen goals (Knight et al., 2015). Kang (2016) indicated observations need to be "organic and constructed specifically for… the classroom setting" (p. 51).

Sandstead (2015) believed coaches need to see what each teacher's current situation is in the classroom before asking "challenging questions and helping teachers work toward their goals" rather than the goals of the coach (p. 81). Conversely, on Wolpert-Gawron's (2016) list of instructional coach roles is the coach overseeing professional development during "faculty meetings, lunchtime learning sessions, or smaller department presentations" and making decisions about the data to analyze before planning activities and suggesting resources (p. 58). An increase or decrease in student achievement is projected by coaches who do or do not give teachers a voice to steer the direction of their coaching (Kang, 2016; Wolpert-Gawron, 2016).

Dialogue. Authentic dialogue ensures all parties to the coaching, both coaches and teachers, learn together; instructional coaches must listen more than they talk (Knight, 2018d). Communication is an essential ingredient when collaborating, so when the coaches and teachers are building a relationship, the coaches must use several communication strategies (Knight, 2016). To ensure a collaborative atmosphere, Sandstead (2015) agreed with Knight saying coaches should conduct a dialogue with teachers in places where the teachers are comfortable, such as the breakroom, a meeting room, or the classroom. Trach (2014) indicated the dialogue must include giving feedback to teachers.

The feedback should be specific, non-judgmental, and should follow a specific protocol (Trach, 2014). Kang (2016) identified this dialogue as "the development of relationship capital" with the teacher, and when done well, the dialogue creates an opportunity for collaboration (p. 51). Trust is the most important part of building relationships through dialogue and is a necessary component of the coach/teacher relationship (Barkley & Bianco, 2010). The development of dialogue is similar among most

coaching styles and is directly related to effective communication and collaboration (Eisenberg, 2016; Kang, 2016; Knight, 2016; Trach, 2014).

Reflection. The fifth Partnership Principle is reflection; when teachers have the freedom to make meaningful choices, they will choose to make sense of what the coach is proposing they learn (Knight, 2018e). Knight (2016) believed that coaches must urge the teachers they work with to consider a variety of ideas before implementation. Comparatively, Hattie (2015b) agreed most teachers "believe their major role is to evaluate their impact" on student achievement (p. 38).

Reflection by teachers about their own instruction is an important part of the coaching process (Sandstead, 2015). Sandstead (2015) suggested the reflection process is one the coaches should include when modeling strategies and having teachers watch the coach "fail, reflect, and reteach successfully" (p. 80). Coaches, when working with data teams, have suggested this is also an opportunity to encourage reflection by teachers and consider what is working and not working within their classrooms (Trach, 2014). After feedback, the coach and teacher engage in a reflective discussion, which helps teachers focus on areas of improvement through guided questioning (White et al., 2015). Reflection is one coaching characteristic all researchers agree is indispensable to a successful coaching program (Hattie, 2015b; Knight et al., 2015; Sandstead, 2015; Trach, 2014; White et al., 2015).

Praxis. The ability to apply current learning to real-life practice as learning occurs is Knight's (2018f) sixth Partnership Principle, known as praxis. When putting the ideas identified during the reflection process into action, each partner is given the ability to restructure and use content in the most useful way (Knight, 2018f). This reconstruction process is important in the performance of praxis (Eisenberg, 2016). On the other side of the

coaching relationship, “coaches need to meet their colleagues *where* they are and talk about practices *as* they are” (Eisenberg, 2016, p. 11). Additionally, Barkley and Bianco (2010) expressed when teachers are “empowered, they take ownership of their own learning and effectiveness,” ensuring the application of learning to their practice (p. 48).

Coaches also apply praxis to their coaching when they collaborate with other coaches to define and refine their role, creating an impact on student learning (Wolpert-Gawron, 2016). Another aspect of the coach/teacher relationship includes co-planning based on an analysis of data with the coach and teacher working together to implement new learning in the current reality of the classroom (Sandstead, 2015). According to Sandstead (2015), focusing on praxis helps coaches and teachers “knock down barriers that keep teachers from trying new ideas,” making it easier to create a learning environment to meet the needs of each student (p. 80).

Reciprocity. The last Partnership Principle Knight (2018g) listed is reciprocity, leading all participants in the coaching process to become learners. Knight (2018g) stated coaches are rewarded using this Partnership Principle by continually learning from the teachers they work with each day. The reciprocal nature of the relationships coaches build with teachers helps coaches grow professionally along with teachers (Cetroni et al., 2013). Continual learning by the coach is evident in many aspects of the coach’s job responsibilities, including analyzing data, seeing the strategies suggested by data analysis through the eyes of the students and teachers, and measuring changes in student achievement (Kang, 2016). Coaches, while not having all the answers all the time, should know where to find answers and learn what will best help teachers, which keeps the coach a continuous learner along with the teachers (Sandstead, 2015).

The Partnership Principles outlined by Knight (2013) are the backbone of the process of instructional coaching. These principles are essential components of the coaching process (Knight, 2013). While these principles have been a part of Knight's coaching characteristics since 2007, the seven Partnership Principles continue to be the foundation of a successful coaching program (Knight, 2011, 2013, 2016).

Summary

In Chapter Two, relevant research was presented. The main topics included the conceptual framework, coaching programs, and professional development. Additionally, contained in Chapter Two was information regarding current research on content coaching and instructional coaching. Finally, effective coaching principles of successful coaching programs consisting of equality, choice, voice, dialogue, reflection, praxis, and reciprocity were addressed.

In Chapter Three, the problem and purpose of the study are restated, and the research questions and research design are also discussed. Information is presented regarding the population and sample of the study and instrumentation. Specific details about data collection, data analysis, and ethical considerations are also included.

Chapter Three: Methodology

The research conducted in this quantitative study allowed for an evaluation of the effects of content coaching and instructional coaching on teacher perceptions and student achievement. Quantitative data were collected using survey responses from teachers, coaches, and principals involved in coaching programs, both instructional and content based. Through the analysis of data, the perceptions of teachers, coaches, and principals were considered to determine the use of Knight's (2013) Partnership Principles and their effect on student learning and achievement.

Another consideration in this causal-comparative study was the perception of student achievement, according to teachers, coaches, and principals, when teachers have access to content coaches or instructional coaches. Teachers, coaches, and principals considered the level of support provided by coaches, either content or instructional. Also considered was he resulting impact on student achievement after working with a coach during instruction.

This chapter includes information indicating the problem and purpose of the study. Additionally, the research questions, the research design, and the population and sample are also outlined in the chapter. Finally, the instrumentation, data collection procedures, and the method used for analyzing the data are contained in this chapter.

Problem and Purpose Overview

An important component of professional development is creating opportunities for teachers to refine their craft in order to increase student achievement (Teemant, 2013). Job-embedded professional development that is collaborative in nature and applied in a classroom setting is vital to improving instructional practices (ASCD, 2016). Through the study of job-embedded professional development, the effects of professional development on instructional

quality and teacher efficacy regarding student learning and achievement can be measured (Killion, 2016a; Knight, 2013). Coaching programs are being utilized more frequently, and content coaching and instructional coaching are two of the most-prevalent coaching programs employed in schools (White et al., 2015).

In this causal-comparative study, perceptions were gathered from teachers, coaches, and principals who had experience with either content coaching or instructional coaching and were familiar with the characteristics of coaching programs, more particularly Knight's (2013) Partnership Principles. Survey questions were designed to elicit responses from the participants to determine perceptions of the quality of coaching programs based on the use of the Partnership Principles during coaching. Each group surveyed had an opportunity to indicate the level of support received/given and the program's effect on student achievement, according to their perceptions.

The purpose of this study was to understand the effects of coaching programs utilized in schools as job-embedded, quality professional development. This study was focused specifically on coaching programs and the use of Knight's (2016) Partnership Principles as characteristics of successful coaching programs. These foundational characteristics are essential in creating a trusting relationship between the coach and teacher to increase quality instruction and influence student achievement (Knight, 2016). Trust is an essential part of the coaching relationship, and the ability of coaches to communicate and be heard is an important component of the relationship (Knight, 2016). Voice and choice are important, so teachers feel heard and that their goals are understood and taken into account (Knight, 2018b; 2018c).

Research questions. The following research questions guided the study:

1. What are the perceptions of teachers regarding the impact of coaching as a partnership on their instructional practice and the effect on student learning?
2. What are the perceptions of coaches, working as partners with teachers, regarding their impact on teacher instructional practice and the effect on student learning?
3. What are the perceptions of principals regarding the impact of coaching partnerships with teachers on instructional practice and the effect on student learning?

Research Design

The data were examined, and comparisons were made among the perceptions of teachers, coaches, and principals of the coaching programs used in their schools. Teacher, coach, and principal perceptions were elicited to determine impact on instructional quality and student achievement through the use of certain principles of coaching. Quantitative methods were used to analyze survey responses from teachers, coaches, and principals gathered from the schools in RPDC Region Seven as organized by the MODESE (2015). Quantitative data were collected via surveys, and values were calculated based on survey responses. The quantitative measures included multiple-choice and Likert-type statements and questions to create an unbiased classification (Battaglia, Benedetto, & Fazio, 2016). It is important to note participants were limited to the choices provided to answer the multiple-choice items, which may have had some effect on the outcome of the responses given (Battaglia et al., 2016). A comparison of data from the teacher, coach, and principal surveys aided in producing results as unbiased as possible, since all participants' perspectives were considered.

Population and Sample

The population of this study was selected from public school districts within Region Seven of the Southwest RPDC. Within the region, and at the time of this study, there were 94 school districts. This population was appropriate based on the purpose of the study and research questions.

Convenience sampling is a form of nonprobability sampling based on proximity and availability (Cetroni, Miller, & Dudovskiy, 2016). A decision was made to select participants based on the proximity of elementary schools in Region Seven. Then, a purposive sample was chosen, which consisted of third, fourth, and fifth-grade teachers; coaches; and principals who had access to a coaching program within their respective school. A purposive sample is appropriate when the participants have knowledge of the specific topic under examination (Brick, 2016). Participants were selected or rejected based on whether they met the profile of the study (Brick, 2016).

The sample size was large enough to reveal a statistical difference, if any, and small enough to be manageable (Bluman, 2018; Brick, 2016). Data were obtained from each of the 94 elementary schools in Region Seven. The demographics of each elementary school were not similar and were not the basis of selection for inclusion in the study. Potentially, the maximum sample size was 282 teachers, 94 coaches, and 94 principals. The actual number of surveys received was as follows: 59 teachers, 13 coaches, and 49 principals. The number of responses that actually fit the criteria was 19 teachers, 8 coaches, and 28 principals.

Instrumentation

Mixed-response surveys, including multiple-choice items and open-ended prompts, were utilized to collect data about the type and quality of coaching. The teacher, coach, and

principal surveys were constructed from original items created and field-tested by teachers, coaches, and principals from a school district that did not participate in the study. Survey items were designed using multiple-choice items, Likert-type statements, and open-ended prompts to collect data on job-embedded professional development occurring during instruction with support from a coach.

The teacher survey (see Appendix A) was created to elicit the teachers' perceptions of instructional effectiveness based on the quality of coaching received. The first item was designed to reveal if the school implemented a coaching program. If a coaching program was in place, the next two statements were presented to establish the type of coaching used and the effect of coaching on instruction. Statement four was designed to give teachers the opportunity to indicate the extent their coaches utilized Knight's (2011, 2013) Partnership Principles and the opportunity to offer further explanation for their responses in a subsequent open-ended prompt.

Items and questions six through nine were designed to collect data concerning the perceived change in the quality of the teachers' content knowledge and instructional knowledge after working with a coach (Knight, 2016; Knight et al., 2015). The open-ended prompts in this group were intended to allow the participants the opportunity to offer clarification and insight into their multiple-choice and Likert-type responses. The remaining statement and question were presented to address the extent to which teachers believed student achievement increased because of improved instruction.

The survey designed for coaches (see Appendix B) began by eliciting demographic data concerning the teachers who were receiving instructional coaching and the frequency of coaching visits. The next two items were presented to determine the type of coaching

program utilized. Statement six and question seven, after establishing coaching program type, were created to provide information about the level of use of Knight's (2011, 2013) Partnership Principles when coaching. The open-ended prompts from coaches revealed their thoughts on the use and value of Knight's (2011, 2013) Partnership Principles to build strong relationships with teachers and to create an environment of collaboration. The next three questions, eight through 10, were created to gather data on the effectiveness of the coaching program from the coaches' point of view. Statement 11 and question 12 were posed to collect data about how much coaches felt the coaching they provided influenced student achievement. Improvement in best-practice teaching strategies, leading to an improvement in student achievement, is accomplished through a strong coaching program (ASCD, 2016; Reinke et al., 2014).

The principal survey (see Appendix C) was created to collect similar data from a principal's point of view. The first two items established, based on specific definitions, what type of coaching teachers were receiving. The third statement was posed to identify which Partnership Principles the principals felt were most utilized by the coaches. The next statement was provided to give principals the opportunity to indicate which Partnership Principles they felt helped teachers improve instruction. Statements and questions six through 11 were posed to determine if coaches working with and supporting their teachers increased the teachers' knowledge of effective instructional strategies and effective content instruction that lead to student achievement.

Data Collection

Permission to conduct the research was submitted to the Lindenwood IRB, and the project was approved (see Appendix D). The collection of the quantitative data was achieved

using multiple survey instruments for teachers, coaches, and principals who participated in each school district's coaching program. Permission for distribution of surveys to faculty of the schools involved in the research were sent via email to each district's superintendent (see Appendix E). Once permission was granted from the school superintendent, an introductory email (see Appendix F) was sent to each principal. Teachers and coaches in Region Seven were sent a separate email asking them to complete the survey (see Appendix G), and a letter of informed consent was included in the survey (see Appendix H). The surveys were delivered to the recipients using Qualtrics via email. Participation in the survey by the teachers, coaches, and principals was estimated to take approximately 15 minutes. The surveys were sent at least three times to each of the teachers, coaches, and principals to encourage participation.

Data Analysis

The surveys contained items, statements, and questions with a numerical score assigned to each response on the multiple-choice and Likert-type scales. These types of questions, statements, and open responses allow for more detail (Brick, 2016; Seltman, 2015). The multiple-choice and Likert-type responses were analyzed using descriptive statistics. Descriptive statistics are used to describe the features of a data set, and open-ended prompts further clarify the data responses (Battaglia et al., 2016). Frequency of responses in the form of percentages was used to describe the answers. The mode was also utilized as a measure of central tendency (Bluman, 2018). The use of the mode shows the responses which occur most frequently in the data set, or the most-often chosen response (Battaglia et al., 2016; Colorado State University, 2017).

In addition, the surveys contained open-ended prompts to gather information to enhance the quantitative data collected from the multiple-choice items and Likert-type statements. The open-ended prompts allowed coaches and principals to describe responses to the Likert-type statements indicating the perceptions of working with teachers to effectively improve student achievement.

Ethical Considerations

The anonymity of each participant was strictly protected using various methods. All data and documents were secured in a locked cabinet or file under the supervision of the researcher. Electronic files were saved using a protected password and a personal computer on a secured site. All documents and files will be destroyed three years from the completion of the research project.

There was no formal or professional relationship with the study participants. The identity of each of the participants was protected by allowing participants to respond to the survey without identifying themselves and by ensuring the survey software did not collect email addresses. A letter of informed consent was included with the survey, accessible through a link to the Qualtrics survey

Summary

Chapter Three included information about the methodology utilized in this study. The types of coaching programs included instructional coaching and content coaching (Teemant, 2013). The population of the study included teachers, coaches, and principals of the school districts in Region Seven of the Southwest RPDC. The third, fourth, and fifth grade teachers; coaches; and principals from the schools included in the study were asked to respond to a survey about their experiences with the particular coaching model in use at their

schools. Data collected from survey responses were analyzed quantitatively. Through the use of descriptive statistics, simple summaries of the data collected can be used to describe the basic features of the data set (Battaglia et al., 2016; Colorado State University, 2017; Zaiontz, 2016). Confidentiality and anonymity were guarded by several security measures.

In Chapter Four, the methodology of the study is detailed in the review of the study. Next, research question one, addressing teachers' perspectives, was considered in the following sections: coaching type, type of curriculum support received, Partnership Principle utilization, perceived change in teachers' instruction, perceived change in teachers' content knowledge, and teacher perception of the increase in student achievement. The coaches' perspectives were considered in the type of coaching, types of support offered, Partnership Principle utilization, the most helpful aspect of coaching based on coaching type, limitations in the type of coaching program used, changes to the coaching program, and student achievement sections. Finally, research question three provided information regarding the perception of the principals in the following sections: types of coaching provided, curriculum and instructional support to teachers, Partnership Principle utilization, perceived change in teachers' instruction, perceived change in teachers' content knowledge, and principal perception of the increase in student achievement.

Chapter Four: Analysis of Data

When considering the data collected through the teacher, coach, and principal surveys, all three groups placed significant emphasis on Knight's (2013) Partnership Principles and the ability to create trusting relationships between the parties involved. Losch et al. (2016) determined a trusting and collaborative relationship between teachers and coaches leads to an increase in student learning and achievement. The ability to increase student learning and achievement is the ultimate mission of school districts (Greene, 2018).

Review of Study

Professional development is at the heart of improving student achievement, as it creates expectations of growth for administrators, teachers, and coaches (Knight, 2013; Knight et al., 2015; Teemant, 2013). The opportunity for teacher growth through effective professional development leads to consideration of coaching as an effective model (Kang, 2016). When determining the characteristics of an effective coaching model, certain elements are essential for collaboratively supporting teachers toward growth (Cetroni et al., 2013; Kang, 2016; Sandstead, 2015; Trach, 2014; White et al., 2015; Wolpert-Gawron, 2016). Through the use of coaching to enhance traditional professional development, teachers are supported during the implementation process by a coach in place within the school district (Teemant, 2013). Support in the classroom during the instructional process has been missing from traditional professional development programs (Losch et al., 2016).

The essential characteristics of an effective coaching program, described by Knight (2016) as success factors, include understanding how to work with adult learners, use of an effective coaching cycle, strong knowledge of best-practice instructional strategies, effective use of data, proficiency in superior communication and leadership skills, and support of the

district administration. Knight (2013, 2017) also described Partnership Principles contributing to the success of a coaching program. The seven principles described by Knight (2013) include equality, choice, voice, dialogue, reflection, praxis, and reciprocity.

The data collected included which foundational characteristics of the partnership between teachers and coaches were most prevalent. It also included which were important from the perspectives of teachers, coaches, and principals and which type of coaching, instructional or content, had the most impact on teacher efficacy. When districts consider coaching as a form of job-embedded professional development, it is important to compare coaching types and their effect on student achievement.

Research Question One

Research question one: *What are the perceptions of teachers regarding the impact of coaching as a partnership on their instructional practice and the effect on student learning?*

The teacher participants in this study included third, fourth, and fifth-grade teachers from schools in southwest Missouri with access to a coaching program. The coaching programs included content coaching and instructional coaching as forms of job-embedded professional development. The teacher survey included items, statements, and questions to identify and clarify the teachers' perceptions of efficacy after having the opportunity to work with a coach. The teachers responded to items, statements, and questions concerning the type of coaching received, the content areas addressed, the research-based instructional strategies addressed, the Partnership Principles the coach used, and the effect the coaching had on student achievement.

Survey item one. *Do you receive instructional support in your classroom in the form of coaching?*

A total of 59 teachers completed the survey. However, only 19 teachers met the criteria of working with a coach in their classrooms.

Survey item two. *Based on the following definitions, complete the sentence on what type of coaching you receive. I receive _____.*

Instructional Coaching – the focus of the coaching you receive is based on improving instructional practices across all content areas.

Content Coaching – the focus of the coaching you receive is based on improving instructional practices in a specific content area.

Based on the responses to the survey, the majority of the teachers indicated they received content coaching from their coaches (see Table 1). This was based on specific definitions of instructional and content coaching. The definitions were embedded in the survey item.

Table 1

Types of Coaching Used: Teachers

Coaching Type	Percentage
Instructional	44.4%
Content	55.6%

Note. $n = 19$.

Type of curriculum support received. ***Survey item three***. *To what extent does the coach support you in the following areas? Mark only one per row. Literacy curriculum, Math curriculum, Science curriculum, and research-based instructional strategies used in all content areas.*

Teachers were asked to indicate the type of curriculum support received from the coach with whom they worked. Mathematics, literacy, and science were the content areas teachers were asked about specifically. Teachers were also asked about the level of support they received from coaches regarding research-based instructional practices. They responded on a five-point Likert-type scale to rate the level of support in each of the three content areas and for instructional practices (see Table 2).

The Likert-type scale included five points ranging from *No Support* (1) to *Significant Support* (5). The data indicated 50.0% of teachers felt they had more than adequate support in the content area of Literacy. The same teachers felt they had more than adequate support (10.5%) in Mathematics. In the content area of Science, 15.8% of teachers thought the support they received amounted to more than adequate support. When considering research-based instructional strategies, only 5.3% of teachers felt they received more than adequate support in their teaching.

Table 2

Curriculum and Instructional Support to Teachers: Teacher Perspective

Content Area	No Support (1)	2	Adequate Support (3)	4	Significant Support (5)
Literacy	5.6%	22.2%	22.2%	22.2%	**27.8%**
Mathematics	**31.6%**	**31.6%**	26.3%	0%	10.5%
Science	**68.4%**	5.3%	10.5%	10.5%	5.3%
Research-Based Instruction	26.3%	**36.8%**	31.6%	0%	5.3%

Note. The mode of each response is indicated in bold. $n = 19$.

Partnership Principle utilization. ***Survey item four.*** *Which of the following principles are utilized during your time with the coach and at what level?*

Teacher perceptions of the utilization of Knight's Partnership Principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity are shown in Table 3. On the survey, 63.2% of the teachers indicated the Partnership Principle utilized most frequently was voice (happening more than occasionally). The second-most utilized Partnership Principle was an even split between reflection and praxis. According to the data collected, 61.1% of the teachers felt reflection and praxis were present in their sessions with a coach (happening more than occasionally). Praxis works together with reflection when teachers think about teaching as it happens in the classroom; teachers learn from these real-world situations rather than theoretical situations (Knight, 2013).

The lowest rated of Knight's Partnership Principles by the teachers were equality and dialogue. Only 53% (percentages from 4 and 5 of the Likert type scale of dialogue) of the

teachers felt they had an opportunity to share their thoughts about better communication with the coach more than occasionally, and 47% (percentages from 4 and 5 of the Likert type scale of equality) of the teachers felt they were not an equal with the coach. Another low-rated Partnership Principle was reciprocity (56%) (percentages from 4 and 5 of the Likert type scale of reciprocity).

Table 3

Partnership Principle Utilization: Teacher Perspective

Principle	Does Not Happen (1)	2	Happens Occasionally (3)	4	Happens Consistently (5)
Equality	15.8%	10.5%	26.3%	10.5%	**36.9%**
Choice	10.5%	10.5%	21.1%	26.3%	**31.6%**
Voice	10.5%	10.5%	15.8%	21.1%	**42.1%**
Dialogue	15.8%	15.8%	15.8%	15.8%	**36.8%**
Reflection	22.2%	5.6%	11.1%	22.2%	**38.9%**
Praxis	11.1%	5.6%	22.2%	22.2%	**38.9%**
Reciprocity	22.2%	0%	22.2%	22.2%	**33.4%**

Note. The mode of each response is indicated in bold. $n = 19$.

Survey item five. *Please explain your answers from the question above and provide examples for each category, if possible.*

In the survey, teachers were given an opportunity to answer an open-ended prompt to explain their answers to the question about utilization of the Partnership Principles and to use examples for how each of the principles was used by coaches. The answers the 13 teachers gave ranged from positive perceptions about the way the coach worked with them to negative

perceptions. Over half of the teachers indicated the coach/teacher relationship was positive. One example of a positive response was coaches gave teachers time to reflect about the lessons taught, promoting empowerment to improve instruction. Some of the teachers indicated their relationship with the coach was in its first year, and the coach was still in the stage of learning how coaching could best meet the needs of the teaching staff. Since this indicated the teacher and coach were learning together, equity was evident in their relationship.

Teachers appreciated the coaches' ability to listen to what the teachers felt they needed help with, and the consistent encouragement offered by coaches. The teachers mentioned they had voice and choice in the goals they set, and the teachers indicated the coaches seemed very open to suggestions on what to do and in which areas the teachers needed help. Teachers asserted coaching was a necessary component of professional development when working with new teachers to support them as they implement new instructional strategies.

The negative responses centered around coaches not having enough time to work with the teachers in their classrooms. Some coaches only supported teachers with ideas and resources instead of offering classroom support during the implementation process. Additionally, coaches were assigned other duties that kept them out of classrooms and did not give them opportunities to work with classroom teachers.

Perceived change in teachers' instruction. ***Survey item six.*** *To what extent has your teaching changed after working with a coach?*

As stated by ASCD (2016), coaching, whether instructional or content, is seen as an important job-embedded professional development tool. Knight's (2013) Partnership

Principles are guidelines for effective support for teachers to improve instruction in their classrooms. Teachers were asked if there was any change in their instruction after receiving coaching. The results are illustrated in Table 4, showing 31.6% of teachers reported there was no change in their instruction after coaching.

Table 4

Perceived Change in Teachers' Instruction: Teacher Perspective

No Change (1)	2	3	4	Significant Change (5)
31.6%	5.3%	**36.8%**	21.0%	5.3%

Note. The mode of each response is indicated in bold. $n = 19$.

Survey item seven. *Please explain your answers from the question above and provide examples for each category, if possible.*

Teachers responded to an open-ended prompt for information and examples to explain their answers to the question about the extent of change in their instruction after working with a coach. Not all teachers responded to this question, but of the 13 teachers who did respond, most indicated a positive response about why they answered the way they did on the previous Likert-type statement. One of the changes teachers cited was the feeling of experiencing a positive transformation in their instruction.

The teachers indicated the coaches were able to help them become more reflective in their teaching, become clearer in what the expectation was in meeting the standards, and become better-versed in advanced techniques of teaching. Following the sharing of ideas, modeling of instructional strategies, and support of teachers through the implementation

process, teachers felt better about their teaching and their students' learning. Again, teachers indicated help for beginning teachers was vital to the growth of those teachers.

When teachers felt negative toward the growth coaches provided, the responses mainly centered on not receiving in-classroom help during the teaching process or not being convinced the coach could offer help. Some of the responses addressed other duties the coaches were responsible for, taking them away from helping teachers. Teachers also stated they felt working with a coach was not helpful or needed because their teaching was already effective. Teachers reported coaches sent out a tremendous amount of information and resources, and there was simply not enough time

Perceived change in teachers' content knowledge. ***Survey item eight.*** *To what extent has your content knowledge changed after working with a coach?*

The teachers were asked to gauge the change in their content knowledge after receiving coaching from a content coach or an instructional coach. The responses were rated on a Likert-type scale with a range of one through five (no change to significant change). As shown in Table 5, just under 74.0% of teachers were either neutral about the change in their instruction or felt they experienced no change in their instruction after working with a coach.

Table 5

Perceived Change in Teachers' Content Knowledge: Teacher Perspective

No Change (1)	2	3	4	Significant Change (5)
36.9%	10.5%	26.3%	15.8%	10.5%

Note. The mode of each response is indicated in bold. $n = 19$.

Survey item nine. *Please explain your answer from the question above and provide an example, if possible.*

Teachers indicated, through explanations and examples, they learned from the coaches the tools necessary to increase content knowledge and, therefore, instructional knowledge. Not all of the teachers responded to the open-ended prompt. Of the nine teachers who did respond, they provided a positive explanation of the perceived change in their content knowledge. The teachers explained the knowledge they gained from working with the coach at the beginning of their coaching experience increased with each coaching experience. The tools the teachers received helped them increase their content knowledge over time with modeling and ongoing work with the coach.

The teachers who expressed negative perceptions indicated they *did not* meet individually with a coach. The teachers who *did* meet with a coach, did not find the support helpful in increasing their content knowledge. Increasing knowledge of content strategies is the purpose of content coaching, but some teachers indicated they did not trust the coach would help.

Teacher perception of the increase in student achievement. ***Survey item 10.*** *To what extent has your teaching increased student achievement after working with a coach?*

Teachers were asked to indicate whether they felt working with a coach influenced their students' achievement based on changes in their instruction. On the Likert-type scale, the choice of *one* indicated there was no increase in student achievement, and the choice of *five* indicated a significant increase in student achievement. Just under 74% of teachers felt neutral about any change in student achievement or saw no increase in achievement because of working with a coach (see Table 6).

Table 6

Perceived Increase in Student Achievement: Teacher Perspective

No Increase (1)	2	3	4	Significant Increase (5)
26.3%	10.5%	**36.9%**	26.3%	0%

Note. The mode of each response is indicated in bold. $n = 19$.

Survey item 11. *Please explain your answer from the question above and provide an example, if possible.*

A third of the nine teachers who responded shared positive perceptions; there was an increase in student achievement after working with a coach. One of the examples shared was when teachers gained a better understanding of the standards and strategies to teach particular content standards to their students, achievement improved. This specific understanding resulted in helping the teachers develop better strategies, leading to an increase in student achievement.

As with other open-ended prompts, teachers indicated when they felt students were not improving academically, it was because coaches were not working with them in a way to improve their instruction. There was a feeling the coaches were not being used in a way to allow teachers to increase their understanding of best-practice instruction. Teachers indicated they were unable to meet with coaches in the classroom to get support with new instructional strategies. Teachers felt any increase in student achievement could not absolutely be credited to coaching.

Research Question Two

Research question two: *What are the perceptions of coaches, working as partners with teachers, regarding their impact on teacher instructional practice and the effect on student learning?*

Coaching as a partnership with teachers is an important type of job-embedded professional development (ASCD, 2016). Coaches work with teachers during the important process of implementing research-based instructional strategies (Garbacz et al., 2015). Teachers have the support of coaches during the implementation stage of new instructional strategies to support and guide the teachers to increase student achievement (Killion, 2016a). Coaches and teachers work as partners or equals to learn together during the coaching process (Knight, 2016).

Good coaching involves relationships, learning together, and trust (Bickel et al., 2015). These characteristics are essential to a successful coaching program (Bickel et al., 2017). Of the coaches contacted for this study, 13 coaches responded to the survey. However, only eight coaches met the criteria for the study. Survey statements one through three were presented to obtain specific information about the coaches' professional role.

Survey item four. *Based on the following definitions, complete the sentence on what type of coaching you provide to teachers. The coaching I provide is . . .*

Instructional Coaching – the focus of the coaching you provide is based on improving instructional practices across all content areas.

Content Coaching – the focus of the coaching you provide is based on improving instructional practices in a specific content area.

Coaches were asked to indicate the type of coaching they performed, instructional or content. The choice was based on supplied definitions of each coaching type. An equal number of instructional coaches and content coaches participated in the study (see Table 7).

Table 7

Types of Coaching Used: Coaches

Coaching	Percentage
Instructional	50
Content	50

Note. $n = 8$.

Types of support offered. ***Survey item five.*** *To what extent do you provide support to teachers in the following areas?*

When surveying coaches on the type of support they offered to teachers, the coaches were asked to rate the level of support to teachers in each content area including Literacy, Mathematics, and Science and to indicate their level of support on research-based instructional practices. As shown in Table 8, coaches rated the level of support they provided based on a five-point Likert-type scale with *one* indicating the coach felt there had been no support in the content to *five* indicating significant support was given.

When considering the data on the types of support offered to teachers, coach perspectives were varied. In the area of Literacy, 62.5% of the coaches most often indicated significant support was given to teachers. Mathematics instructional coach support was most often indicated by 75.0% of the coaches at the "No Support" level. In the content area of Science, 87.5% of the coaches specified "Less than Adequate Support." Research-Based

Instruction was most often chosen by 37.5% of the coaches at both the Adequate Support and Significant Support levels.

Table 8

Curriculum and Instructional Support to Teachers: Coach Perspective

Content	No Support (1)	2	Adequate Support (3)	4	Significant Support (5)
Literacy	25.0%	0%	0%	12.5%	**62.5%**
Mathematics	**75.0%**	12.5%	12.5%	0%	0%
Science	37.5%	**50.0%**	0%	12.5%	0%
Research-Based Instruction	12.5%	0%	**37.5%**	12.5%	**37.5%**

Note. The mode of each response is indicated in bold. $n = 8$.

Partnership Principle utilization. ***Survey item six***. *Which of the following principles are utilized during your time with the teachers you coach and to which level?*

Coaches were surveyed concerning their use of Knight's (2013) Partnership Principles. When considering the use of each of the principles, at least 50.0% of the coaches felt all principles were used. The principle used the most and the highest ranked, according to the coaches surveyed, was voice, allowing all participants to have an opportunity to express their points of view.

Reflection, praxis, and reciprocity were found to be equally used by coaches when working with teachers. Half of the coaches, through reciprocity, felt their learning consistently increased along with the teachers' learning during coaching sessions. The data collected were analyzed and revealed coaches with varying experience indicated they learned

alongside the teachers who were coached. The lowest-ranked principles were equality and choice (see Table 9).

Table 9

Partnership Principle Utilization: Coach Perspective

Principle	Does Not Happen (1)	2	Happens Occasionally (3)	4	Happens Consistently (5)
Equality	0%	12.5%	37.5%	12.5%	**37.5%**
Choice	0%	12.5%	25.0%	25.0%	**37.5%**
Voice	0%	0%	25.0%	12.5%	**62.5%**
Dialogue	0%	0%	12.5%	**50.0%**	37.5%
Reflection	0%	12.5%	12.5%	25.0%	**50.0%**
Praxis	0%	12.5%	25.0%	12.5%	**50.0%**
Reciprocity	0%	12.5%	12.5%	25.0%	**50.0%**

Note. The mode of each response is indicated in bold. $n = 8$.

Survey item seven. *Please explain your answers from the question above and provide examples for each category, if possible.*

The coaches were prompted to explain their answers to the statements of Partnership Principle utilization and to give examples for how they used each principle they found important. The seven coaches who responded, indicated the help they give to teachers, especially working with teachers when planning, observing, and reflecting on the principles, is the most important aspect of what they do. One coach indicated equality and dialogue were the highest-ranked principles utilized consistently; this coach, however, indicated newer teachers are not always outspoken when sharing about their thinking.

Reflection was one of the most-mentioned principles coaches utilized when working with teachers. Coaches indicated they were able to learn along with the teachers and gleaned a tremendous amount of information regarding instruction. The information learned allowed them to pass it on to other teachers they coach.

The most helpful aspect of coaching based on coaching type. ***Survey item eight.*** *What is your impression of what is most helpful to teachers based on the type of coaching program utilized in your school district?*

Coaches were asked, using an open-ended prompt, to describe the most helpful aspect of coaching for their teachers' individual needs. According to the coaches, when they were able to meet with teachers and have teachers choose what they wanted to work on, this created the best growth opportunity. The coaches' responses indicated teachers were best helped, whether instructionally or in a specific content area, if they were able to have choice and voice in the direction of their coaching.

From the coaches' perspective, the most-effective coaching occurred when they were able to meet with teachers in their classrooms during instruction that had been planned together and when they were able to co-teach or model instruction for the teachers. The coaches' responded from lesson planning to creating assessments, teachers needed support in incorporating new strategies. Teachers also needed the opportunity to share their thoughts on these strategies. This sometimes included adding technology components as well as incorporating strategies for teachers to reflect upon before sharing concerns and needs.

The coaches indicated teachers need ongoing training in their classrooms during teaching. They also felt coaching should not be a one-time professional development

opportunity. Their job-embedded professional development needed to be ongoing to increase the likelihood of implementation.

Modeling was a common strategy the coaches mentioned to show teachers the most helpful best-practice instructional strategies for improving their teaching and, in turn improving student achievement. Using these strategies in real-life examples allowed teachers to discuss the positives and negatives of their teaching. When coaches and teachers worked together to improve instruction within the classroom, coaches thought modeling and planning were important supports for the teachers.

Goal setting was mentioned as a major part of coaching. This was especially true when teachers used the expertise of the coach to guide the thinking process and to problem solve a solution. Most of the coaches agreed the most helpful aspect of coaching was the ability to train teachers within their classrooms through job-embedded professional development.

Limitations in the type of coaching program used. ***Survey item nine.*** *What are the limitations of the type of coaching program utilized in your district?*

Coaches were asked to describe the limitations of the coaching program in their school districts. One of the biggest limitations described by the coaches was the amount of support coaches could provide at one time due to the number of teachers who needed coaching. This left the teachers feeling discouraged by not having a coach available on a consistent basis. The time coaches had available to work directly with teachers was limited by the other responsibilities coaches were given. In particular, content areas other than literacy were the reasons coaches were pulled for other duties.

Some coaches found the responsibilities they were given kept them from having enough time to work with teachers. Coaches also felt they were unable to work with teachers through an actual "coaching cycle" to see the teacher through the complete implementation of an instructional strategy. The time needed to work with a coach allowed teachers to fully implement instructional strategies.

Another limitation expressed was the support of administrative staff. When coaches felt they had the support of the administrator, teacher learning was reinforced, and the growth of instructional practices within classrooms was greater. The coaches were not evaluative, and this allowed the teachers to express their needs to the coaches without the worry of evaluation.

Changes to the coaching program. ***Survey item 10.*** *If you could change one thing about your district's coaching program, what would it be, and why would you want to make this change?*

Coaches were asked to describe the most-desired change to make their coaching programs more effective. The most valuable change was the addition of more coaches. Some coaches reported they would like to have a coach in each building working with just the teachers in that building rather than working in multiple buildings across the district. Coaches also indicated they felt coaching would be more effective if they had fewer responsibilities, allowing additional time to work with more teachers. Another change the coaches wanted was to make some of the processes implemented mandatory. The consistency of working with teachers with the support of the administration was missing in some coaching programs. Some coaches also mentioned they would like to see a shift to becoming interventionists who work directly with students.

Student achievement. ***Survey item 11.*** *To what extent has your coaching increased student achievement in your district?*

Coaches were asked the effect of their coaching on student achievement. Coaches indicated their preference using a Likert-type scale with a range of one through five. The survey results concerning student achievement indicated 75.0% of coaches felt their work with teachers had a positive effect on student achievement. As shown in Table 10, approximately 25.0% of the coaches indicated there was a significant increase in student achievement related to their work with teachers.

Table 10

Perceived Increase in Student Achievement: Coach Perspective

No Increase (1)	2	3	4	Significant Increase (5)
25.0%	12.5%	12.5%	**25.0%**	**25.0%**

Note. The mode of each response is indicated in bold. $n = 8$.

Survey item 12. *Please explain your answer from the question above and provide an example, if possible.*

Coaches were presented with an open-ended prompt explaining their responses to the previous statement concerning student achievement. Of the eight coaches who responded, most felt their help with teachers created a way for teachers to become more reflective about instructional practices. Working with a team of teachers allowed coaches to help teachers grow together and help each other in the development process. Teachers engaged in the sharing of ideas within the team, with teachers and coaches reflecting with each other and setting goals for themselves and their students. Coaches also demonstrated lessons so

teachers could see a strong model and develop effective and efficient ways to use their time, build strong positive relationships, and set high expectations for success.

Some coaches expressed a negative thought when explaining their responses to the student achievement statement. The only negative thought coaches expressed had to do with being inexperienced and unable to effectively lead teachers during coaching. The inexperience left coaches feeling inadequate in supporting teachers, and therefore the coaching did not help teachers or lead to an increase in student achievement.

Research Question Three

Research question three: *What are the perceptions of principals regarding the impact of coaching partnerships with teachers on instructional practice and the effect on student learning?*

Coaching programs are avenues through which principals provide professional development for teachers (ASCD, 2016). Principals, as the instructional leaders of their buildings, must ensure teachers keep up with new techniques and strategies to create engaging, rigorous learning experiences for students (Fisher & Frey, 2016; Kang, 2016). To provide the support and feedback teachers need in a safe environment, principals look to both instructional and content coaches to provide necessary professional development to ensure new techniques and strategies are implemented in each classroom (Gulamhussein, 2013). Coaches can work alongside teachers during the implementation process, providing support and feedback so students are provided a rich learning environment (Kang, 2016). A total of 49 principals responded to the survey with 28 meeting the requirements of the study.

Types of coaching provided. ***Survey item one.*** *Based on the following definition, do your teachers receive instructional support in their classrooms in the form of coaching?* Principals responded to the Yes or No question.

Survey item two. *Based on the following definitions, complete the sentence on what type of coaching your teachers receive.*

Instructional Coaching – the focus of the coaching received is based on improving instructional practices across all content areas.

Content Coaching – the focus of the coaching received is based on improving instructional practices in a specific content area.

The coaching the teachers receive is …

The principals surveyed indicated the coaching in their buildings mainly consisted of instructional coaching. Within the statement was a definition for content coaching and one for instructional coaching. On the survey, 63.0% of the principals indicated their coaches were instructional coaches (see Table 11).

Table 11

Types of Coaching Used: Principals

Coaching	Percentage
Instructional	63.0
Content	37.0

Note. $n = 28$.

Curriculum and instructional support to teachers. ***Survey item three.*** *To what extent does the coach support your teachers in the following areas?*

Principals were asked to consider the content areas with which teachers received above adequate coaching support. The areas considered were literacy, mathematics, science, and research-based instruction. On the survey, 71% of the principals believed their teachers received significant support in literacy, as shown in Table 12. In the content area of literacy, 100% of principals felt teachers were provided adequate to significant support from their coaches. In addition, 79% of the principals indicated adequate to significant support for teachers in the area of research-based instruction.

Table 12

Curriculum and Instructional Support to Teachers: Principal Perspective

Content	No Support (1)	2	Adequate Support (3)	4	Significant Support (5)
Literacy	0%	0%	14.3%	14.3%	**71.4%**
Mathematics	**28.4%**	17.9%	17.9%	17.9%	17.9%
Science	**35.7%**	25.0%	21.4%	14.3%	3.6%
Research-Based Instruction	14.3%	7.1%	21.4%	**35.8%**	21.4%

Note. The mode of each response is indicated in bold. $n = 28$.

Partnership Principle utilization. ***Survey item four.*** *Which of the following principles are utilized during the coaching received by your teachers and to which level?*

The utilization of Knight's Partnership Principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity from the perspective of the principals is shown in Table 13. On the survey, 96.5% of the principals indicated the Partnership Principle most utilized was dialogue, and 96.4% of the principals indicated the principle of voice. The lowest rated of

Knight's Partnership Principles by 82.1% of the principals was choice (rated a 4 or 5 on the Likert-type scale).

Table 13

Partnership Principle Utilization: Principal Perspective

Principle	Does Not Happen (1)	2	Happens Occasionally (3)	4	Happens Consistently (5)
Equality	0%	0%	10.7%	**53.6%**	35.7%
Choice	0%	3.6%	14.3%	**60.7%**	21.4%
Voice	0%	0%	3.6%	25.0%	**71.4%**
Dialogue	0%	0%	3.6%	28.6%	**67.8%**
Reflection	0%	0%	10.7%	10.7%	**78.6%**
Praxis	0%	3.6%	10.7%	21.4%	**64.3%**
Reciprocity	0%	3.7%	11.1%	25.9%	**59.3%**

Note. The mode of each response is indicated in bold, $n = 28$.

Survey item five. *Please explain your answers from the question above and provide examples for each category, if possible.*

Ten principals responded to an open-ended prompt to explain and give examples supporting their answers to the previous Likert-type statement. Principals indicated teachers have an opportunity to learn alongside coaches with the coaches listening to teachers' thoughts and concerns and sharing their perspectives on what change is necessary. Through coaching, the principals reported their teachers are encouraged to engage in discussion with the coaches in an environment where all parties are learning from each other. Teachers can also use their voice to understand the current reality of their classrooms and to make the

adjustments necessary to improve their teaching, and in turn, student achievement. The Partnership Principles were valued by the principals when encouraging coaching in their buildings. Teachers and coaches were seen as partners in the coaching process. Principals indicated they encouraged the work of coaches and valued the Partnership Principles used by coaches.

Perceived change in teachers' instruction. ***Survey item six.*** *To what extent has your teachers' instruction changed after working with the coach?*

Principals were asked to gauge the effect of coaching on their teachers' instruction. Principals revealed instructional and content coaching are important tools they use to offer job-embedded professional development to teachers. Responses were based on a Likert-type scale with a range of one through five, with one representing no change in instruction and five representing a significant change in instruction. Of the principals surveyed, 89.3% felt there was some degree of change in their teachers' instruction after receiving coaching, yet 39.3% of the principals reported the change was significant (see Table 14).

Table 14

Perceived Change in Teachers' Instruction: Principal Perspective

No Change (1)	2	3	4	Significant Change (5)
		10.7%	**50.0%**	39.3%

Note. The mode of each response is indicated in bold. $n = 28$.

Survey item seven. *Please explain your answer from the question above and provide an example, if possible.*

The principals were presented with an open-ended prompt to explain and give examples of the responses to the previous statement. Of the 11 principals who responded to this prompt, most indicated their teachers demonstrated improved instruction after working with a coach. According to principals, even teachers who were very effective already were able to learn from the coach and streamline their instructional practices. Some of the practices coaches used included modeling, lesson planning, and brainstorming ways to reach students.

Principals felt it was important to have an instructional coach to support teachers. This support was supplemental to the support the principal offered. The principal and coach complemented each other and helped to improve instructional practice across the building. This was particularly true when the coaches worked with new teachers and when all teachers were implementing new initiatives. The responses given by the principals were all positive.

Perceived change in teachers' content knowledge. ***Survey item eight.*** *To what extent has your teachers' content knowledge changed after working with the coach?*

Principals were asked to gauge their perceptions of the change in their teachers' content knowledge after receiving coaching from a content coach or an instructional coach. Principals responded to a Likert-type question with a range of one through five, with one indicating the principal perceived there had been no change in teaching to a five indicating significant change had taken place. To this item, 85.7% of principals responded there was at least some change in teachers' content knowledge after working with a coach (choices 4 and 5 of the Likert-type scale) (see Table 15).

Table 15

Perceived Change in Teachers' Content Knowledge: Principal Perspective

No Change (1)	2	3	4	Significant Change (5)
0%	0%	14.3%	**53.6%**	32.1%

Note. The mode of each response is indicated in bold. $n = 28$.

Survey item nine. *Please explain your answer from the question above and provide an example, if possible.*

Most of the 11 principals who responded indicated, through their answers to an open-ended prompt even if the main focus of the coach was instruction, there was a gain in content knowledge as well. Through interactions with the coach when focusing on instruction in a particular content area, principals sensed knowledge was gained by the teacher about the content. Principals felt the teachers were left with a feeling of confidence and positive growth in all areas after working with the coach.

The emphasis on teacher buy-in was evident in some of the principals' responses. One principal felt the teachers were receiving too much content information and not enough instructional help from the coach, indicating instructional help was the most important. Another principal asserted even with everything the coach was doing, the teachers could only be moved as far as they were willing to move.

Principal perception of the increase in student achievement. ***Survey item 10.*** *To what extent has your teachers' instruction increased student achievement with the students?*

Principals were asked about any change in student achievement believed to occur as a result of teachers working with a coach. On the survey, 64.3% of the principals indicated

after teachers worked with a coach, student achievement increased (choices 4 and 5 of the Likert-type scale) (see Table 16). The principals were presented with a choice of one, indicating there was no increase in student achievement, and a choice of five, indicating a significant increase in student achievement.

Table 16

Perceived Increase in Student Achievement: Principal Perspective

No Increase (1)	2	3	4	Significant Increase (5)
0%	0%	35.7%	**39.3%**	25.0%

Note. The mode of each response is indicated in bold. $n = 28$.

Survey item 11. *Please explain your answer from the question above and provide an example, if possible.*

The open-ended prompts concerning student achievement centered on an increase in state assessment scores. The 11 principals who responded felt student achievement was increased based on an increase in state assessment scores; however, some principals also indicated local assessment results revealed growth in student achievement. Since the coaching in their schools was data-driven, the data collected supported the work the coaches were doing.

The principals who expressed any reservations about the work of their coaches based their reservations on the coaches in their buildings having just started working with teachers on instructional practices. The principals indicated the coaches' work with teachers had just begun. The increase in student achievement was not yet evident.

Summary

Content coaching and instructional coaching have been used as a form of job-embedded professional development to increase student achievement (Marsh et al., 2010). Coaching programs, in general, involve coaching cycles to set goals, take steps to achieve the goals, and collect data to measure if the goals are being achieved (Losch et al., 2016). Coaches work with teachers in their classrooms during teaching to implement the necessary strategies needed to reach their goals (Losch et al., 2016).

Surveys were developed to gather data on types of coaching and the perceptions of teachers, coaches, and principals on the use of Knight's Partnership Principles and the effect of coaching on instruction and student achievement. In Chapter Four, the data collected through surveying teachers, coaches, and principals were presented. Each research question was considered with supporting data from the survey responses.

Findings from the analyses of the data are reported in Chapter Five. The conclusions are revealed. Insufficiencies in the research conducted in the study are identified and discussed. Implications for practice and future studies based on the research conducted in this study are recommended.

Chapter Five: Conclusions and Recommendations

Student achievement begins with teachers delivering instruction using engaging instructional strategies (Stronge, 2018). Job-embedded professional development is designed to support teachers during the implementation of strategies through instructional and content coaching (Kraft & Blazar, 2018). The coaching process, according to Knight (2016), should include success factors to ensure best-practice instructional strategies and increased student achievement. The success factors include understanding how to work with adults, using an effective coaching cycle, knowing best-practice instructional strategies, gathering data, using efficient communication strategies, being an effective leader, and being supported by the school (Knight, 2016).

The Partnership Principles outlined by Knight (2016) are the building blocks of an effective coaching program. This study included an examination of the perceptions of teachers, principals, and coaches regarding the impact of coaching partnerships on instructional practice. In particular, the specific Partnership Principles and the perceptions of their use in maintaining quality relationships between teacher and coach were explored.

Traditional professional development gives teachers knowledge of best practices and how they can be used in a classroom setting (Stronge, 2018). Coaching transforms traditional professional development and enhances the supports teachers need during the most difficult and critical part of improving instructional practice and student achievement (Quintero, 2019). Content coaching and instructional coaching were considered in this study. Content coaching is a job-embedded form of professional development focused on improving instructional practice in a specific content area through the development of a deep knowledge of the standards supporting particular content areas (Thomas, Bell, Spelman, & Briody,

2015). The coach focuses on best-practice instructional strategies specifically pertaining to a particular content area (Matsumura, Correnti, Walsh, Bickel, & Zook-Howell, 2018). Some best-practice strategies may be overlooked or not considered if those practices do not specifically support the content area (Matsumura et al., 2018).

Conversely, instructional coaching focuses on best-practice strategies to support student learning regardless of the content for which they are used (Quintero, 2019). Instructional coaches emphasize high-yield instructional practices shown to be effective in any content area (Quintero, 2019). Instructional coaches usually only have a surface-level understanding of the standards of each content area with which they work, since their emphasis is on instruction in general (White et al., 2015).

Findings

Data were collected from the schools in Region Seven of the RPDC as organized by the MODESE (2015). The study was designed to examine coaching programs utilized in these schools, and understand the change, if any, in instructional strategies to increase student achievement. Surveys were created to elicit the perceptions of teachers, coaches, and principals about coaching experiences at their schools and what effect those experiences had on instructional practices.

Research question one. *What are the perceptions of teachers regarding the impact of coaching as a partnership on their instructional practice and the effect on student learning?*

Perceptions of teachers. Teachers were surveyed to elicit their perceptions about the coaching received in their classrooms. The survey was designed to determine the type of coaching, the type of curriculum support, and the type of support from Knight's (2016)

Partnership Principles. Additionally, the change coaching brought to the teachers' instruction, the change to their content knowledge, and the effect on student achievement as a result of coaching was determined.

Coaching type. The teachers responded to a survey statement about which type of coaching they received. The responses were based on specific definitions of instructional coaching and content coaching included in the statement. Based on these definitions, most teachers indicated they received content coaching.

Curriculum support received. Teachers evaluated the amount of support they received from a coach in the content areas of literacy, mathematics, and science. The teachers also indicated the level of support they received in research-based instructional strategies (see Figure 1). The teachers' perspective of the types of support received indicated literacy support was the most prevalent.

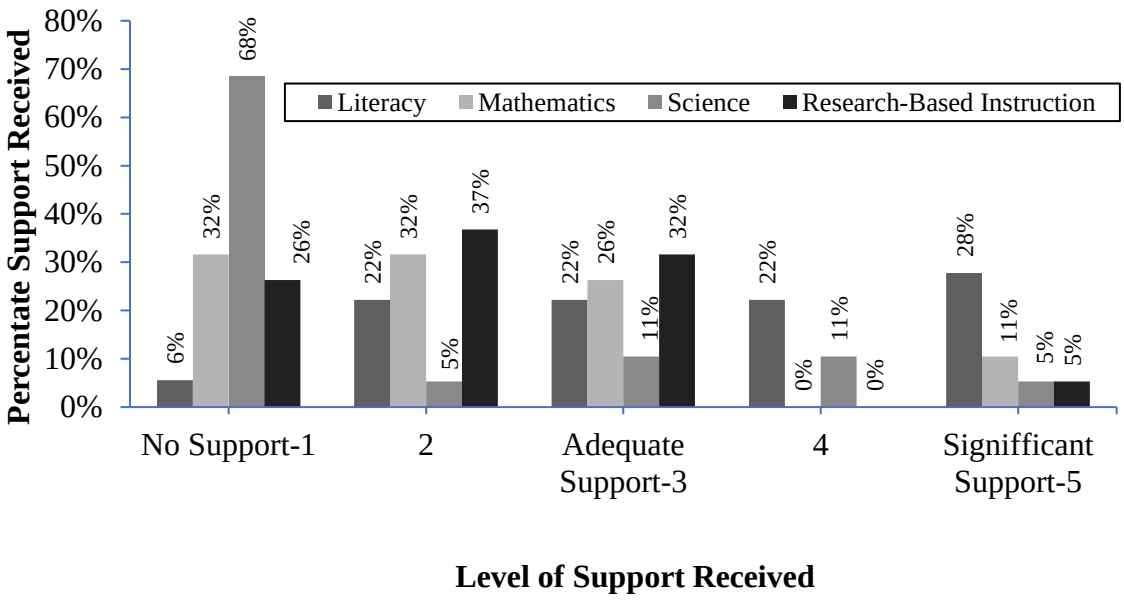

Figure 1. Types of coaching support: teacher perspective.

One-on-one coaching is an effective form of professional development, allowing teachers to have support during the important implementation stage of teacher learning (Fisher & Frey, 2016; Kang, 2016). Coaching also allows teachers to receive professional development over multiple days rather than just one-day conferences (Gulamhussein, 2013; Johnson, 2016). Teachers receive support working alongside coaches who provide feedback and support during the improvement of their teaching (Kang, 2016).

Partnership Principles utilized. Knight's (2016) Partnership Principles are used during coaching to support teachers in increasing the level of instructional practice in the classroom. The Partnership Principles include equality, choice, voice, dialogue, reflection, praxis, and reciprocity and are used by coaches to engage teachers in the coaching process and encourage teachers to implement best-practice strategies (Knight, 2016). These principles help coaches build a strong relationship with the teachers.

Teachers indicated the Partnership Principles used most consistently were voice and dialogue, as shown in Figure 2. According to Reinke et al. (2014), one-on-one coaching increases the likelihood of successful application of instructional strategies learned during coaching cycles. Coaches must see the current situation in each teacher's classroom so coaches can begin from the teacher's perspective (Sandstead, 2015). Coaches consistently allowed teachers the opportunity to communicate their ideas and goals from the teachers' perspectives.

The next two Partnership Principles used consistently were reflection and praxis. Reflection, according to Knight et al. (2015), is an essential element of teachers improving the craft of instructional strategies. Through the reflection process, teachers are able to discover which strategies in their classroom increase student learning and student

achievement (Trach, 2014). Thinking about how students learn, and which types of teaching strategies are necessary to increase student achievement, is the reflection teachers engage in, according to teacher responses to the survey. While teachers contemplated what changes they would make, they also considered how those changes would fit within their teaching practices.

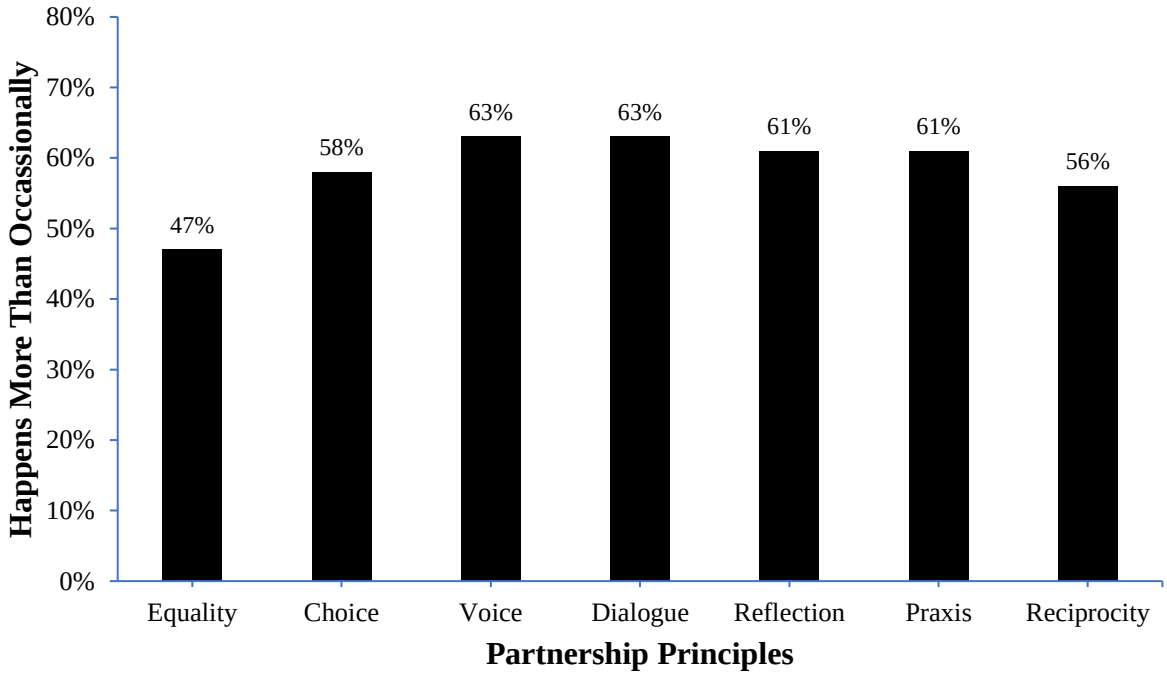

Figure 2. Partnership Principles: teacher perspective.

When asked to explain their answers and to give an example of their thinking, teachers mainly indicated with the opportunity and support from their coach, they felt empowered to share their thoughts and ideas about what they wanted to change in their instruction. Since teachers were empowered to voice their ideas, they embraced the help and

support the coach was offering. Then teachers were encouraged and supported to fit the new ideas into their current practice.

Perceived change in teachers' instruction. The teachers indicated there was little to no change in instructional practice following coaching. Nearly 75.0% of teachers felt the support of having a coach in the classroom during the implementation of best-practice instructional strategies caused no change to only moderate change in their instruction (see Figure 3). The explanations given by the teachers mostly included not having the coach available to them in their classrooms. The lack of help in the implementation phase of professional development was a detriment to improving teaching and student achievement.

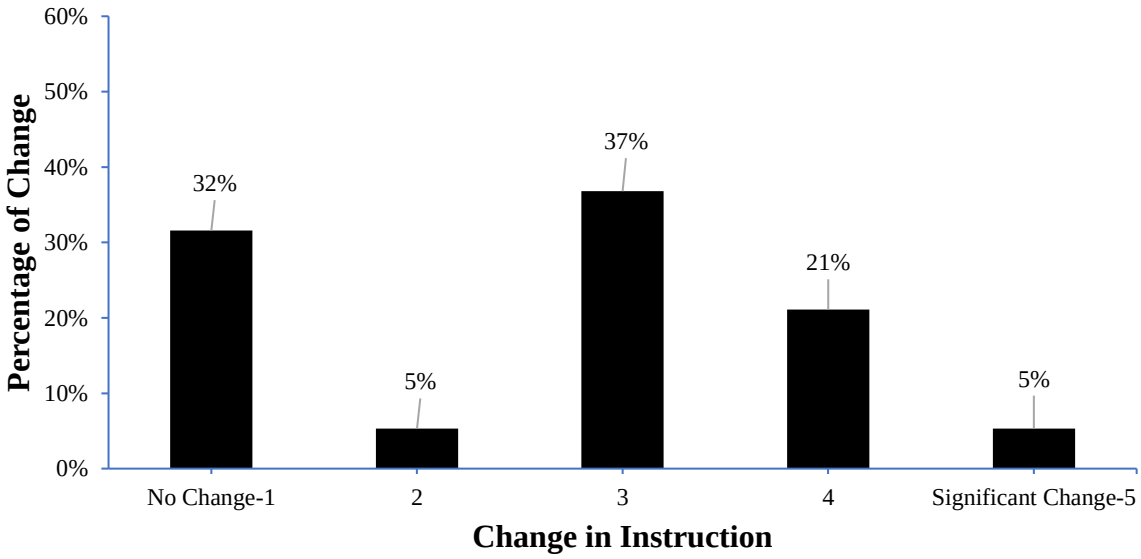

Figure 3. Change in instruction: teacher perspective.

Coaching programs focus on scaffolding teachers during the learning process to understand instructional practices and provide content-area ideas (Gibbins & Cobb, 2016). The teachers who responded negatively to the open-ended prompt did not believe the coach

could help them. Conversely, there were several positive responses indicating the teachers became more reflective and had a better understanding of the content standards and how best to increase student learning in these areas. According to Kang (2016), coaching, when sustained over time, is a collaborative process between teachers and coaches, creating learning experiences to increase student achievement.

Perceived change in teachers' content knowledge. Coaching programs are used by school districts to enhance professional development (Kang, 2016). Through improvements in professional development, such as coaching, improvements are made in student achievement as well (Hattie, 2015b). Teachers were asked to measure the change in their content knowledge after working with a coach. Most teachers' answers ranged from neutral about any change to feeling there was no change at all in their content knowledge, as shown in Figure 4. Over one-third felt there had been no change of any kind to their content knowledge.

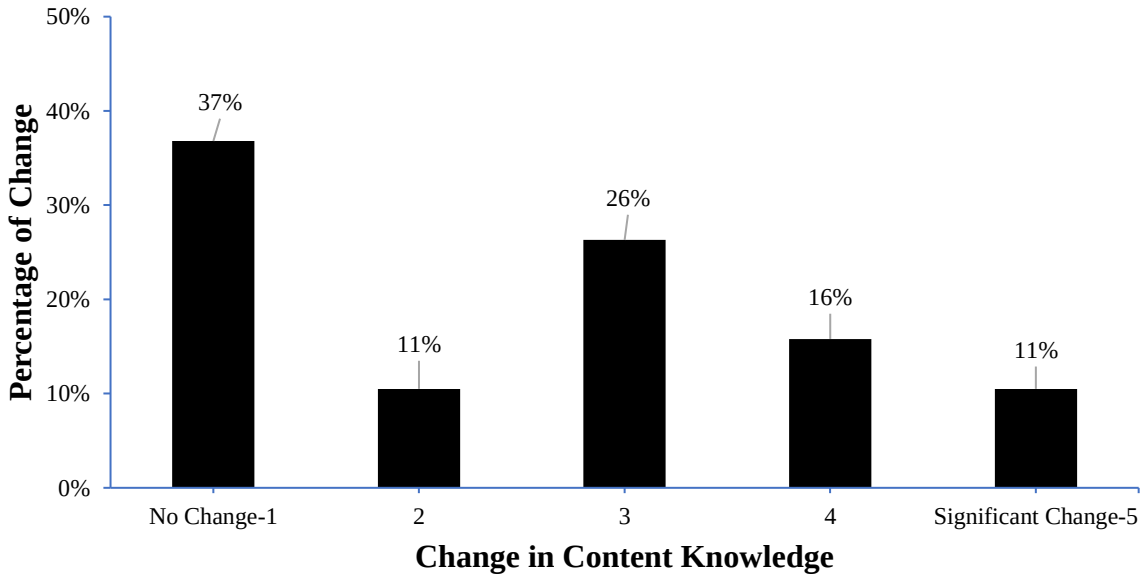

Figure 4. Change in content knowledge: teacher perspective.

In the responses to the open-ended prompts, teachers were almost evenly divided between positive and negative responses. Some teachers felt they had increased their content knowledge from the beginning of coaching, and it continued throughout the coaching experience. Coaches gave teachers specific tools to help them gain content knowledge, and then coaches showed them how to use the tools to increase student learning.

As with the responses to the perceived change in instructional practices, teachers who felt negative about working with a coach indicated they did not have enough time with the coach to make any difference. The teachers either did not meet individually with a coach, or they did not have ongoing contact with the coach on a consistent basis. Coaching must be ongoing professional development, giving support and feedback during the implementation of research-based instructional strategies to improve student learning (Kang, 2016).

Teacher perception of the increase in student achievement. Most teachers indicated there was neutral to no change in student achievement as a result of working with a coach (see Figure 5). The reasons and examples stated by teachers included coaches were utilized to perform various duties not in keeping with working with teachers to make improvements. However, some teachers felt their work with a coach, when experienced on a consistent basis, resulted in increased student achievement.

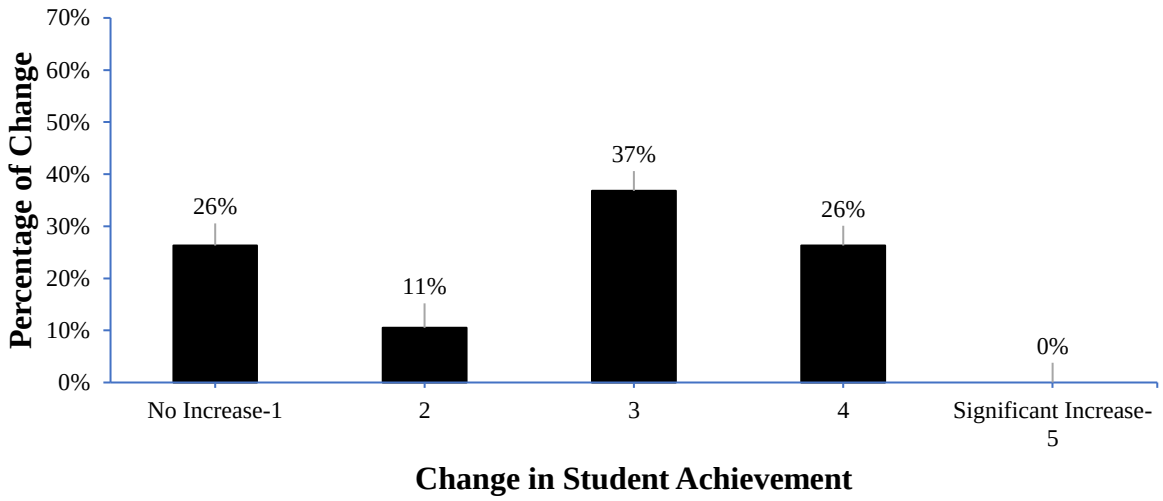

Figure 5. Change in student achievement: teacher perspective

Research question two. *What are the perceptions of coaches, working as partners with teachers, regarding their impact on teacher instructional practice and the effect on student learning?*

Perceptions of coaches. Coaches were surveyed to determine their perceptions concerning how the coaching they performed impacted teachers and instruction. Perceptions of the coaches were collected using some of the same items, statements, and questions as those asked of teachers. Coaches were asked additional questions concerning what was most helpful when working with teachers and what limitations interfered with the particular coaching model they were using.

Building level in which the coach works. Most coach participants in the study worked with teachers in elementary only settings. However, some coaches worked in elementary and secondary settings. Fewer coaches worked in an early childhood setting.

Type of coaching. Coaches were asked about the type of coaching they implemented when working with teachers. The coaches based their responses on the given definitions of

content coaching and instructional coaching. The responses were equally split between instructional coaching and content coaching.

Types of support offered. The surveys contained a similar statement concerning the content areas the coaches worked in and about research-based instructional strategies. More coaches offered adequate to significant support in the area of research-based instructional strategies than in any of the three content areas, as shown in Figure 6. Additionally, 75% of the coaches responded there was no support in Mathematics.

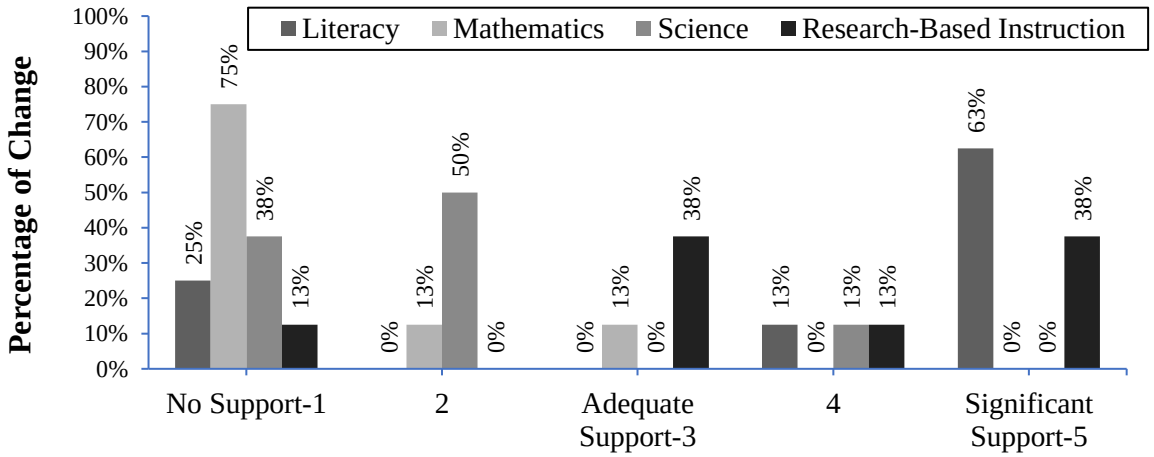

Figure 6. Types of coaching support: coach perspective.

Partnership Principle utilization by coaches. Knight's (2013) seven Partnership Principles are used by coaches when working with teachers and were evaluated by the coaches concerning the consistency of their use. Coaches treated teachers as partners when working with them, and the Partnership Principles helped to ensure the partnership approach was accomplished. On the survey, at least 50.0% of the coaches indicated all seven of the

principles were used, as shown in Figure 7. Voice was used the most frequently. As stated by Knight (2013), the use of voice in the coach and teacher relationship allows each party to express their thoughts and points of view.

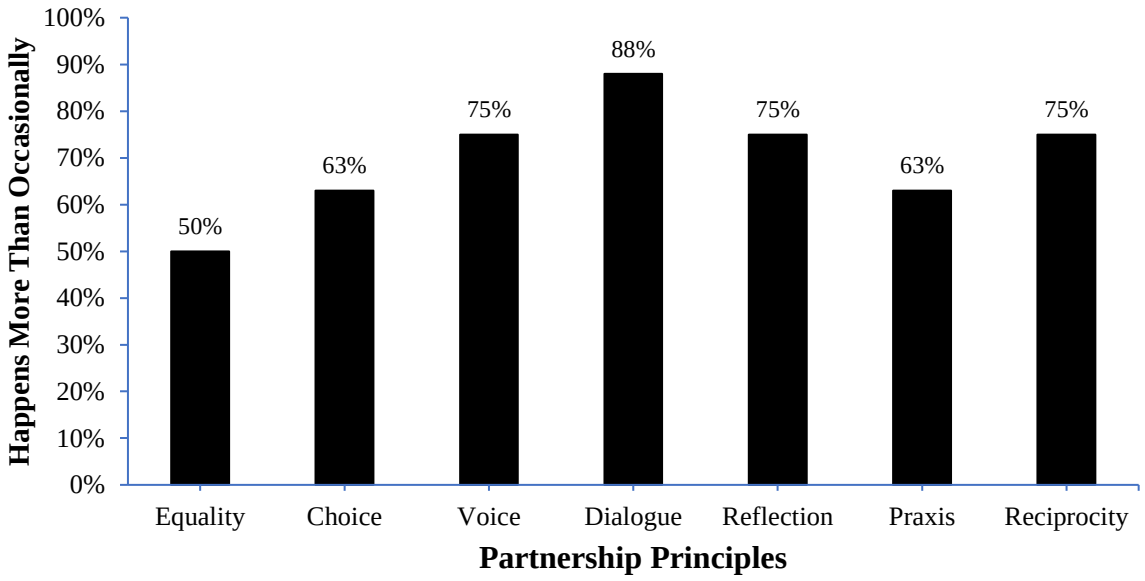

Figure 7. Partnership Principles: coach perspective.

The next most used principles were reflection, praxis, and reciprocity. These principles also support the relationship between the coach and teacher. Coaches and teachers should evaluate their impact on student learning and put their ideas into action in their classrooms (Eisenberg, 2016; Hattie, 2015b). The principles are an important part of coaching programs, helping teachers get their needs met and allowing coaches to be part of the learning process (Eisenberg, 2016).

The open-ended prompts revealed coaches felt teachers learned best when the coaching was based on teacher needs. Coaches reported they focused on everyone being a learner in the process, including the coach. When explaining their responses, coaches felt the

least significant benefit to teachers was ensuring the teachers felt like partners with the coach, or on equal footing during the coaching. The ability to collaborate with other coaches helps them to refine their work with teachers, creating a greater impact on student learning (Wolpert-Gawron, 2016)

The most helpful aspect of coaching based on coaching type. Coaches felt the most helpful part of the coaching program was the ability of coaches to meet the perceived needs of teachers. Those needs become evident when coaches and teachers collaborate about instructional activities and then have the support of the coach to apply the strategies in the classroom with students (ASCD, 2016). Some of the help coaches offered to teachers included adding technology to lesson plans and activities and incorporating strategies to adequately reflect on the learning. The ability to add technology requires the coach to have knowledge and training in these and other areas (Gibbins & Cobb, 2016; Mudzimiri et al., 2014; Sawchuck et al., 2015).

Coaches believed modeling best-practice teaching strategies in classrooms was important to improving instructional practices and to student achievement. This type of professional development must be sustained over time with the coach and teacher working together to effect change in student learning (Johnson, 2016). Coaches felt they needed to be in classrooms for the implementation process to encourage teacher growth, and the accessibility of the coach was a major factor in the success of the coaching program.

Limitations in the coaching program and changes suggested. Coaches discussed several limitations to the coaching program they used with teachers. Some of these limitations included having more teachers to help than there was time in the schedule. The coaches need time with teachers to create a collaborative atmosphere, to establish a

relationship, and to learn and grow with the teacher throughout the process (Di Domenico, Elish-Piper, Manderino, & L'Allier, 2018). The coaches indicated other duties assigned to them got in the way of working one-on-one with teachers.

The changes suggested by the coaches addressed the limitations mentioned. One change mentioned was to add more coaches so there were fewer teachers assigned to each coach. Teachers must have access to the services and support offered by coaches to effect change in student achievement (Kang, 2016).

Another change suggested was to limit the amount of extra duties assigned to coaches. Coaches were assigned additional duties outside of coaching. Coaches cited consistency as an important change to the coaching program to improve instructional strategies and student achievement.

Student achievement. An increase in student achievement naturally results from increasing the quality of teachers' instructional practices (Miller & Stewart. 2013). As shown in Figure 8, 25% of coaches felt there was a significant increase in student achievement as a result of working with teachers in classrooms; however, only 50% of the coaches felt there was any impact on student achievement. Coaches reported in their open-ended prompts they performed a number of services for teachers, such as modeling instructional practices, showing teachers how to manage their time effectively, and building strong positive relationships. The coaches indicated this help led to an improvement in instructional practices.

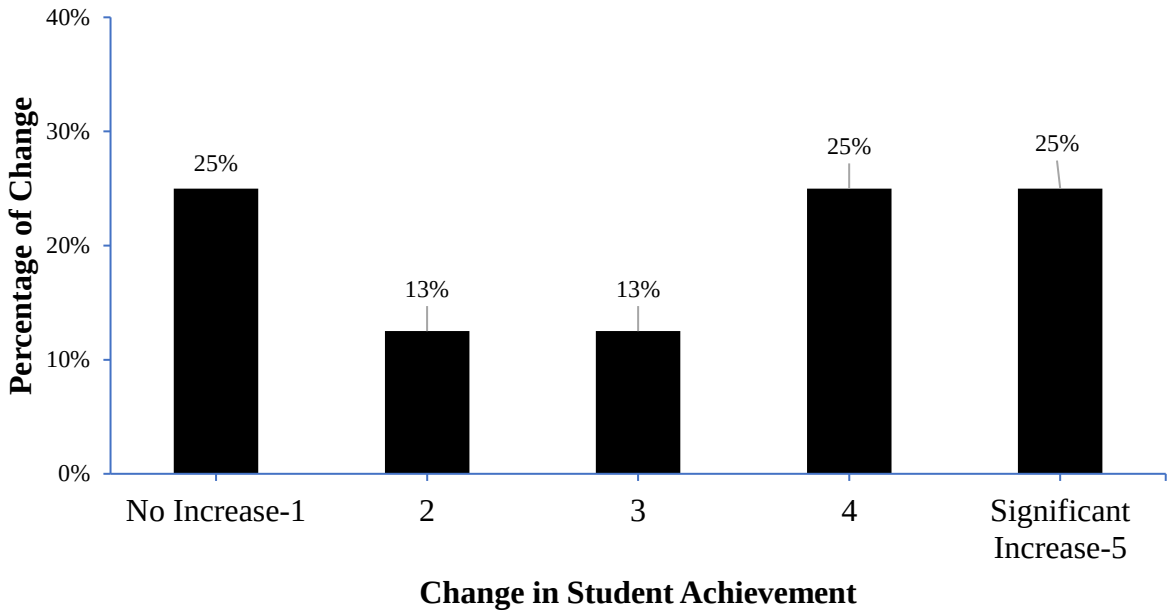

Figure 8. Change in student achievement: coach perspective.

Research question three. *What are the perceptions of principals regarding the impact of coaching partnerships with teachers on instructional practice and the effect on student learning?*

Perceptions of principals. Principals shared positive thoughts about the work coaches do with teachers in their schools. According to the responses to the open-ended prompts, when coaches work with teachers in the classroom, supporting quality instruction, principals also receive the support they need to be instructional leaders of their buildings. The principals indicated the collaborative nature of the coach-principal relationship leads to coaches and principals supporting each other in best-practice content and instructional strategies necessary for improved student achievement. Principals indicated a mostly positive experience with coaches in their buildings.

Types of coaching provided. Based on principals' responses, teachers received instructional coaching support most often. Instructional coaching was chosen 63% of the principals and content coaching was chosen by 37% of the principals. This selection was made based on a given set of definitions for instructional coaching and content coaching.

Curriculum and instructional support to teachers. Principals considered three different content areas where their teachers received instructional support as well as non-content-specific research-based instructional strategies, as shown in Figure 9. Literacy support was the type of support principals felt was utilized most often, with 71% of principals indicating significant support was given. Mathematics and research-based instruction were lower at 18% and 21%, respectively in the significant support category.

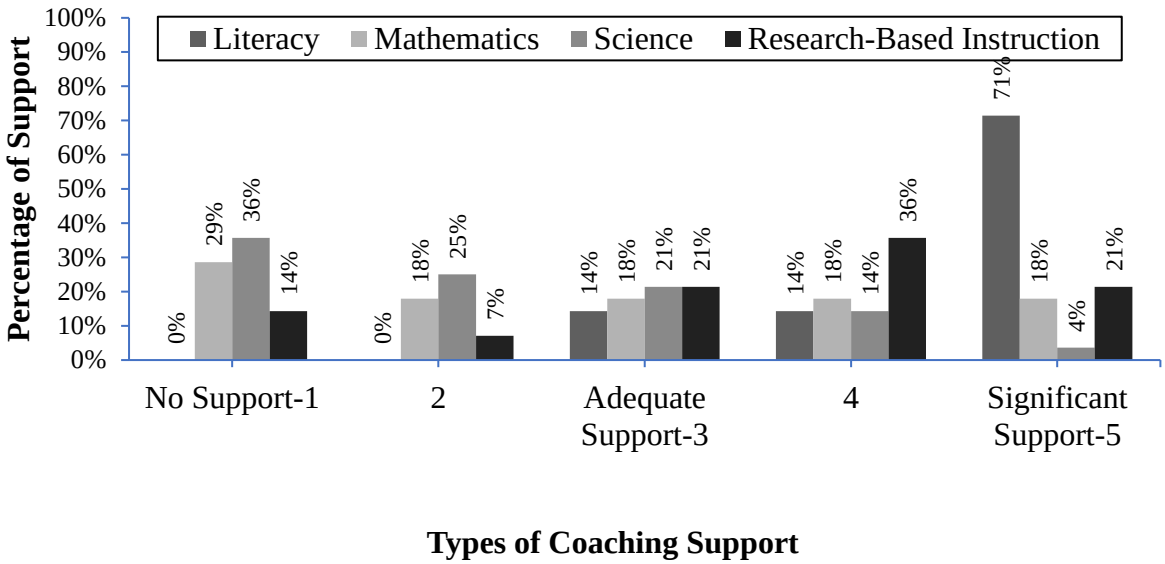

Figure 9. Types of coaching support: principal perspective.

Partnership Principle utilization by principals. Principals had a very positive perception of the importance and use of Knight's Partnership Principles. The Partnership Principles utilized most frequently by coaches and teachers, according to the principals, were dialogue and voice. The ability of coaches to engage in clear communication is determined by their ability to listen effectively and respond to teachers effectively (Kang, 2016). Principals believed the teachers were given the voice and opportunity to communicate their points of view to the coaches and have their perspectives considered when making changes, which is based on Knight's (2013) principles.

Principals reported in their open-ended responses to the prompt the positives when teachers learn along with the coaches. Principals felt teachers are able to talk to the coaches and have their ideas listened to while working together. Coaches listened to the teachers' perspectives and helped the teachers make the changes needed for the benefit of the students. The use of voice, in particular, helped to increase student learning through the interaction of coaching teachers on the strategies necessary to help students (Kang, 2016; Wolpert-Gawron, 2016).

The lowest-rated Partnership Principle, according to the principals surveyed, was choice. Choice gives teachers the opportunity to choose the goal they would like to focus on during coaching, which is essential for teacher buy-in to the coaching model (Sandstead, 2015). Shown in Figure 10 are the ratings of the Partnership Principles, according to the responses of the principals. Overall, principals gave all the Partnership Principles high ratings for use with teachers during coaching. Knight's (2013) Partnership Principles are the crucial components of successful coaching programs.

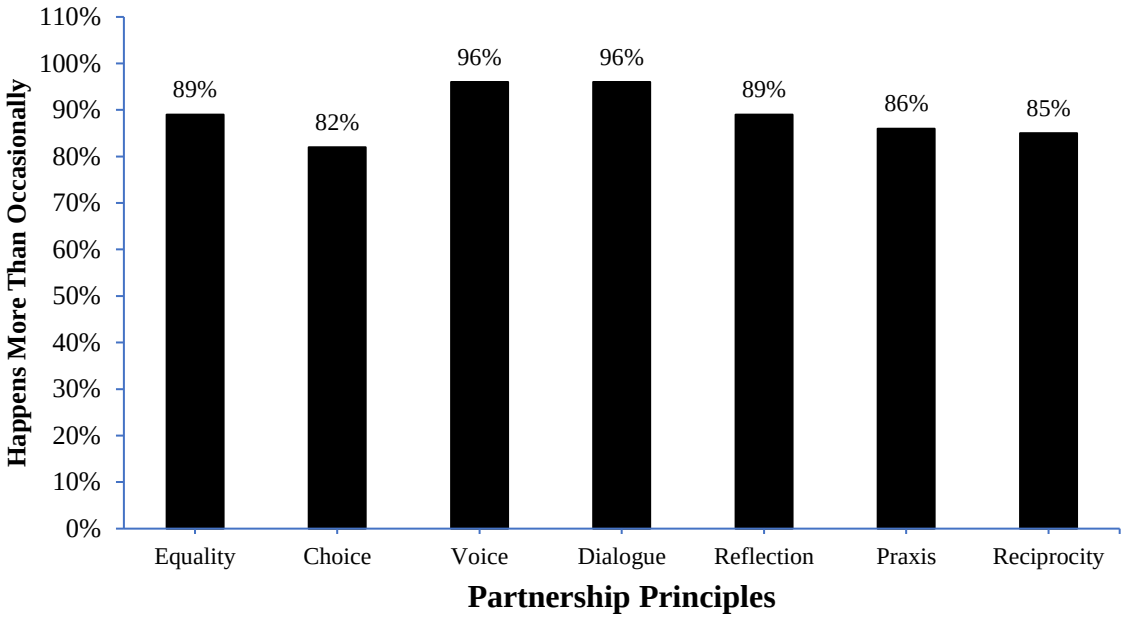

Figure 10. Partnership Principles: principal perspective.

Perceived change in teachers' instruction. The principals perceived there was usually at least some change in teachers' instructional practices after working with a coach, as shown in Figure 11. Principals noticed this change regardless of the current effectiveness of the teachers who were coached. Principals felt even the most effective teachers were able to improve their instruction. Teachers must have support and time to practice a new strategy during the implementation stage (Gulamhussein, 2013; Joyce & Calhoun, 2016).

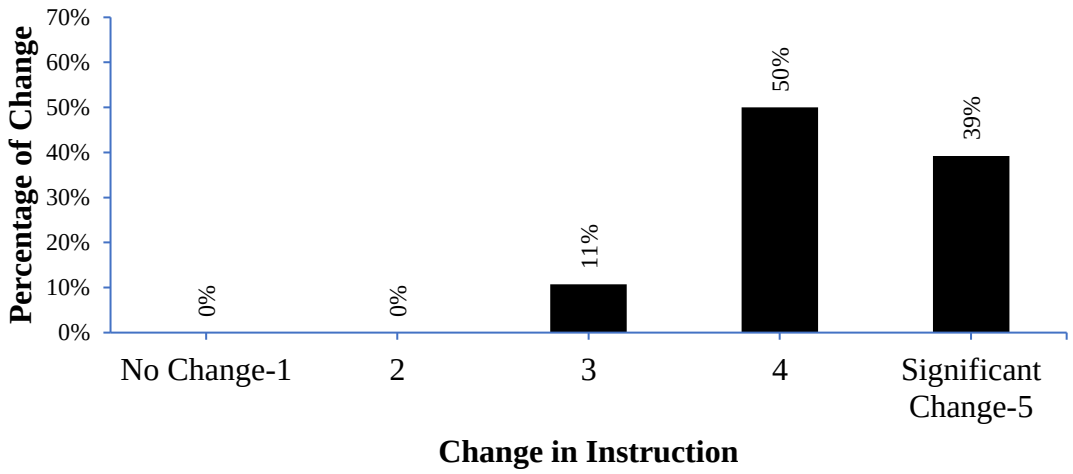

Figure 11. Change in instruction: principal perspective.

From the perspective of the principals, coaches employed a number of strategies when helping teachers increase their effectiveness. Strategies included modeling best-practice instructional strategies, helping teachers with their lesson planning, and suggesting as well as modeling various strategies to help students. According to Joyce and Calhoun (2016), professional development without modeling and working with a coach during the implementation stage does not lead to a change in teaching or student learning.

Perceived change in teachers' content knowledge. Similar to the general change in teachers' instruction, 85.7% of principals felt there was a positive change in the teachers' content knowledge after working with a coach during instruction (see Figure 12). There was some feeling the teachers would grow only as much as they were willing to grow. Principals felt if the teachers did not fully engage with the coach, there would not be the teaching change necessary for improvement.

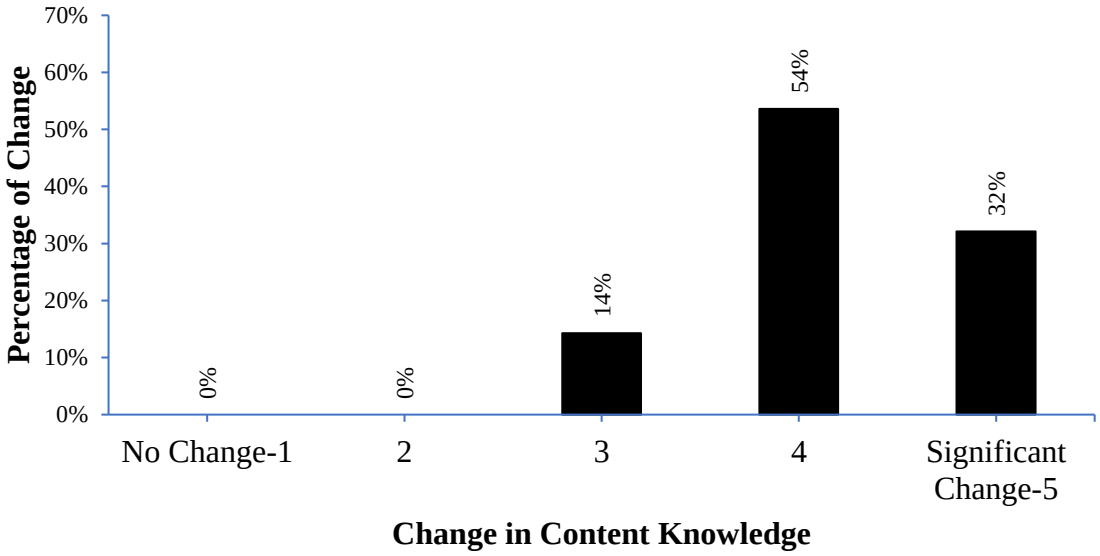

Figure 12. Change in content knowledge: principal perspective.

Principal perception of the increase in student achievement. The information gathered from the principals indicated they believed their teachers were being helped because student achievement was increasing as a result (see Figure 13). Schools have used coaching in the classroom as a form of professional development to support a change in teaching, resulting in a change in student achievement (Losch et al., 2016). The feedback received from some of the principals indicated they had seen an increase in their state assessment scores as a result of job-embedded professional development supplied by coaches. There was also a noted increase in local assessment scores. The increase in student achievement as a result of coaches working with teachers is shown through the relationships and the work coaches do with teachers in their classrooms during instruction (Greene, 2018; Mudzimiri et al., 2014). The only hesitations from the principals were over the fact the coaches had not had enough time working with the teachers to effect greater change.

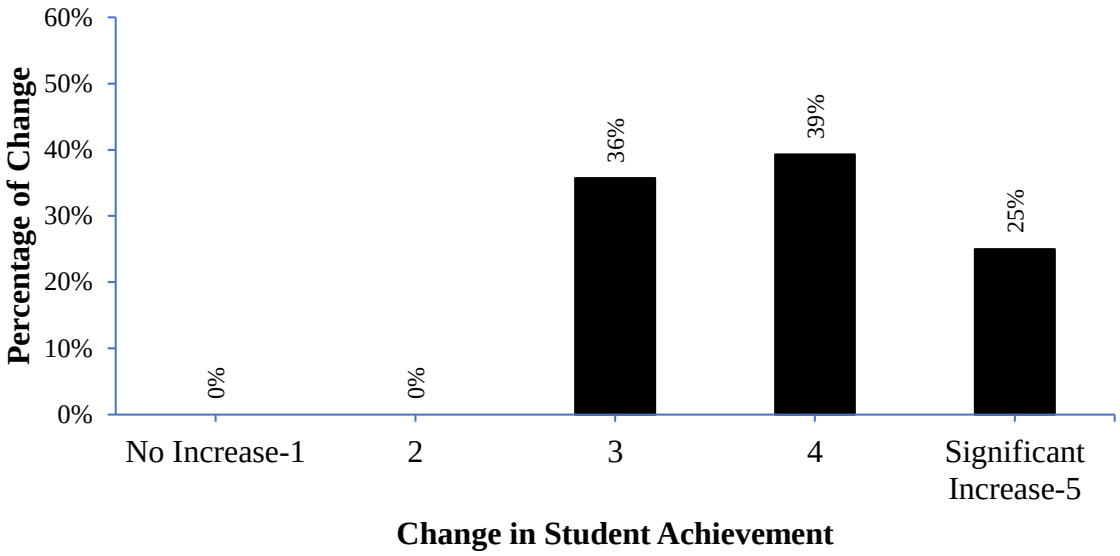

Figure 13. Change in student achievement: principal perspective.

Conclusions

Supporting students in their learning journey toward career goals is the objective of teaching, and helping teachers increase student achievement is the ultimate goal of effective professional development (Fisher & Frey, 2016; Gulamhussein, 2013; Teemant, 2013). On the survey, 72% of the teachers indicated they received content-type coaching more often than instructional coaching. The teachers' perspective indicated literacy was the content area most often addressed during coaching. The teachers perceived working with a coach and receiving significant literacy support helped them to become better teachers of literacy.

Students benefit from having a teacher who receives support through professional development and additionally though the implementation process of best-practice instructional strategies (Gulamhussein, 2013; Kang, 2016). Only a little more than one-fourth of the teachers felt their instruction overall had been affected by coaches in a positive

way. The perception of the teachers surveyed was coaching did not have a significant effect on improving their overall instructional strategies or student achievement.

Equality. Coaches work with teachers as partners in the learning process, creating relationships to help teachers improve instruction and student learning (Barkley & Bianco, 2010; Cetroni et al., 2013; Kang, 2016). In the coaching process, teachers and coaches work together as partners, learning together and from each other (Knight, 2013). When asked which of the Partnership Principles were utilized, and the frequency of their use, the teachers, coaches, and principals each had very different thoughts. On the survey, 47.0% of the teachers placed equality last in importance, and 50.0% of the coaches also placed equality last. However, 89.0% of the principals surveyed placed equality third highest. The principals see the teachers and coaches as equal partners in the coaching process; however, teachers and coaches indicated a very different relationship.

Based on their responses to the open-ended prompts asking to explain their responses and give examples, teachers indicated they do not spend as much time with the coach as is necessary to improve their teaching strategies and therefore increase student achievement. One teacher indicated the coach did not help with what was needed, and the teacher was not given any feedback to know what to work on during instruction. The coaches indicated while they were able to coach teachers, they did not have enough time to work with teachers in their classrooms due to additional duties.

Principals, on the other hand, saw teachers and coaches working together and learning together during the coaching process. Principals felt the work was happening, but they were not part of the process. As an observer, the coaching process appeared to be working, and

coaches appeared to be handling a variety of duties that supported the teaching/learning process from the point-of-view of the principals.

Choice. When working with teachers, coaches need to give teachers choice in what they want to focus on during the coaching process, leaving the final decision to the teachers (Knight, 2018b). Adult learning research shows choice is crucial for buy-in with teachers when working with a coach (Knight, 2016). Teachers, coaches, and principals were asked about the utilization of choice in coaching. When teachers responded, 58% indicated choice was utilized, 63% of the coaches indicated choice, as well as 82% of the principals. Choice was indicated more often than equality in all groups, with the exception of principals.

The perspectives of teachers and coaches were that choice was not the most important principle. This Partnership Principle was rated higher by principals who indicated each teacher required a different approach and giving the teachers choice allowed for learning to occur. Teachers felt the coach was more of an administrator in that the coach did not give teachers any choice but gave them what the coach deemed necessary.

Voice. According to Knight (2018c), voice allows all participants to have their points-of-view and perspectives considered during the change coaches help to facilitate, allowing teachers to focus on successes and concerns. During the learning process, teachers want to believe their goals are significant to student learning and working with a coach will help them increase their level of constructive change (Knight, 2016). Coaches need to see their teachers' current reality in the classroom, so they know where to begin when addressing a goal the teacher has chosen (Knight et al., 2015). Teachers and coaches need to work together to effect change in student achievement through all parties being able to voice their ideas and concerns (Kang, 2016; Wolpert-Gawron, 2016).

Sixty-three percent of the teachers noted the importance of voice in the coaching relationship, the highest-rated Partnership Principle by teachers. Teachers indicated coaches helped them focus on district initiatives and know which teachers to ask for help. Three-fourths (75%) of the coaches surveyed felt the teachers they worked with had a chance to have their points-of-view listened to and their goals set and reached based on the coaching the teachers received. Nearly all of the principals (96%) thought the teachers had a voice when working with a coach.

Dialogue. Knight (2018d) believed dialogue is an essential part of the collaboration process, allowing the best ideas to surface. When coaches and teachers are working to build a relationship, the coach uses a variety of communication processes, ensuring clear communication between the coach and teacher (Knight, 2016). Dialogue with teachers needs to take place so teachers feel comfortable and do not feel as if they are being pressured to talk about their teaching ability (Sandstead, 2015).

Sixty-three percent of the teachers felt dialogue was important. This was one of the highest-rated Partnership Principles by the teachers. The survey results from the teachers showed dialogue was just as important as voice. More of the coaches (88%), rated dialogue as the highest-rated Partnership Principle.

Nearly all of the principals (96%) believed coaches and teachers were engaging in dialogue. With the principals, coaches, and teachers considering dialogue to be one of the most important of all the Partnership Principles, communication and collaboration are certainly the most important aspects of the coaching relationship. The need for clear communication between teachers and coaches ensures teachers feel their ideas and thoughts

are not only listened to but considered important to the process of increasing the quality of instruction and student achievement.

Reflection. According to Knight (2018e), reflection is the process of thinking through what you are doing to improve your teaching and considering what is going well and what may need some change to make it better. When teachers are given the freedom to guide their learning through reflection, actual learning takes place (Knight, 2018e). During this process, teachers and coaches collaborate, creating a better plan than either of their individual plans (Knight, 2016). On the survey, 61.0% of the teachers chose reflection, and 75.0% of the coaches chose reflection; however, 89.0% of the principals chose reflection. All three groups selected reflection as their second-highest Partnership Principle.

Praxis. Praxis is when the new knowledge and skills learned in working with a coach are applied by the teacher during teaching (Knight, 2018f). The skill of praxis is also engaged when teachers think through their new learning and decide what will or will not work for their students (Knight, 2018f). On the survey, 61% of the teachers chose praxis, and 63% of the coaches chose praxis. Coaches placed praxis relatively low based on their ratings of the other Partnership Principles; however, 86% of the principals placed praxis at a mid-level of all the Partnership Principles. While the principals' percentage of praxis was significantly higher than the teachers and coaches' percentages, it was not the highest or lowest rated by principals.

Reciprocity. According to Knight (2018g), reciprocity is when ideas are shared equally, and everyone has the opportunity to learn. When reciprocity is involved, everyone is a teacher and a learner no matter their position in the process (Knight, 2018g). For teachers, reciprocity was the second-to-lowest rated at 56%. The teachers may have only

seen themselves as learners and not teachers in the coaching process. On the survey, 75.0% of the coaches rated reciprocity as one of the second highest of the Partnership Principles. Coaches viewed themselves as learners as well as teachers. Principals placed reciprocity as the second-lowest principle. While coaches saw themselves as learners, teachers most likely did not see the coaches as learners. Principals, however, saw the teachers as learners and the coaches as instructors of teachers.

Change in instruction. Both the teachers and principals responded to statements and questions concerning the change in instruction after working with a coach. On the survey, 26% of the teachers indicated they felt there was a more than neutral change in instruction/teaching. The principals (89.0%) specified a change, which showed the principals had a higher degree of confidence that instruction/teaching was changing than did the teachers. Fully 32.0% of teachers indicated there had been no change to their teaching after working with a coach; however, 100% of the principals indicated there was at least neutral or better change with no negative percentage indicated.

Change in student achievement. When the teachers, coaches, and principals were asked the extent coaching had changed student achievement, the levels of change were very different among the groups. The teachers indicated there was no significant change in student achievement after working with a coach. Additionally, 26.0% of teachers felt there was no change whatsoever in student achievement. Coaches indicated they saw a much more significant increase in student achievement. All of the principals (100%), however, saw some degree of increase in student achievement. These percentages showed teachers were much less confident coaching resulted in an increase in student achievement at any positive

level. Principals were much more confident the work of the coaches and teachers as partners resulted in a higher level of student achievement.

Implications for Practice

From the wide variety of responses to the surveys of teachers, coaches, and principals, coaching programs must be tailored to a school district's needs. The multiple perspectives of the educational staff members, the various identified needs of school districts, and the types of professional development offered by school districts all contribute to the coaching needs of the teachers and the principals of each district. When working with a coach during teaching, teachers felt there was a higher degree of satisfaction then other types of help from coaches, taking place outside of the classroom. Considering the plethora of factors within each school district affecting instructional practices and student achievement, school districts need to consider all aspects of instructional coaching and content coaching when designing a workable coaching program for their staff.

The first aspect of coaching programs school districts need to consider is the many variations of coaching described by authorities (Killion, 2017). School districts also need to decide who will provide the coaching: administrators, teacher leaders, experts from outside the school district, or designated instructional and/or content coaches from within the school district. Once personnel are decided upon, the coaching process must be determined. Some of the options schools can choose include individualized coaching for each teacher, more frequent teacher/coach interaction, sustained coaching over extended periods of time, teacher-directed coaching specific to the classroom, or focused coaching concentrated on specific skills as designated by the district (Killion, 2017).

The Partnership Principles, established by Knight (2013), are the essential characteristics of a successful coaching program and provide coaches with a guideline for their work with teachers. Coaches, teachers, and principals must see coaching as a partnership between coach and teacher. The coaches, teachers, and principals surveyed had various thoughts and feelings about the use of the Partnership Principles during the coaching process as shown in Figure 14.

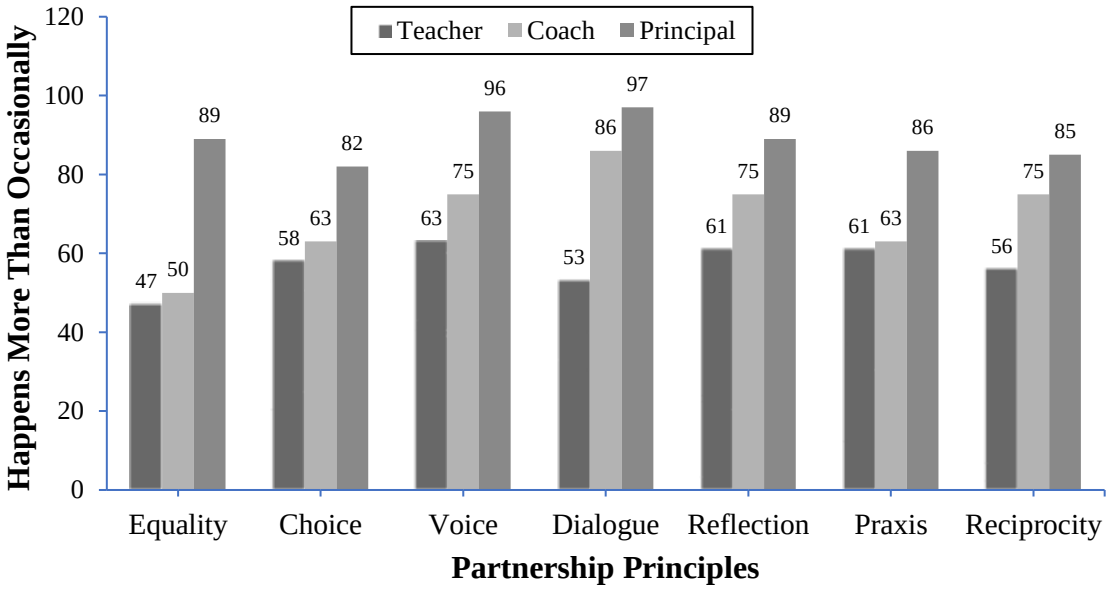

Figure 14. Partnership Principles: teachers, coaches, and principals.

To some degree, the groups surveyed acknowledged increased student achievement as a result of coaching. The group of teachers surveyed viewed coaching as more ineffective than did coaches and principals as shown in Figure 15. The belief of the teaching staff in the value of any coaching program is essential to the process. The positive effect of coaching on student achievement will increase with belief in coaching's effect on teaching practice and

student achievement. According to Killion (2017), "The design and implementation of coaching programs influence the potential of those program to strengthen teacher practice and student results" (p. 22). Killion's (2017) statement supports this study's implications for practice showing coaching programs must be tailored to the needs of the district, the school, and the teachers involved in the specific coaching program.

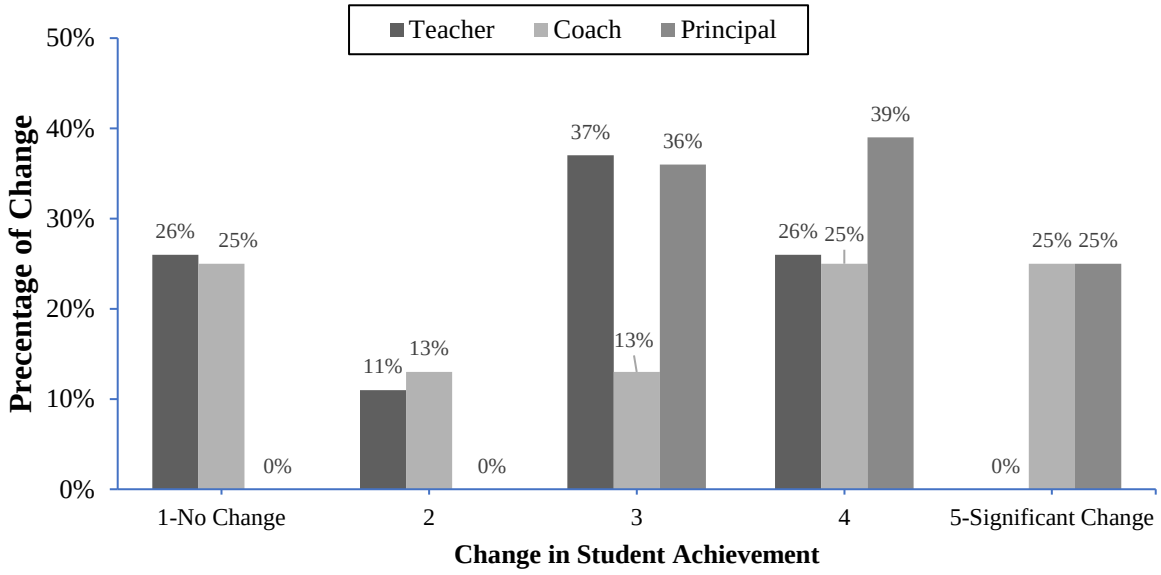

Figure 15. Change in student achievement: teachers, coaches, and principals.

When considering distinct types of coaching programs such as instructional coaching and content coaching, evidence of differences, if any, in student achievement was limited (Killion, 2016a). During reflection concerning how students learn and the effect of instruction on their learning, a review of ways to effectively support teachers in the classroom while instruction is occurring is essential to determining which characteristics of a coaching program are necessary (Kraft & Blazar, 2018). Analysis of this research is

important when school districts are considering which types of professional development, such as coaching, will accomplish the purpose of increasing student achievement (Killion, 2016a).

Recommendations for Future Research

Research into coaching programs, instructional or content, is limited in nature (Killion, 2016a). Through the implementation of the ESSA's change to professional development expectations, coaching programs became a way for teachers to learn best-practice instructional strategies in a collaborative environment where they can immediately implement learning with support in the classroom (ASCD, 2016). Additional research into the effectiveness of instructional coaching and content coaching will assist school districts in choosing and/or designing coaching programs for their districts. School districts can then use the research to design a hybrid model if necessary to ultimately meet the needs of the students.

The knowledge of what types of coaching programs are available and how each one performs compared to the others are areas to examine. A study designed not to prove the effectiveness of a particular coaching program but designed to evaluate the successful and effective components of each type of coaching program would provide valuable information for schools that want to tailor coaching programs to their current needs. This research would help schools determine which type of coaching program would meet their needs or if some sort of hybrid program would be best.

A research study incorporating student scores on standardized testing, including data from across the state, would help indicate the amount of student achievement change due to a coaching program. With student achievement as the ultimate goal for all school districts, this

information would be invaluable to knowing what type of coaching program would best meet district needs. Research considering school districts with similar demographics using a coaching program and participating in the same standardized testing would show a change in student achievement.

Research into how a coaching program would enhance distance/online instruction will be important for the future of education. Discovering how a coaching cycle can best meet the needs of teachers who teach online with their students will benefit student achievement. This type of support may not be able to happen during the teaching process since students will be learning online. However, this type of teaching support could still enhance the implementation of best practice instruction.

Additionally, study concerning which type of professional development overall best increases student achievement would be valuable. Research considering types of professional development such as one day workshops or multiple day conferences as opposed to a coaching program would be helpful for school districts that are making decisions on the value of professional development. The cost and effectiveness of a coaching program compared to other forms of professional development is important information for school districts to have.

Summary

Coaching, both content and instructional, is used to enhance the development of teachers' instructional practices (Killion, 2017). With the widening of professional development beyond conferences, job-embedded professional development has been found to be more effective (ASCD, 2016). Coaching increases the likelihood there will be a positive change in student achievement as a result (Knight, 2013). Through the implementation of the

ESSA and the need for job-embedded professional development, the type of coaching program utilized by schools is an important consideration when contemplating teacher, coach, and principal perceptions (ASCD, 2016). The type of coaching model used is best matched to the needs of the school district and the needs of the teachers being coached.

Coaching programs and the Partnership Principles used to guide interactions with teachers were considered in the review of research literature. Knight (2016) recommended the Partnership Principles of equality, choice, voice, dialogue, reflection, praxis, and reciprocity for a successful coaching program. These principles allow coaches to partner with teachers to support them through the implementation process of best-practice instructional strategies learned through traditional professional development and through interaction with a coach (Knight, 2016). Various researchers agreed effective coaching needs guidelines, like the Partnership Principles, to ensure the coaching program will be successful (Cetroni et al., 2013; Kang, 2016; Knight, 2016; Knight et al., 2015; Sandstead, 2015; Trach, 2014). When teachers feel they are partners with the coach to improve instruction, they are more likely to put into practice strategies to improve student learning and raise student achievement (Knight, 2013).

Coaching programs help teachers develop effective instructional practices in all content areas (Teemant, 2013). Research involving a comparison of instructional coaching and content coaching is limited, and this study will help fill the gap (Killion, 2016a). The methodology of this study included confidential responses to surveys completed by teachers, coaches, and principals about their perceptions of coaching programs. The participants' responses indicated if Knight's Partnership Principles were used the quality of coaching in the classroom would be increased (Knight, 2016). The use of coaching in the classroom

during teaching increases the likelihood of implementation of best-practice instructional strategies (Knight, 2016).

The data gathered through surveys were focused on the types of coaching and the perceptions of the teachers, coaches, and principals about the success of the coaching programs used in the schools surveyed. Various types of survey items, statements, and questions were used to gather data, including multiple-choice, Likert-type, and open-ended items, statements, and prompts. The analysis of data was conducted to answer the three research questions about the perceptions of teachers, coaches, and principals on the use of Knight's Partnership Principles and their benefit to the coaching programs used. Research insufficiencies were taken into account and addressed for future studies. In particular, the Partnership Principles created by Knight (2016) of equality, choice, voice, dialogue, reflection, praxis, and reciprocity were considered in each survey, and the teachers, coaches, and principals indicated the importance of each in their perceptions of the coaching programs.

While there certainly is a place for coaching programs in schools, there is much work to be done in how the coaching programs are perceived by all parties served. The components of a successful coaching program are essential in creating a partnership experience between the teacher and the coach. When this partnership is felt to be an effective partnership with support for the teacher in the classroom, positive changes can occur in student learning and student achievement.

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Appendix A

Teacher Survey

1. Based on the following definition, do you receive instructional support in your classroom in the form of coaching?

Coaching – a job-embedded professional development program where a coach works with you as a partner during instruction, implementing and strengthening research-based, best-practice instructional strategies.

A. I receive coaching in my classroom.

B. I do not receive coaching in my classroom. Thank you for your time.

2. Based on the following definitions, complete the sentence on what type of coaching you receive.

Instructional Coaching – the focus of the coaching you receive is based on improving instructional practices across all content areas.

Content Coaching – the focus of the coaching you receive is based on improving instructional practices in a specific content area.

The coaching I receive is …

A. Instructional Coaching.

B. Content Coaching.

3. To what extent does the coach support you in the following areas? Mark only one per row.

Literacy Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Math Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Science Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Research-based instructional strategies used in all content areas	1 No Support	2	3 Adequate Support	4	5 Significant Support

4. Which of the following principles are utilized during your time with the coach and at what level?

Equality – You and the coach are partners in the coaching process.	1 We are not partners.	2	3 Partnership happens occasionally.	4	5 We are partners in the process.
Choice – You have choice in decisions about the learning during coaching.	1 I do not have choice in learning.	2	3 I have some choice in learning.	4	5 I always have choice in learning.
Voice – You can share your opinions with the coach during the learning process.	1 I have no voice in learning.	2	3 I have some voice in learning.	4	5 I always have voice in learning.
Dialogue – You and the coach foster a two-way sharing of ideas during coaching.	1 We never share ideas.	2	3 We sometimes share ideas.	4	5 We share ideas freely.
Reflection – I am encouraged during the coaching process to reflect on my teaching.	1 I am not encouraged to reflect.	2	3 I am sometimes encouraged to reflect.	4	5 I am always encouraged to reflect.
Praxis – My learning during the coaching process involves real-life application.	1 No real-life application.	2	3 Sometimes real-life application.	4	5 Always real-life application.
Reciprocity – Both you and the coach are learning during the coaching process.	1 Neither are learning.	2	3 Sometimes both are learning.	4	5 Both are always learning.

5. Please explain your answers from the question above and provide examples for each category, if possible.

6. To what extent has your teaching changed after working with a coach? Mark only one.

No Change	1	2	3	4	5	Significant Change

7. Please explain your answer from the question above and provide an example, if possible.

8. To what extent has your content knowledge changed after working with a coach? Mark only one.

No Change	1	2	3	4	5	Significant Change

9. Please explain your answer from the question above and provide an example, if possible.

10. To what extent has your teaching increased student achievement after working with a coach? Mark only one.

No Increase	1	2	3	4	5	Significant Increase

11. Please explain your answer from the question above and provide an example, if possible.

Appendix B

Coach Survey

1. How many coaches do you currently have in your school district?

    A. 1 to 2

    B. 3 to 4

    C. 5 or more

2. Are you a full-time coach or a part-time coach?

    A. I coach full time.

    B. I coach part time.

3. What are the grade levels of the teachers you coach? Please mark all that apply.

    A. Early Childhood

    B. Elementary

    C. Middle School or Junior High

    D. High School

4. Based on the following definitions, complete the sentence on what type of coaching you provide to teachers.

    Instructional Coaching – the focus of the coaching you provide is based on improving instructional practices across all content areas.

    Content Coaching – the focus of the coaching you provide is based on improving instructional practices in a specific content area.

The coaching I provide is …

    A. Instructional Coaching.

    B. Content Coaching.

5. To what extent do you provide support to teachers in the following areas? Mark only one per row.

Literacy Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Math Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Science Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Research-based instructional strategies used in all content areas	1 No Support	2	3 Adequate Support	4	5 Significant Support

6. Which of the following principles are utilized during your time with the teachers you coach and to which level?

Equality – You and the teacher are partners in the coaching process.	1 We are not partners.	2	3 Partnership happens occasionally.	4	5 We are partners in the process.
Choice – You give teachers choice in the decisions about their learning during coaching.	1 I do not give choice in learning.	2	3 I give some choice in learning.	4	5 I always give choice in learning.
Voice – Teachers can share opinions while learning during coaching.	1 Teachers have no voice in learning.	2	3 Teachers have some voice in learning.	4	5 Teachers always have voice in learning.
Dialogue – You and the teacher foster a two-way sharing of ideas during coaching.	1 We never share ideas.	2	3 We sometimes share ideas.	4	5 We share ideas freely.
Reflection – You encourage teachers to reflect on their teaching.	1 Teachers are not encouraged to reflect.	2	3 Teachers are sometimes encouraged to reflect.	4	5 Teachers are always encouraged to reflect.
Praxis – The learning involves real-life application.	1 No real-life application.	2	3 Sometimes real-life application.	4	5 Always real-life application.
Reciprocity – Both you and the teacher are learning during the coaching process.	1 Neither are learning.	2	3 Sometimes both are learning.	4	5 Both are always learning.

7. Please explain your answers from the question above and provide examples for each category, if possible.

8. What is your impression of what is most helpful to teachers based on the type of coaching program utilized in your school district?

9. What are the limitations of the type of coaching program utilized in your district?

10. If you could change one thing about your district's coaching program, what would it be and why would you want to make this change?

11. To what extent has your coaching increased student achievement in your district?

Mark only one.

No Increase	1	2	3	4	5	Significant Increase

12. Please explain your answer from the question above and provide an example, if possible.

Appendix C

Principal Survey

1. Based on the following definition, do your teachers receive instructional support in their classrooms in the form of coaching?

Coaching – a job-embedded professional development program where a coach works with your teachers as a partner during instruction, implementing and strengthening research-based, best-practice instructional strategies.

C. Teachers receive coaching in their classrooms.

D. Teachers do not receive coaching in their classrooms. Thank you for your time.

2. Based on the following definitions, complete the sentence on what type of coaching your teachers receive.

Instructional Coaching – the focus of the coaching received is based on improving instructional practices across all content areas.

Content Coaching – the focus of the coaching received is based on improving instructional practices in a specific content area.

The coaching the teachers receive is …

C. Instructional Coaching.

D. Content Coaching.

3. To what extent does the coach support your teachers in the following areas? Mark only one per row.

Literacy Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Math Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Science Curriculum	1 No Support	2	3 Adequate Support	4	5 Significant Support
Research-based instructional strategies used in all content areas	1 No Support	2	3 Adequate Support	4	5 Significant Support

4. Which of the following principles are utilized during the coaching received by your teachers and to which level?

Equality – Teachers and coaches are partners in the coaching process.	1 They are not partners.	2	3 Partnership happens occasionally.	4	5 They are partners in the process.
Choice – Teachers have choice in the decisions about their learning during coaching.	1 They do not have choice in learning.	2	3 They have some choice in learning.	4	5 They always have choice in learning.
Voice – Teachers can share their opinions while learning during coaching.	1 They have no voice in learning.	2	3 They have some voice in learning.	4	5 They always have voice in learning.
Dialogue – Teachers and coaches foster a two-way sharing of ideas during coaching.	1 They never share ideas.	2	3 They sometimes share ideas.	4	5 They share ideas freely.
Reflection – Teachers are encouraged to reflect on the teaching they do.	1 They are not encouraged to reflect.	2	3 They are sometimes encouraged to reflect.	4	5 They are always encouraged to reflect.
Praxis – The learning involves real-life application.	1 No real-life application.	2	3 Sometimes real-life application.	4	5 Always real-life application.
Reciprocity – Both teachers and coaches are learning during the coaching process.	1 Neither are learning.	2	3 Sometimes both are learning.	4	5 Both are always learning.

5. Please explain your answers from the question above and provide examples for each category, if possible.

6. To what extent has your teachers' instruction changed after working with the coach? Mark only one.

No Change	1	2	3	4	5	Significant Change

7. Please explain your answer from the question above and provide an example, if possible.

8. To what extent has your teachers' content knowledge changed after working with the coach? Mark only one.

No Change	1	2	3	4	5	Significant Change

9. Please explain your answer from the question above and provide an example, if possible.

10. To what extent has your teachers' instruction increased student achievement with the students? Mark only one.

No Increase	1	2	3	4	5	Significant Increase

11. Please explain your answer from the question above and provide an example, if possible.

Appendix D

Institutional Review Board Approval

LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

DATE:

TO: FROM:

STUDY TITLE:

IRB REFERENCE #: SUBMISSION TYPE:

ACTION: APPROVAL DATE: EXPIRATION DATE: REVIEW TYPE:

September 5, 2017

Victoria Daniels
Lindenwood University Institutional Review Board

[1118120-1] An Analysis of Content Coaching and Instructional Coaching on Instructional Practice in the Classroom

New Project

APPROVED September 5, 2017 September 4, 2018 Expedited Review

Thank you for your submission of New Project materials for this research project. Lindenwood University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review (Cat 7) based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a Minimal Risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of September 4, 2018.

Please note that all research records must be retained for a minimum of three years.

If you have any questions, please contact Michael Leary at 636-949-4730 or mleary@lindenwood.edu. Please include your study title and reference number in all correspondence with this office.

If you have any questions, please send them to IRB@lindenwood.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Lindenwood University Institutional Review Board's records.

Appendix E

Permission Letter

I am a doctoral student at Lindenwood University in educational leadership. My dissertation research is an investigation of coaching programs and their perceived impact on instructional practices. I am requesting permission for your district's third, fourth, and fifth-grade teachers, coaches, and principals' participation in this research study. During this study, data regarding the perceptions of teachers, coaches, and principals on the impact of coaching on instructional practices in the classroom will be collected using surveys.

Their participation in this research is completely voluntary and anonymous. No identifying information will be collected about any participants, keeping the survey data completely confidential. Agreement to complete the survey does not obligate participants to any additional involvement in this study.

Please reply to this email your notification of permission to participate. Thank you for your contribution to this research project. If you have any questions regarding the research or the results of the study, you are welcome to contact me at ved767@lindenwood.edu or 417-294-7818.

Sincerely,
Victoria E. Daniels

Appendix F

Introductory Correspondence

My name is Victoria Daniels and I have received permission from [redacted] to conduct research within the [redacted].

I am a doctoral student at Lindenwood University in educational leadership. My dissertation research is an investigation of coaching programs and their perceived impact on instructional practices. During this study, data regarding these perceptions will be collected using surveys.

All survey responses are completely voluntary and anonymous and will not be shared with anyone except the researcher. No identifying information will be collected about any participants, keeping the survey data completely confidential. Agreement to complete the survey does not obligate you to any additional involvement in this study.

In order to send out links to the surveys, I will just need the following information:

1. The names and/or email addresses of all third, fourth, and fifth grade teachers in your building. I will be happy to located email addresses from your school website if you could just send me the teacher's names.
2. The names and/or email addresses of any instructional coaches or other instructional support personnel in your building. Again, I will be happy to located email addresses from your school website if you could just send me the names.
3. I would like to send you and your assistant principal surveys as well.

Thank you in advance for your help with my research.

Victoria E. Daniels

Appendix G

Sample Teacher, Coach, and Principal Correspondence

I am a doctoral student at Lindenwood University in educational leadership. My dissertation research is an investigation of coaching programs and their perceived impact on instructional practices. During this study, data regarding your perceptions will be collected using surveys.

Your survey responses are completely voluntary and anonymous and will not be shared with anyone except the researcher. No identifying information will be collected about any participants, keeping the survey data completely confidential. Agreement to complete the survey does not obligate you to any additional involvement in this study.

Please follow the link below to complete the survey.

Coach Survey

Thank you for your help with my research,

Victoria E. Daniels

Appendix H

Research Study Consent Form

An Analysis of the Effects of Content Coaching and Instructional Coaching on Instructional Practice in the Classroom

You are asked to participate in a research study being conducted by Victoria E. Daniels under the guidance of Dr. Brad Hanson at Lindenwood University. Being in a research study is voluntary, and you are free to stop at any time. Before you choose to participate, you are free to discuss this research study with family, friends, or a physician. Do not feel like you must join this study until all of your questions or concerns are answered. If you decide to participate, you will be asked to sign this form.

Why is this research being conducted?
We are conducting this study to explore teacher, coach, and principal perceptions regarding the impact of working with a coach on instructional practice. This study will provide information regarding the perceived change in instructional practice after working with a coach. We will be asking about 850 other people to answer these questions.

What am I being asked to do?
You will be asked to answer survey questions providing information about your work with a coach and the impact you feel it has had on your instructional practice. The survey questions are multiple-choice and open-ended, which may require a small amount of time to respond. Your responses will be returned and collected using the online survey tool Qualtrics.

How long will I be in this study?
Your participation is limited to your survey response, which should take approximately 15 minutes to complete.

Who is supporting this study?
There is no funding agency or grant supporting this study.

What are the risks of this study?
Privacy and Confidentiality: We will not be collecting any information that will identify you. We will be collecting data from you using the internet. We will take every reasonable effort to maintain security. The online survey tool Qualtrics will be used to protect your confidentiality, and no identifiable information will be collected. It is always possible that information during this research study may be captured and used by others not associated with this study.

What are the benefits of this study?
You will receive no direct benefits for completing this survey. We hope what we learn may benefit other people in the future.

What if I do not choose to participate in this research?
It is always your choice to participate in this study. You may withdraw at any time. You may choose not to answer any questions or perform tasks that make you uncomfortable. If you decide to withdraw, you will not receive any penalty or loss of benefits. If you would like to withdraw from the study, please use the contact information found at the end of this form.

What if new information becomes available about the study?
During the course of this study, we may find information that could be important to you and your decision to participate in this research. We will notify you as soon as possible if such information becomes available.

How will you keep my information private?
We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are members of the research team, qualified staff of Lindenwood University, and representatives of state or federal agencies.

How can I withdraw from this study?
Notify the researcher immediately if you would like to withdraw from this research study.

Who can I contact with questions or concerns?
If you have any questions about your rights as a participant in this research or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the Lindenwood University Institutional Review Board Director, Michael Leary, at (636) 949-4730 or mleary@lindenwood.edu. You can contact the researcher, Victoria E. Daniels, directly at [redacted] or [redacted]. You may also contact Dr. Brad Hanson at [redacted].

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Vita

Victoria E. Daniels graduated in 1989 with a Bachelor of Arts in Accounting with a minor in Computer Information Systems from Southwest Missouri State University in Springfield, Missouri. She completed a post-baccalaureate elementary education program from Southwest Missouri State University in 2005 before gaining her Master of Arts in Education from Lindenwood University in 2007. In 2018, Mrs. Daniels received her Master of Arts in Educational Administration from Lindenwood University.

Mrs. Daniels began her career in education in 2005 as a fourth-grade teacher at Hollister Elementary School in Hollister, Missouri. She then became the district's English Language Arts Instructional Coach in 2012. Since 2016, Mrs. Daniels has served as Assistant Principal at Hollister Elementary School in Hollister, Missouri.