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An Assessment of Instructional Coaching: Results of a Survey of Selected School Districts in South Carolina

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Educational Administration

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2013

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Dedication

I would like to dedicate this dissertation to the two people who have been most influential in this process and in my life.

For my mother, Diane Hendrix, thank you for always helping me to see and to understand the importance of my education. Since I was a child, you always told me I could accomplish anything I put my mind to and put hard work into.

For my husband, Robert Gordon, thank you for always encouraging me, believing in me, and supporting me, even when I was not sure I would ever finish. Thank you for helping me to refocus and to prioritize my life better. I could have never completed this journey without your ever present faith in me.

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Thank you to my entire dissertation committee, Dr. Lynn Harrill, Dr. Diane Harwell, Dr. Rhonda Jeffries, and Dr. Zach Kelehear for offering suggestions and for enduring my constant questions. I appreciate your help and support in this process.

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Thank you to Dr. Jeff Rogers for getting me started on this road. I will never forget the phone call on that January Monday telling me "we" were starting classes for our Ph. D. on that Wednesday. We solved the world's problems to and from class each week, or at least we tried. Thank you for a great ride.

Throughout my life I have had some of the most amazing educators and mentors. Each has influenced me in many different ways. Thank you to those educators who have been most influential in my life, Marva Williams, Kaye Solesbee, Doris Khoe, Rick McClure, and my aunt, Elaine Guffy. I would also like to thank Mike and Kathy Bullock for being so influential throughout my childhood.

A most heartfelt thank you to Dr. Lynn Harrill for instilling in me a love for curriculum and instruction, way back when I was taking his curriculum class at Furman University. Thank you for your continued faith in my capabilities and thank you for sharing your passion with me.

And finally, I would like to thank Dr. Zach Kelehear for encouraging me, pushing me, and never having doubt that I was going to finish this journey. Thank you for being the best advisor I could have ever asked for. You have truly been a mentor to me.

Abstract

The purpose of this study was to determine teachers' perceptions of instructional coaching. Four research-based instructional coaching best practices were identified for the development of a survey. The four instructional coaching best practices were: collaborating with teachers to address school-wide instructional concerns and practices, collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented, modeling instructional practices in teachers' classrooms, and observing teachers and providing teachers with feedback. Data were collected through the researcher constructed *Teachers' Perceptions of Instructional Coaching* survey. Elementary teachers in four school districts in the Upstate of South Carolina participated in this study. An analysis of the data was conducted utilizing descriptive statistics as well as measures of central tendency. The results showed that teachers perceive the utilization of instructional coaching best practices for their instructional benefit as occurring below the usually range but above the sometimes range. The results of the study also determined that teacher demographic data, collected in the areas of level of education, years of teaching experience, and education as a first career, had no statistical significance on teachers' perceptions. Following an analysis of the data, recommendations for further research included a qualitative study of teachers' perceptions and principals' support and understanding of instructional coaching best practices as well as the professional development provided to instructional coaches on best practices.

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Chapter One
Introduction

In a time when there is greater emphasis on accountability in education, school districts across the nation are looking for effective measures that will improve classroom instruction and in turn increase student achievement. One such measure is the implementation of instructional coaches in schools. According to Jim Knight at the University of Kansas Center for Research and Learning, an instructional coach is an on-site teacher of teachers (2004a). As DuFour states, "The traditional notion that regarded staff development as an occasional event that occurred off the school site has gradually given way to the idea that the best staff development is in the workplace, not in a workshop" (2004, p. 63).

> Quick fixes never last, and teachers resent them. They resent going to in-services where someone is going to tell them what to do but not help them follow up. Teachers want someone who's going to be there, who's going to help them for the duration, not a fly-by-night program that's here today, gone tomorrow (Knight, 2004a, p. 32).

Instructional coaches (ICs) provide on-site professional development and work directly with teachers on the implementation of proven research-based instructional practices in a school. Instructional coaches use a variety of approaches to meet school and teacher specific professional development needs. They provide "on-the spot, everyday professional development" (Knight, 2004a, p. 33). Among the practices utilized by

instructional coaches are: meeting with teachers one-on-one and in groups to guide them through researched-based instructional strategies; collaboratively planning with teachers; modeling instructional practices in classrooms; observing teachers to provide feedback; and assisting teachers in the navigation of curriculum (Knight, 2004b).

Professional development decisions made at the district level and mandated to schools for implementation are often ineffective because they lack a connection to the school's site-specific needs (Black, 2007). Often the needs of the individual schools, teachers, and students are not taken into account using this model. Shifting staff development to principals could be seen as yet another burden, but with the assistance of an instructional coach, school level staff development decisions can better align learning for teachers towards school level goals for the advancement of student achievement (Killion, 2004). A professional development program that focuses on the needs of a particular school and its teachers can better equip school leaders with facing the ever present challenges that students, curriculum, and accountability measures bring**.** Classrooms are the center of learning when the instructional coaching method is appropriately implemented.

The impact instructional coaching has on a school depends greatly on how the principal supports the role of an instructional coach. The relationship between the principal and the instructional coach is critical (Pankake & Moller, 2007). The instructional coach and principal should meet frequently and collaborate on the school's professional development plan and instructional needs. The principal should also provide resources and time to the instructional coach, which includes opportunities to work with teachers in group settings as well as individually (Pankake & Moller). The most

important component of effective instructional coaching utilization is for the principal to be cautious not to use the instructional coach as a quasi administrator. Coaches must be given opportunities to build trusting relationships with teachers and should not be assigned duties that could hinder the trust building efforts (Brady, 2007). Specifically, instructional coaches should not be assigned any responsibility that could be seen as evaluative in nature.

Qualities of Instructional Coaches

An instructional coach can have a significant impact on the instructional program of a school. "Job-embedded staff development, by definition, will move the focus of professional learning to the school site" (DuFour, 2004, p. 63). According to Feger, Hickman, and Woleck (2004), instructional coaches need specific knowledge and skill sets: interpersonal skills, content knowledge, pedagogical knowledge, knowledge of the curriculum, awareness of coaching resources, and knowledge of the practice of coaching.

- Interpersonal Skills: Coaches must be able to communicate effectively with teachers. This communication includes the development of a trusting relationship, providing appropriate feedback in a collaborative manner, and advocating for teachers while working with administrators to move forward with school specific-goals.
- Content Knowledge: Coaches must have a deep understanding of subject matter, particularly how the content knowledge is developed.

- Pedagogical Knowledge: Coaches must understand how students learn and have a strong understanding of research-based instructional strategies.
- Knowledge of Curriculum: Coaches must have an understanding of the essential foundation behind curriculum and how curriculum connects across grade levels.
- Awareness of Coaching Resources: Coaches must have specific knowledge of professional development resources to include materials and research literature that may be used to support the development of a teacher's knowledge and skills in curriculum, instruction, and assessment.
- Knowledge of the Practice of Coaching: Coaches must know and understand coaching strategies they should employ to assist teachers, and coaches must understand the many roles they play in a school (Feger et al., pp. 14 – 15).

Although Feger et al. list six knowledge and skill sets that coaches should possess; they emphasize the importance of a coach establishing a collaborative and reflective relationship with a teacher. They stress that coaches must not "tell the teacher what to do, but should serve instead as a knowledge resource and a mediator to help the teacher reflect" (p. 15).

Teachers' Perceptions of Instructional Coaching

There is a great deal of research on instructional coaching and the practices instructional coaches should employ to be effective. There is also much research on the impact of instructional coaches in terms of student achievement; however, there is very

little research on the perceptions of teachers on the effectiveness of instructional coaching. Teachers' perceptions are directly affected by the implementation model of instructional coaching, and their perceptions have a large impact on the effectiveness and implementation of instructional coaching. A teacher who does not view instructional coaching as a key component to improving classroom instruction and student achievement is less likely to collaborate with an instructional coach and is less likely to support the utilization of the research-based instructional coaching model. Teachers who do not see the benefits of collaborating with an instructional coach will not tap into the resources offered by an instructional coach to improve their classroom instruction. The perceptions of teachers provide information and data that can impact how schools and school districts implement the instructional coaching model, how schools and school districts choose instructional coaches, and how schools and school districts should provide professional development for instructional coaches. Although instructional coaching typically involves only the adults in a school, it is the students who reap the benefits of an effective instructional coaching program in a school. Research from the Pathways to Success program on implementation rates after teachers attended a summer workshop that was followed-up with instructional coaching was 85% while earlier research concludes there is a less than 10% implementation rate following traditional workshops with no follow-up (Knight, 2005).

Instructional coaches should apply the theoretical frameworks of research-based instructional strategies, student learning styles, student performance data, and professional development to assist teachers in improving classroom instruction in order to improve overall student achievement (Knight, 2004a). To be able to adhere to the

research-based protocol of instructional coaching, instructional coaches must establish trusting relationships with teachers, understand the principles of adult learning, master the art of coaching, and clearly communicate with the principal (Brady, 2007).

There are many titles given to teachers who function in the role of an instructional coach in their schools. For the purposes of this study, the title instructional coach will be used for curriculum facilitator, curriculum resource teacher, literacy coach, lead instructional teacher, lead curriculum teacher, master teacher, math coach, reading coach, and science coach.

Purpose of Study

The purpose of this study is to examine teachers' perceptions of instructional coaching in schools within the Upstate region of South Carolina. This study will examine the perception of teachers on research-based instructional coaching best practices and will further examine teachers' perception of instructional coaching best-practices within specific demographic groups to determine if demographic data has an impact on teachers' perception of instructional coaching. The quantitative aspect of this study consists of the utilization of a survey to gain broad scope of the perceptions from teachers in schools in several school districts in the Upstate of South Carolina.

Significance of Study

A number of studies have been conducted on the role of an instructional coach; however, research that examines the perceptions of teachers about instructional coaching is minimal. The perceptions of teachers are critical to the successful implementation of instructional coaching. If there is a lack of "buy-in" from teachers, the successful implementation of instructional coaching will be compromised. This study could also shed light on the teachers for whom the instructional coach should focus attention rather than waste time on people who are less likely to participate or will not participate in a coaching model. This study provides an instructional coach with a better idea of who is and who is not "coachable." For school leaders, this study will examine the importance of the utilization of instructional coaching best practices to teachers' perceptions of instructional coaching as a professional development tool and will provide school leaders with areas of needed professional development for instructional coaches.

With the passage of the Education Accountability Act of 1998 by the South Carolina state legislature and No Child Left Behind in 2001 followed by its reauthorization in 2009 by the United States Congress, the accountability of schools at the state and national levels has been elevated to a greater level of scrutiny. In South Carolina the legislature, governor, and state superintendent of education are continuously attacking public education, and measures such as tax credits and vouchers are on the forefront to reduce funding for public education in the state. There is also greater scrutiny of student test scores with teacher performance pay on the agenda. Accountability is not something to be feared; it is something that needs greater understanding than what state mandated testing programs can provide. Adding to the

challenges of the current accountability measures in South Carolina, the state enacted a public education funding model that has replaced the primary funding source for schools, the Property Tax Valuation Reform Act of 2006. The property tax reform law has essentially ended the fiscal authority of local school boards by eliminating their power to raise funds through local property tax increases. This prevents a local school board from raising funds for local initiatives and needs. An extra sales tax was added in lieu of property taxes for public education funding. A property tax is a more stable form of revenue than a sales tax because sales tax revenue is dependent upon fluctuations in the economy. When there is a recession, such as the one the United States has experienced over the last several years, there is a decrease in sales which results in less tax revenue for school funding. As a result of the new funding model in South Carolina, there has been a dramatic decrease in overall funding for all public school districts in South Carolina. To complicate further the reduction in funding for school districts, the Upstate of South Carolina has experienced a negative impact of the funding model because most districts in the Upstate continue to experience rapid student population growth and the funding formula does not allow for an increase in funding for rapid student population growth. With tighter school budgets, districts are being forced to eliminate programs, especially those that do not directly impact the classroom teacher to student ratio. Districts have been forced to eliminate personnel as a solution to desperate economic times in an effort to keep student to teacher ratios at the lowest possible levels. Although instructional coaches have been a casualty of current desperate budget situations, some superintendents continue to see the value of having instructional coaches in schools and

work to maintain the presence of instructional coaches in schools. One Upstate South Carolina superintendent, Lee D'Andrea, states,

> I have long been a supporter of instructional coaches in the schools. Based on volumes of research, an effective teacher in the classroom has the greatest potential for a student's academic achievement. The question then becomes how do we best enhance the chance that the school /district has a highly effective teacher in the classroom. I believe that *an individual*, trained in adult learning strategies, well-versed in effective instructional strategies and modeling life-long learning techniques has the best chance of ensuring that every teacher in the building is highly effective. This obviously implies that the district invest in effective professional development for instructional coaches. My strong belief is that the return on the investment is one of the highest returns a district can yield when planned and implemented as described (personal communication, May 27, 2011).

Instructional coaching is one of the programs that districts are continuing to evaluate in terms of its direct impact on student achievement. If teachers, principals, and instructional coaches do not believe the implementation of instructional coaching in schools is effective for improving student achievement, the program could be eliminated; however, if instructional coaching is perceived to be an effective tool for the improvement of student achievement, the program could be spared from budget cuts. The results of this study could have an impact on district policy makers when determining their commitment to continue to fund instructional coaches with their increasingly shrinking budgets.

Research Questions

The overall research theme of the study is to determine to what extent the utilization of research-based instructional coaching best practices impacts teachers' perceptions of instructional coaching. The following research questions will be addressed by this study:

1. To what extent does an instructional coach's collaborating with teachers to address school-wide instructional concerns and practices impact a teacher's perception of instructional coaching?
2. To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?
3. To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?
4. To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

This study further examines participants' demographic data impact on teachers' perceptions of instructional coaching best practices. The demographic data will be collected in three areas: years of teaching experience, level of education, and education as the first career choice.

Theoretical Framework

In examining theory, it is imperative to consider the framework that impacts the implementation of an instructional coaching model. Marion describes theory as "a worldview, a paradigm, a philosophy, a way of understanding reality" (2002, p. 4). This view is imperative to understand better how people function in their daily work and how they interact with those around them. Culture theory provides the paradigm, the understanding for this study. Culture is "any stable order that emerges from interactive, social dynamics" (Marion, p. 225). Since this study also focuses on teachers' perspectives through various means of demographic data, the established culture among these demographic groups impacts the implementation of an instructional coach.

Schools are places where people come together, whether it is the students or the adults. Culture plays an important role in schools whether it is where students sit in the cafeteria or how teachers interact with one another. As Marion (2002) states, "Members of a given culture have a somewhat common perception of reality…these perceptions are, for them, reality itself, which suggests that reality is more a perceived than a concrete state" (p. 229). The relationship between an instructional coach and a teacher is part of the school culture.

> When teachers come together in a long-term work relationship, they experience interaction and interdependency of the individual natures. Stable and enduring relationships based on correlated outlooks emerge as teachers seek accommodation among themselves and between the school and its environment (Marion, p. 226).

An awareness of how the culture impacts the relationship between an instructional coach and a teacher is a critical component to the impact instructional coaching can have on a school's instructional program.

Data Collection and Research Design

The design used to evaluate teachers' perceptions of instructional coaching is based upon quantitative methodology. Superintendents or the designees from eight school districts across the Upstate of South Carolina were contacted to gain access to the principals in the districts. The eight school districts have been identified as utilizing instructional coaches in their elementary schools. Once the superintendents or designees granted access, principals were contacted and asked to facilitate the distribution of the informational letter describing the study as well as the purpose and goals of the study and the surveys for the study.

Teachers were asked to complete an online survey concerning their perceptions of instructional coaching. These surveys included demographic data collection from the study participants.

The study was designed to examine the perceptions teachers have of instructional coaching. The perceptions of instructional coaching were determined through the administration of a survey with a series of questions in which participants answered the survey questions utilizing a typical four point Likert-type scale with "1" being Rarely and "4" being Almost Always. The survey was administered to teachers in schools that are implementing an instructional coaching model. The survey was sent to elementary

school teachers in school districts in the Upstate of South Carolina. The survey had several questions for the collection of demographic data on the study's participants.

The conceptual framework applied in this study analyzed the survey data collected from all of the participants divided into four categories of research-based best practices of instructional coaching. The data were also subdivided into demographic areas of years of teaching experience, level of formal education, and education as the first career. The purpose of analyzing the data by demographics was to determine if the perceptions of instructional coaching differ by the demographic subgroups.

All participants and schools in the study will remain anonymous. The participants were assured of this by not requiring them to provide any information that could be used to identify themselves other than the demographic data in the survey. The purpose of the anonymity was for the participants to provide honest feedback on their perceptions of instructional coaching.

Conceptual Framework

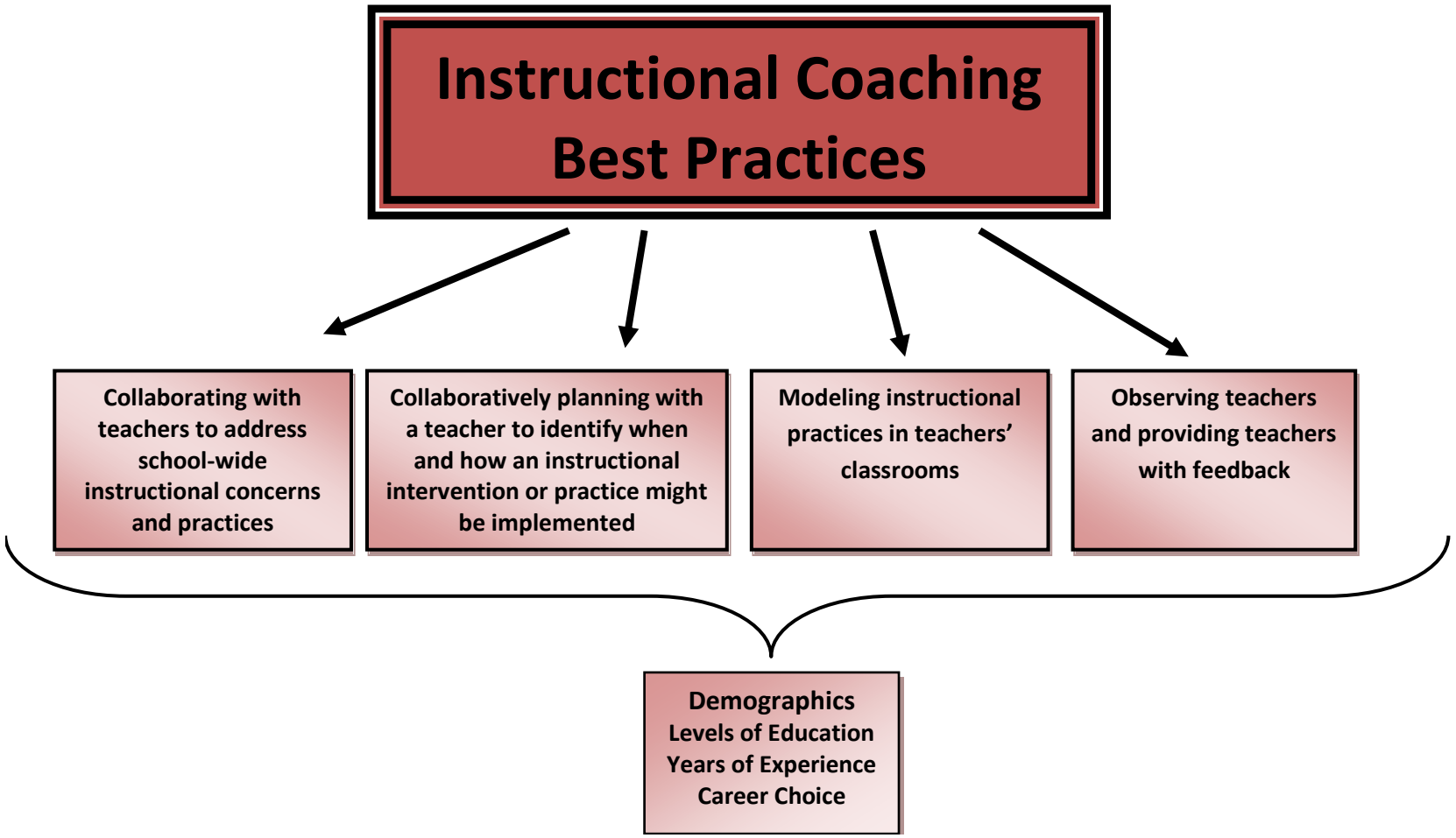


Figure 1.1 Conceptual Framework

Definitions

For the purpose of this study, the following terms are defined as follows:

- Effectiveness – using researched-based methodology to improve the overall instructional program in a school.
- Instructional Coach (IC) – on-site professional developers who teach educators how to use proven teaching methods to improve classroom instructional delivery.
- Instructional Coaching Best Practices–research-based practices identified by the researcher for the purposes of this study:
    - Collaborating with teachers to address instructional concerns and practices.
    - Planning collaboratively with a teacher to identify when and how an instructional intervention or practice might be implemented.
    - Modeling instructional practices in teachers' classrooms.
    - Observing teachers and providing teachers with feedback.

Delimitations

The implementation of an instructional coaching model is becoming more widespread in schools and school districts across the nation. Teachers and principals at all levels must understand the research-based functions of an instructional coach for the

appropriate and the effective utilization of instructional coaching. This research will bring attention to the everyday use and functions of instructional coaching in schools.

The participants in this study were in schools with instructional coaching programs, but the participants' degree of knowledge concerning instructional coaching strategies could skew the collected data. Teachers' opinions of specific personnel serving in the role of the instruction coach could also skew the collected data. This study is comprised of teachers from school districts in the Upstate of South Carolina. School districts in the Upstate of South Carolina were utilized for the data collection due to the diversity of school districts in the area as well as for the familiarity and professional contacts of the researcher. The data collected from the surveys relies upon teachers' self-reporting their opinions and perceptions. As with any self-reporting survey, the data are limited to the participants' interpretation of the items, time and effort in responding to the questions, and honesty in answering the items. The number of participants in the research sample was based upon superintendents or designees granting permission for this study to be conducted in their districts and the number of principals who disseminated the study information to the appropriate personnel. Altogether, eight superintendents or designees were contacted for permission to conduct the study in their districts.

The culture of the schools is also a delimitation for this study. Just as culture theory is used to understand the study better, culture theory is also a delimitation because each school has its own unique culture that can have an impact on the experiences teachers may have with instructional coaching. Instructional coaching may look very different from one school to the next.

The identity of the survey respondents and their specific schools will be anonymous; however, the participating school districts will be known to the researcher. The findings from this study are limited to the sample of teachers in the Upstate of South Carolina participating in the study and any generalizations should be made with caution.

Organization of Study

This study is organized into five chapters, references, and appendixes. Chapter two presents a review of the literature concerning instructional coaching and the implementation of instructional coaching programs. Chapter three describes the details of the research design and methodology of the study. The survey used to gather the data will be described as well as the protocol followed for the analysis of the data. Chapter four is an analysis of the data collected and a discussion of the findings from the data. Chapter five summarizes the study and provides the conclusions drawn from the study. Chapter five also contains further research recommendations. The study concludes with references and appendixes. The appendix consists of a survey item analysis, the letters sent to district superintendents or designees and to teachers, and the email sent to principals.

Chapter Two
Literature Review

With the ever increasing scrutiny being placed on schools, school leaders are continuously examining programs to improve student learning. Often included in school mission statements is the idea of creating a culture of life-long learning for students. School leaders recognize and understand that life-long learning is not only important for students, but it is also vital for teachers. The continued increase in accountability on achievement for each student has brought greater emphasis for comprehensive professional development programs in schools. Continued education and professional development should be a central tenet for all educators and schools. "Traditionally, teachers took workshops they were interested in or thought would be fun to learn" (Hall, 2005, p. 38). With a comprehensive professional development plan, the focus of professional development has shifted to student learning, growth, and achievement. With the passage of No Child Left Behind in 2001 and its reauthorization in 2009, school districts have increased opportunities for funds to support professional development. One of the tools school leaders are utilizing to provide teachers with a comprehensive model of professional development is the use of instructional coaches. Schools began the wide-spread implementation of the instructional coach model in the 1980s, but it has become more prevalent in schools within the last decade.

Adult Learning Theory

All too often teacher training is approached as a quick fix, with little to no follow through to ensure long-term implementation. The format would typically be conducted off-site and by a consultant paid to provide a single training session, rather than providing school-specific, purposeful professional development. Practice such as this brings attention to training, rather than professional development. With high stakes accountability being placed on teachers and school administrators, more attention is being given to the professional development of teachers and ways to improve classroom instruction. Evidence has long existed that an individual teacher can have a significant impact on student achievement, positive or negative (Marzano, Pickering & Pollock, 2001). According to research conducted by Sanders and Rivers (1996) of more than 100,000 students across the US, the most important factor affecting student learning is the teacher.

> Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classroom. If the teacher is ineffective, students under the teacher's tutelage will show inadequate progress academically regardless of how similar or different they are regarding their academic achievement (Wright, Horn, & Sanders, 1997, p. 63).

With teachers having a great impact on student achievement, school leaders have begun to focus on a more comprehensive professional development model, part of which includes the implementation of instructional coaching. Since instructional coaching focuses on the adult, attention must be given to how adults learn best. Although educators have long studied child and adolescent learning theory (pedagogy) in an effort

to improve education, very little attention has been given to adult learning theory (andragogy) or how to implement an effective professional development program for teachers. Adult learning has been studied since the 1950s; it has most recently begun to gain further attention with the rapidly progressing rates of college attendance not only with traditional pathways of education, but also with online education.

Malcolm Knowles was one of the earliest American researchers of adult learning in the 1970s. Knowles, Holton, and Swanson (2005) identified six guiding principles of adult learning:

1. Adults need to know why they should learn something, and they need to understand how it will benefit them.
2. Adults need to be self-directed learners where they are responsible for their own learning and the direction it takes.
3. Adults' experiences should be utilized in their learning, and these experiences should be included so that the adults may draw upon their experiences. Adults should be acknowledged for their experiences.
4. Adults seek learning as a way to deal better with real world tasks and problems. They have a readiness to learn.
5. Adult learners like to have their learning relate and be applicable to their life and be more problem-solving oriented rather than subject-oriented.
6. Adult learners are compelled more by intrinsic motivation rather than extrinsic factors. Learning often provides the adult with fulfillment and satisfaction (Knowles et al.).

Adult learning theory provides many instructional implications for instructional coaches working with teachers. Adult learners' approach to learning shifts the responsibility of learning from being placed on the teacher to the responsibility of learning being placed on the student. Effective adult learning takes place in an interactive environment, where the teacher takes on the role of a facilitator. The coach often works as a mentor, providing a system of support rather than serving as a purveyor of knowledge and skill. In learning, adults are often the best resources for one another; therefore, discussion and collaborative group assignments should be employed when teaching adults (Alkadhi, n.d). Knowles (1968, 1980) further identified several implications that should be considered to support learning:

1. The environment should be comfortable, informal, and well lit.
2. The teacher must respectfully listen to what the students have to say.
3. Learner needs should be self-diagnosed and the evaluation of learning should be left up to the student.
4. Adult learners should be involved in the planning of their learning and the teacher should act as the facilitator (Knowles).

Knowles further determined the major difference between pedagogy and andragogy is that children are dependent learners, while adults are autonomous learners (1980). Additionally, Frey and Alman (2003) state, "Adult learning theory helps faculty to understand their students and to design more meaningful learning experiences for them" (p. 8). The implication is imperative for instructional coaches to understand because most instructional coaches come directly from classrooms where they have worked mostly with children, to now being a coach to teachers, adult learners.

Klatt (1999) further expands on adult learning by identifying three important principles to follow when working with adults in any learning environment. Klatt's first principle states that adults bring a wide variety of experiences with them to training sessions; therefore, they have something to contribute to the learning process. Adults learn at their own pace and in their own manner and have something to lose by sharing their thoughts and ideas. Adults value the experience they have and do not want to be treated as if those experiences do not contribute. Regardless of the need, adults cannot be forced to change. Klatt's second principle states that adults prefer to focus on real-life, with immediate implications, rather than focusing on theoretical situations. With this perspective, adults view learning as a means to an end rather than the end itself. With adults the learning must take on personal meaning and have immediate value to their practices and/or situations. Klatt's third principle states that adults are accustomed to being active and self-directing; therefore, the best learning is based on experience. Adults learn best when they work cooperatively with others and must be provided opportunities to engage actively in activities where they can discover solutions.

The effectiveness of instructional coaching is dependent upon understanding how adults learn and carefully planning learning opportunities. In creating professional development opportunities for teachers, school leaders should examine not only the content to be learned but also ways the learning will take place. If adult learning theory is not considered, schools could be in danger of merely providing training rather than a comprehensive professional development program.

What is Instructional Coaching?

Although there has been widespread implementation of instructional coaches in schools across the country, there is not a standard model for instructional coaching. Implementation varies greatly from state to state and even within states from district to district. Models include district level coaches who split time between schools to coaches who work full time in one school. Coaching models also vary to include schools having content specific coaches. Regardless of the implementation model, the ultimate goal of the coach is to improve classroom instruction. Kise (2006) defines coaching as "the art of identifying and developing a person's strengths. Even when a teacher needs to build skills in areas that are natural weaknesses for them, coaches help them do that through techniques that utilize strengths" (p. 139).

Knight (2004a) from the University of Kansas Center for Research on Learning defines an instructional coach as an on-site professional developer who teaches educators how to utilize research-based instructional strategies in the classroom. According to Knight, instructional coaches work as partners to facilitate teachers' professional learning through mutually enriching, healthy relationships (p. 4). Knight further defines instructional coaches as on-site professional developers who work with teachers to assist them with the incorporation of research-based instructional practices, work with students to demonstrate effective practices to teachers, and collaborate with teachers in choosing and implementing research-based interventions to improve classroom instruction (Knight, 2007b). Knight's model of instructional coaching establishes the instructional coaching relationship as a partnership with teachers. His approach is built around seven core

principles for a partnership: equality, choice, voice, dialogue, reflection, praxis, and reciprocity.

- Equality – Building relationships with teachers as equals. When collaborating with teachers, each is considered equal; therefore, no one's view is more important than anyone else's.
- Choice – One individual does not make decisions for another. Teacher choice is understood in the partnership and to every extent possible, teachers have a great deal of choice in what and how they learn.
- Voice – Individuals must have an opportunity to express their points of view. With instructional coaching, teachers must know they are free to express their own opinions about the intended learning. Since instructional coaching involves many teachers, an instructional coach should encourage instructional conversation among teachers and heed the opinions of the teachers.
- Dialogue – Encouragement of others to speak their minds and to listen to others authentically. For an instructional coach, dialogue is more about listening than speaking. Instructional coaching involves engaging teachers in conversation about content and instructional practices. Instructional coaching involves learning alongside teachers.
- Reflection – Respect professionalism and provide enough information to facilitate decision-making. Instructional coaching encourages collaboration among teachers to consider ideas before adopting them. Reflection provides opportunity for teachers to choose or reject ideas rather than merely perform a task without thinking.

- Praxis – Reconstruct and use content in the manner that is most useful. Instructional coaching involves facilitation of teacher collaboration focusing on how to use new ideas and methods in the classroom.
- Reciprocity – Rewarding all members with individual contributions. Instructional coaching involves learning not only by the teachers but also by the instructional coach. The instructional coach learns about teachers' classrooms and the strength and weaknesses of new instructional strategies in action in classrooms. Instructional coaches believe that teachers' knowledge and expertise are just as important as their own, and they have confidence in teachers' abilities to apply new instructional strategies to their own classrooms (pp. 24-26).

Marzano's research in *What Works in Schools: Translating Research Into Action* (2003) determines that in order for schools to improve student learning, schools must have an understanding of and implementation of a strong and viable curriculum, challenging goals, and effective feedback. With the ultimate goal of instructional coaching being improved classroom instruction and Marzano's research findings, Moran (2007) states there are three essential principles to coaching: establishing a school culture that recognizes collaboration as an asset, developing individual and group capacity to engage in creative problem solving and self-reflection, and providing a continuum of professional learning opportunities for adults to acquire and use specific knowledge, skills, and strategies (p. 6). All too often teachers work in isolation rather than utilizing each other's expertise and strengths to guide improved instructional practices. An instructional coach plays a pivotal role in facilitating collaboration, not only between the

instructional coach and a teacher but also among teachers. Instructional coaching is a partnership between a coach and a teacher as well as a coach and a school (Kise, 2006).

Administration's Role in Instructional Coaching

Research indicates school leadership has a substantial impact on student achievement (Marzano, Waters, & McNulty, 2005). One of the key components of school leadership is the principal in the role of instructional leader. Regardless of the many things a principal must do on any given day, the role as the instructional leader is one of the most crucial roles in moving a school forward. Research also indicates "that an administrator's ability and willingness to provide input regarding classroom practices was one of the most highly valued characteristics reported by teachers" (Marzano et al., p. 54). Marzano et al.'s research further states that a school leader's involvement in curriculum, instruction, and assessment has a correlation of .20 and knowledge of curriculum, instruction, and assessment has a .25 correlation to student achievement (pp. 42 – 43). A principal who is involved in curriculum, instruction, and assessment or is knowledgeable of curriculum, instruction, and assessment better understands the importance of improving a school's instructional program. Part of the instructional leadership role of a principal in a school or district utilizing an instructional coaching model is working with the instructional coach on a daily basis and providing the instructional coach with the resources needed to help teachers. School leaders must be cautious with the implementation of instructional coaching as a model of school reform. Principals must understand the true role of instructional coaching and be cautious not to

use the instructional coach as another administrator. "Principals who do not understand the importance of protecting the coaching relationship may act in ways that make it difficult for a coach to be successful" (Knight, 2006, p.24). Kowal and Steiner (2007) state that principals must play a pivotal role in the development of the instructional coaching program in a school.

> Because instructional coaching models vary tremendously, school leaders need to identify the coaching approach or program that will best meet their instructional goals. Initially, this means recognizing the differences between these various approaches. While some coaches train teachers how to use a particular approach within a content area, such as literacy or mathematics, others work to improve general instructional practices, such as data assessment and classroom management, or to promote a more collaborative culture among the faculty. In some cases, coaching programs have multiple goals. Whatever the design, it is clear that instructional coaching is not a program that simply can be adopted and "stamped" on a school. A successful effort requires shaping the program to meet teachers' needs and to address meaningful goals for student learning (Kowal & Steiner, p.1).

Steiner and Kowal further state that there are three critical components in shaping the implementation of an instructional coaching program that school leaders must take. School leaders must clarify the coach's roles in a school, structure time strategically to allow for teachers to participate in coaching activities, and provide the instructional coach with clear, visible support (p. 5). Along with providing sufficient time for nurturing a

system that enables instructional coaches to perform effective professional development, Tallerico (2007) states that principals must also honor history and strengthen the political basis for support.

Evidence is slowly emerging that instructional coaching can improve classroom instruction and ultimately student achievement, but according to Black (2007), school administrators must provide certain conditions for the success. First, coaches must be given sufficient time to work directly with teachers on classroom instruction. School administrators must make sure coaches are not assigned to be a substitute teacher or tasked to complete clerical duties. Secondly, coaches must have on-going professional development and training in research-based practices such as classroom instruction, curriculum, assessment, and classroom management. Coaches must also have training in communicating and demonstrating effective practices in the classroom. Third, coaches must build trusting partnerships with teachers before offering suggestions for change. Fourth, coaches must work closely with the principal on the school's instructional program and must play a significant role in the school's comprehensive improvement plan and must be committed to raising student achievement. Fifth, coaches must be master teachers who are respected and who are flexible, friendly, and likeable. Sixth, coaches must be part of the design for their own evaluation and never server as a teacher evaluator (p. 44).

Pankake and Moller (2007) outline eight strategies that principals must utilize that encourage and support coaching models. The first strategy is the principal and the instructional coach must collaboratively develop an action plan for the students' instructional needs. This plan should delineate specific roles and responsibilities with a

timeline for short-term and long-term goals. The second strategy is the principal and coach must acknowledge each other's differing needs in the relationship to meet those needs. The principal must have frequent, but brief, meetings with the coach to keep up to date on the interactions throughout the school; advise the coach on the selection of individuals for committees, etc.; provide specific agenda items for staff meetings for the coach to report progress and acknowledgement of teachers; and understand that change will take time as the coach forges new relationships with teachers. The third strategy is the principal must be accessible as a resource to the coach. As a resource the principal assists the coach in generating ideas for dealing with conflicts among staff members, brainstorming ideas for scheduling conflicts, and discussing professional development opportunities and ideas for some or all teachers. The fourth strategy is the principal provides access to both human and fiscal resources. Without providing coaches with the necessary resources, a principal can set up an instructional coaching program for failure. Resources come in a variety of forms such as student data, time, space, contacts at other schools or other levels within the school system, secretarial assistance, technology, and professional development. The fifth strategy is the principal maintains the instructional coaching focus for the instructional coach. The principal must only allow a coach to be utilized for activities that are related to teaching and learning. Activities related to managerial and operational activities such as student discipline, textbook inventory, or buses cannot be part of an instructional coaching program. The sixth strategy for a principal is to help the instructional coach maintain balance. Principals must resist giving an instructional coach additional responsibilities because he or she performs well. The seventh strategy is the principal must protect the coach's relationship with peers. The

transition from being a classroom teacher to an instructional coach is delicate. Principals must anticipate fragile relationships between the coach and teachers, particularly in the beginning. The principal should share information coaches may need to know regarding teachers' obligations at school, existing conflicts among teachers, school and district policies, and budget parameters. The principal should initially assign low-risk tasks to help ensure coaching success, celebrate small successes, and find opportunities for coaches to share successes with people outside of the school. Building the confidence of the instructional coach helps better ensure an effective instructional coaching program. The eighth strategy is for the principal to provide the instructional coach with leadership development opportunities. Just because a teacher is confident in leading students does not mean he or she will be confident in leading adults. Principals must find opportunities for coaches to learn to work with diverse adult perspectives (Pankake & Moller, pp. 33 – 36).

Across the nation, there is very little consistency with the formal qualifications of instructional coaches. No state officially certifies instructional coaching. With that, the qualities and skills of an instructional coach are important for school leaders to understand. Kowal and Steiner (2007) developed three broad categories of skills that an effective instructional coach should possess: pedagogical knowledge, content expertise, and interpersonal skills. Regardless of the researcher, it is virtually unanimous that an effective instructional coach should be an expert master teacher who possesses a thorough understanding of how students learn and be skilled in implementing research-based effective instructional strategies. "A good instructional coach must be able to go into any classroom and provide a model lesson that responds to an individual teacher's

needs" (Knight, 2004b, p. 18). Hiring the right instructional coach is important to the success of the implementation model. "Next to the principal, coaches are the most crucial change agent in a school" (Fullan and Knight, 2011, p. 50).Instructional coaches must be disciplined, organized, professional, flexible, likable, good listeners with great people skills, and committed to learning (Richard, 2004). Guiney (2001) states that instructional coaching requires a person to possess "a calm disposition and the trust-building skills of a mediator combined with the steely determination and perseverance of an innovator" as well as "the ability to know when to push and when to stand back and regroup in the long-term process of adopting new approaches to galvanize a school to function differently" (pp. 741 – 742). Feger et al. (2004) state that coaches should have interpersonal skills, content knowledge, pedagogical knowledge, knowledge of curriculum, awareness of coaching resources, and knowledge of the practice of coaching.

The conclusion of a broad range of research on school improvement clearly points to the principal as having the pivotal role for instructional leadership. Kowal and Steiner (2007) state that there is growing recognition among scholars and practitioners that the demands placed on school administrators often make the role as the instructional leader unrealistic because of the managerial aspects of their job. With the many challenges in the principalship, it is imperative for a principal to work to establish an effective instructional coaching model to improve a school's instructional program and provide the instructional coach with the needed support. "For an instructional coaching program to be effective, school leaders need to play an active role in selecting trained coaches, developing a targeted coaching strategy, and evaluating whether coaches are having the desired impact on teaching and learning" (Kowal and Steiner, p. 1). Principals and

coaches share equal responsibility for an effective and successful instructional coaching program (Killion, 2007).

Best Practices in Instructional Coaching

One of the biggest mistakes a school district or school can make with the implementation of instructional coaching is not to have a model or focus. "The intense pressure to foster significant improvements in student achievement can lead some leaders to promote many school improvement efforts within a single year. However, promoting too many interventions can actually be counterproductive" (Knight, 2005, p. 20). In *Instructional Coaching: A Partnership Approach to Improving Instruction*, Knight (2007b) refers to four instructional issues that instructional coaches should bring to focus: behavior, content knowledge, direct instruction, and formative assessment. Knight states for *behavior,* "Coaches can help by guiding teachers to articulate and teach expectations, effectively correct behavior, increase the effectiveness of praise statements, and increase students' opportunities to respond" (p. 23). For *content knowledge,* "Coaches must know how to access state standards for courses and how to help teachers translate those standards into lesson plans" (p. 23). For *direct instruction,* coaches work with teachers on implementing instructional practices such as "advanced organizers, model the thinking involved in whatever processes are being learned, ask a variety of high-level questions, and ensure that students are experiencing engaging, meaningful activities" (p. 23). For *formative assessment,* coaches work with teachers on implementing assessments so that the teachers "know whether their students are learning the content and reasoning being

taught and whether each student's skills or disposition is being affected by instruction" (p. 23).

According to Brady (2007), there are six critical areas of practice for instructional coaching to be effective. First, the instructional coach must establish trusting relationships and open communication. Coaches must "discuss instructional issues with teachers in a way that enlightens without threatening or offending the teachers. The coach must establish and maintain the trust and respect of teachers" (p. 47). Second, the instructional coach must understand adult learners. "Coaches must demonstrate that they know how adults learn, give colleagues time to process new information, and resist sending the message that someone is trying to 'fix' them" (p. 47). Third, instructional coaches must continually update their knowledge of subject content and instructional best practices. Fourth, instructional coaches must master the art of teaching.

> Coaches and their principals must be ahead of the curve in learning how to help a teacher in a nonthreatening way to dissect a lesson and promote internal reflection and problem solving. The goal is to build teachers' capacity to analyze what they are doing in the classroom so they can expand on what works and change what doesn't (p. 48).

Fifth, instructional coaches must link student work to data and assessments so that teachers will make adjustments to instruction. "The coach at times must confront a reluctant teacher with hard data to demonstrate that a teacher's instructional style is not promoting learning among his or her students" (p. 48). Sixth, the instructional coach must network with other instructional coaches. Just as teachers must collaborate with

other teachers, instructional coaches must collaborate with other instructional coaches. "These support networks allow coaches to remain grounded in the work of student achievement and operate strategically as catalyst for change" (p. 49). In earlier research, Brady (2005) lists behavior characteristics of high-performing coaches as: confidence, leadership, open communication, collaboration, relationship savvy, persistence, inquiry orientation, organization, resourcefulness, optimism, authentic, and compassionate, yet focuses on student data.

Best practices of instructional coaching are well grounded in the development of a partnership between the coach and the teacher. Knight (2007a) discusses the importance of instructional coaching practices being a balance of "bottom-up and top-down strategies to be effective. Coaches should position themselves as equal partners with fellow teachers, basing their professional actions on partnership principles" (p. 27). Knight further states that in order for teachers to change their ineffective teaching habits, instructional coaches "must offer a practice that is both more powerful and easier to use than the current strategy" (p. 28). Knight also states that instructional coaches must use a variety of communications strategies, plan first encounters with teachers that are quick, easy, powerful, and highly effective, and target teacher leaders within the school as early adopters (2007a). In earlier research, Knight (2004b) describes best practices of instructional coaching: conducting one-to-one or small-group meetings with teachers; identifying how best to collaborate with a teacher or teachers to address their most pressing concerns; guiding teachers through instructional manuals, checklists, and other materials; collaboratively planning with teachers to identify when and how an intervention might be implemented; preparing materials for teachers to assist with

instruction; modeling instructional practices in teachers' classrooms; observing teachers; and providing teachers with feedback (p. 1). Pankake and Moller (2007) describe instructional coaching best practices as: helping staff see how new instructional approaches relate to the shared vision for student learning; leading decision making for the school's professional learning plan; designing professional learning experiences; facilitating groups to examine, design, and use appropriate teaching and learning strategies; being available daily to answer teachers' questions about teaching and learning; mentoring new teachers; working with individual teachers who request assistance; pulling together assessment data for teachers to use in their decision-making; and seeking outside resources for teachers (p. 34).

Summary

With an ultimate goal of improving student achievement, instructional coaching relies on three overarching principles:

1. Coaching should help establish a school culture that recognizes collaboration as an asset.
2. Coaching should develop individual and group capacity to engage in creative problem solving and self-reflection.
3. Coaching should provide a continuum of professional learning opportunities to support adults in their acquisition and use of specific knowledge, skills, and strategies (Moran, 2007, p. 6).

Research will never be able to identify strategies that work with every student in every classroom or every teacher in every school, but it can tell us which strategies have the best chance of working well (Marzano, 2007). The utilization of an instructional coaching program in a school provides an on-site professional developer to work with teachers daily on the three areas Marzano states are characteristics of effective teaching:

1. Use of effective instructional strategies.
2. Use of effective classroom management strategies.
3. Effective classroom curriculum design (Marzano, 2007, p. 5).

As Knight (2005) states, "Instructional coaching is not a quick fix, but when it comes to creating an exemplary faculty, quick fixes are rarely the answer. Instructional coaching involves dedicated, persistent, meaningful collaboration among teachers, coaches, and principals" (p. 21). The student learning goals may differ from school to school, with school needs varying greatly. With the wide-spread implementation of instructional coaching programs, school leaders must continue to examine research on adult learning, instructional coaching as a practice, the administration's role in instructional coaching, and best practices of instructional coaching. As Knight states,

> When highly qualified instructional coaches are in place, when they focus on the right teaching methods, and when they take a partnership approach, real improvement can happen. Most principals find it difficult to find time to do everything they need to do to support the professional growth of their teachers. However, when an instructional coach and a principal work together in a true partnership, the instructional coach can significantly help a principal with the

challenging, time-consuming, and important work of developing an exemplary faculty (2005, p. 21).

Chapter Three
Methodology of the Study

The purpose of this study was to examine teachers' perceptions of research-based instructional coaching best practices in schools within the Upstate region of South Carolina and to determine to what extent the demographic groups for teachers impact teachers' perceptions of instructional coaching best practices. The researcher identified four researched-based instructional coaching best practices: collaborating with a teacher or teachers to address instructional concerns and practices, planning collaboratively with teachers to identify when and how instructional intervention or practice might be implemented, modeling instructional practices in teachers' classrooms, and observing teachers and providing them with feedback. Specifically, the research examined data within instructional coaching best practices categories and answered four research questions:

1. To what extent does an instructional coach's collaborating with teachers to address school-wide instructional concerns and practices impact a teacher's perception of instructional coaching?
2. To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?

3. To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?
4. To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

Additionally, the data were analyzed by three demographic groups: years of teaching experience, level of education, and education as the first career choice. To answer the research questions, the researcher designed a survey (*Teachers' Perceptions of Instructional Coaching)* to determine to what extent teachers perceive specific instructional coaching best practices as beneficial professional development practices. To determine the demographic data, the survey included items specific to each demographic group. The demographic subgroup for years of teaching experience was developed as a survey item in increments of 5 years up to 20 years and more, which is currently the typical number of years of teaching experience required for retirement in South Carolina. The subgroups were 0 – 5 years, 6 – 10 years, 11 – 15 years, 16 – 20 years, and more than 20 years. The demographic group for level of education was developed as a survey item modeled after the South Carolina teachers' licensure educational levels. The educational level subgroups are bachelor's degree, bachelor's degree plus 18 hours, master's degree, master's degree plus 30 hours, and doctorate. The demographic group for education as the first career was developed as a survey item in the form of a question, "Is education your first career?" The answer options are "yes" or "no."

To secure data for Research Question 1, the survey included items regarding the instructional coaching best practice identified as collaborating with teachers to address school-wide instructional concerns and practices. To secure data for Research Question 2, the survey included items regarding the instructional coaching best practice identified as planning collaboratively with a teacher to identify when and how an instructional intervention or practice might be implemented. To secure data for Research Question 3, the survey included items regarding the instructional coaching best practice identified as modeling instructional practices in teachers' classrooms. To secure data for Research Question 4, the survey included items regarding the instructional coaching best practice identified as observing teachers and providing teachers with feedback. The researcher identified four research-based instructional coaching best practices and created five survey items for each best practice that are focused on the teacher reflecting on his own practice. The researcher also created survey items that focus on each of the four research-based instructional coaching best practices as instructional coaching practices in the teacher's school.

Research Design

This study utilized quantitative research methodology. Specifically, the research was based upon the measures of central tendency and dispersion. "Measures of central tendency are statistics that provide a summarizing number that characterizes what is typical or average for those data" (Rea & Parker, 2005, p. 89). Quantitative data were collected through survey analysis. The quantitative data were disaggregated into four

instructional coaching best practice categories and the utilization of specific instructional coaching best practices as identified by the researcher were compared in each of the categories. The data were also disaggregated by the three demographic groups: level of education, years of teaching experience, and education as the first career choice. The combined level of data analysis allowed for more than one level of data analysis in order to determine specific teacher demographic perspectives on instructional coaching as a practice. The demographic disaggregation allowed for there to be targeted groups for instructional coaches and school leaders as they begin instructional coaching programs or when a new instructional coach is hired. It is important for instructional coaches to have early successes (Knight, 2007b). By having targeted audiences at the onset of instructional coaching, the chances of success are greater.

For the data collection, a survey was utilized. The use of survey data "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 145). Teachers in elementary schools will complete a researcher-designed survey, *Teachers' Perceptions of Instructional Coaching.* Survey research was selected because the methodology allows the researcher to gather data and information about a larger targeted population by studying only a small portion of that population (Rea & Parker, 2005). "If the researcher needs personal, self-reporting information that is not available elsewhere, and if generalization of findings to a larger population is desired, sample survey research is the most appropriate" (Rea & Parker, 2005, p. 4). Using the survey data from the population sample allowed for the generalization of the data for the entire population. "A special-

purpose survey may be the only way to ensure that all the data needed for a given analysis are available and can be related" (Fowler, 2009, p. 3).

The survey items were grouped into five categories. The first category was demographic data. The remaining four categories were based upon the researcher identified instructional coaching best practices. Categories two through five were each based on a specific instructional coaching best practice and each had six items specific to that category. Each category had survey items based upon the utilization of the identified instructional coaching best practice for the participants' and for the participants' schools. The best practices were not identified to the survey participants.

Population and Sample

The participants in this study were teachers in elementary schools in the Upstate region of South Carolina. The Upstate region was selected because of the proximity to the researcher and professional relationships of the researcher, and elementary school level was selected because instructional coaches are more prevalent at the elementary school level than at the middle or high school levels. The actual number of participants depended upon which school districts had instructional coaches and which superintendents or the designee granted permission for the study to be conducted in their districts. District and school websites were reviewed and eight school districts in the Upstate of South Carolina were identified as having instructional coaches in elementary schools. Of the eight districts, the size and demographics of the districts and the schools varied greatly. One district is the largest school district in South Carolina; other districts

are medium to small in size, with the two smallest districts having only four elementary schools each. The eight districts represented urban and suburban as well rural schools and the schools' socioeconomic status spans across the entire spectrum. Although the school districts varied in size, each was under the direction of its own superintendent. The survey participants did not identify the school or the school district in which they taught so that the research might be generalized.

An email (see Appendix A) was sent to seven of the eight superintendents or the designees requesting permission to conduct the survey research in their districts. After four days, another email was sent to the four superintendents who had not responded to the previous email. One week after the initial email, a letter containing the same information as the email (see Appendix A) was sent to the districts that had not responded to the email. The eighth district required the researcher to complete a "Request to Conduct Research" application. This district required the researcher to contact the elementary principals in that district requesting their schools' participation in the study. Once permission was granted by the principals (twenty-three), the researcher compiled a list of schools that were willing to have the survey link emailed to the teachers. The researcher then provided the district designee with the list, and the application was approved.

The assistance of the superintendent or the designee was necessary and was a critical component in gaining access to principals, and ultimately, access to teachers. Permission to conduct research was granted by four of the eight school districts. Once permission was granted by the superintendent and/or the designee, the principals of the elementary schools in the participating districts were contacted via email (see Appendix

B). The email described the goals of the study, the procedure for distributing the survey, and contact information of the researcher. A letter for the teachers (see Appendix C) was attached to the principal email for distribution to teachers. The teacher letter described the purpose of the research and the goal of the survey. The letter contained Internet links to the survey and included contact information of the researcher and the researcher's advisor in case there were any questions or concerns regarding participation in the survey. The correspondence included a statement of anonymity as well. Phone calls and emails were made to principals who are known professionally by the researcher.

The survey data collection period was approximately four weeks due to the timing of district- level approval. The survey was administered to teachers from mid February to mid March of the 2012-2013 school year. The timing of the survey allowed teachers approximately seven months of the school year to have worked in a school with an instructional coach.

Instrumentation

A survey (*Teachers' Perceptions of Instructional Coaching* – see Appendix D) was utilized to collect data. The survey was researcher developed and consisted of close-ended questions. The survey was developed following a review of the literature on instructional coaching. The close-ended questions utilized a four point ordinal Likert-type scale with "1" being Rarely, "2" being Sometimes, "3" being Usually, and "4" being Almost Always. The first three items on the survey were based upon demographic data from the respondents and were utilized to disaggregate further the data collected to

determine teachers' perceptions of instructional coaching within the demographic groups of years of teaching experience, formal level of education, and education as the first career choice. The demographic data were also closed-ended questions utilizing categorically specific options for each item. By having close-ended questions, the reliability of the survey data was enhanced because of the uniform data it provided (Fink, 2009). The surveys were self-administered by the teachers who work in schools where there is an instructional coaching program. The survey was accessed on-line and took approximately ten to twenty minutes to complete.

According to Fowler (2009), to increase the reliability of surveys, "each respondent in a sample is asked the same set of questions" (p. 88). Fowler further states, "In order to provide a consistent data collection experience for all respondents, a good question has the following properties:

- The researcher's side of the question-and-answer process is entirely scripted so that the questions as written fully prepare a respondent to answer questions.
- The question means the same thing to every respondent.
- The kinds of answers that constitute an appropriate response to the question are communicated consistently to all respondents" (Fowler, 2009, p. 89).

All participants in this study were administered the same survey. To ensure internal consistency and reliability of the survey items, the Cronbach alpha formula was applied to the survey. Each participant of the survey was allowed to log into the website and

answer the survey items only once. This further ensured data reliability. For content validity, the survey was reviewed by district- level administrators and school level administrators who work with instructional coaches. A focus group of three teachers was further utilized for content validity. The teachers who participated in the focus group had a variety of teaching experiences such as years of experience varied from being a first year teacher to having taught for over 30 years. Each of the focus group teachers also had education experiences in other states and in other schools. Also, the survey was field tested by teachers who are in a school with an instructional coaching program but whose data is not a part of the study. The purpose of the field test was to provide the researcher with clarity and understanding of the wording for each survey item, to determine that the instructions for completing the survey were easily understandable, to determine that sufficient detail was provided for survey items, and to determine that adequate answer options were given. With feedback from the field test, survey items were adjusted for better understanding by the respondents. The wording of several survey items was simplified and made more concise to address only one component of instructional coaching best practices per item and to utilize language that teachers were more familiar with using.

Data Collection Procedures and Analysis

To collect the survey data, the researcher utilized an on-line survey instrument, SurveyMonkey. An analysis of the survey responses was completed utilizing standard

descriptive statistical procedures. The data were processed through the on-line survey provider as well as Excel.

The data were disaggregated into several different categories for analysis. First, the data were analyzed by all respondents regardless of the demographic groups to which the respondents belonged. The data were analyzed using the measures of central tendency for each of the four research-based best practices of instructional coaching to determine teachers' perspectives of instructional coaching as a professional development practice. The data were then further disaggregated for analysis using the measures of central tendency for each of the three demographic groups: years experience, education level, and career choice for each instructional coaching best practice.

Limitations

A major limitation to this study was the participation from districts. Participation in the study consisted only of elementary schools in the four districts for which the superintendent or designee granted permission for the study to be conducted. A similar limitation was that the survey needed to be distributed to teachers in each school via the school principal. If the principal chose not to disseminate the survey information to teachers in his/her school, then the number of participants was lowered.

School and district identifying information was required for completion of the survey. Information on whether the study participants were from small, medium, or large schools or school districts was not acquired by the researcher. Comparisons were not

made as to whether or not the size of the school and/or district contributed to teachers' perceptions of instructional coaching.

Conclusion

In designing the research methods for this study, the researcher chose to utilize survey data collection. The survey was developed by the researcher, and demographic data from each respondent was collected. Although specific demographic data were collected, the respondents' identities as well as the schools and school districts remained anonymous to the researcher. The survey data were gathered through close-ended ordinal items responses. Chapter Four will present the data generated by the *Teachers' Perception of Instructional Coaching Survey* as well as an analysis of all data collected. Chapter Five will summarize the results of the study, draw conclusions, and discuss the implications of the findings of the study.

Chapter Four
Analysis of the Data

This study examined teachers' perceptions of research-based best practices of instructional coaching. Specifically, this study examined teachers' perceptions of instructional coaching as a means of collaborating with teachers to address school-wide instructional concerns and practices, collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented, modeling instructional practices in a teacher's classroom, and observing teachers and providing teachers with feedback. The data were collected utilizing the researcher-designed survey, *Teachers' Perceptions of Instructional Coaching* and measures of central tendency and descriptive statistics were utilized to analyze the data. This chapter presents an analysis of the data collected from teachers in the Upstate of South Carolina utilizing the *Teachers' Perceptions of Instructional Coaching* survey data.

Research Questions

The overall research theme of this study is to determine to what extent the utilization of research-based instructional coaching best practices impact teachers' perceptions of instructional coaching. Four research questions were investigated in this study:

1. To what extent does an instructional coach's collaborating with teachers to address school-wide instructional concerns and practices impact a teacher's perception of instructional coaching?
2. To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?
3. To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?
4. To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

This study further examined participants' demographic data impact on teachers' perceptions of instructional coaching best practices. The demographic data were collected in three areas: level of education, years of teaching experience, and education as the first career.

Description of Population

Elementary school teachers who work in four Upstate of South Carolina school districts were the participants of this study. Through an analysis of Upstate school districts' programs, it was determined that eight districts utilize instructional coaching programs in their elementary schools. An email (Appendix A) was sent to seven of the eight districts' superintendents or their designees. The email described the purpose of the

study and requested permission to conduct the study in their respective districts. One district required the researcher to complete a *Permission to Conduct Research* application. For the districts that did not respond to the initial email, the email was resent four days later and a follow-up letter containing the same information as the emails was sent to the superintendent or the designee one week after the initial email. Of the eight districts contacted, four districts granted permission for the research to be conducted in their elementary schools. Once permission was granted, an email describing the purpose of the study was sent to each of the districts' elementary school principals (Appendix B). The email requested that principals allow the survey to be conducted in their school and to forward the electronic survey link using SurveyMonkey as well as a letter of invitation to the teachers (Appendix C) at their school. The letter of invitation to the teachers described the purpose of the study and also ensured teacher anonymity and confidentiality of the study. Thirty-seven elementary school principals were sent the survey link. Due to the staggered responses of districts, the survey window was approximately four weeks.

Three hundred and fifty participants responded to the survey. Thirty-seven principals were sent emails requesting the distribution of the survey link and invitation letter, but due to the anonymity of the survey, it is not possible to know which principals sent the survey information to the teachers in their schools. For the 37 schools, there were approximately 1330 teachers. "All surveys hope for a high response rate. No single rate is considered the standard, however" (Fink, 2009, p. 62).

Instrumentation

The researcher developed the survey, *Teachers' Perceptions of Instructional Coaching* (Appendix D), which was used to gather data for this survey. The survey was divided into five sections: demographics and the four instructional coaching best practices categories: collaboration on school-wide instructional concerns, collaboration on instructional intervention, modeling instructional practices, and observing and providing feedback. Teachers were presented with 24 items, 6 items for each instructional coaching best practice category. Each of the six items in each best practice category was a specific instructional component of the identified best practice. The categories of best practices were not made known to the participants. Likert scale type items provided four options: rarely, sometimes, usually, and almost always. All items, including demographic data, utilized close-ended questions. The demographic data utilized categorically specific options for each item. The three demographic items were: years of teaching experience, education level, and education as the first career. For years of teaching experience, increments of five years from 0 to more than 20 years were utilized. For education level, the subgroups were modeled after the South Carolina teachers' licensure educational levels of bachelor's degree, bachelor's degree plus 18 hours, master's degree, master's degree plus 30 hours, and doctorate. For education as the first career, participants were asked, "Is education your first career?" The answer options were "yes" or "no."

The Cronbach alpha was used to measure the reliability of the survey. Cronbach alpha coefficients were calculated for each of the best practices category. The Cronbach alpha coefficient range for the four categories was .85 to .93 with a Cronbach alpha for

the items collectively of .97. According to statistical practice, alpha values above .70 are considered acceptable; therefore, the *Teachers' Perceptions of Instructional Coaching* survey was considered reliable.

Descriptive Data

Descriptive statistics were calculated for the *Teachers' Perception of Instructional Coaching* survey. These statistics are based upon three items from the survey and are presented in Tables 4.1, 4.2, and 4.3. This information included the highest level of education each teacher has completed, the number of years of teaching experience, and teaching as each participant's first career. All participants in this study teach in elementary schools that consist of kindergarten through grades five or six.

The data results found in Table 4.1 suggest the majority of the participants had advanced degrees. Participants with master's degrees account for 43.4% and participants with master's plus 30 account for 20.6%. Participants with a doctorate degree were the lowest, accounting for only 1.1 % of the study's participants.

Table 4.1: Frequency Distribution of Highest Level of Education

Degree Level	N	Frequency	Percent
Bachelor's	350	74	21.1
Bachelor's + 18	350	48	13.7
Master's	350	152	43.4
Master's + 30	350	72	20.6
Doctorate	350	4	1.1

The data results found in Table 4.2 suggest there was a wide variability in years of teaching experience among the participants. Teachers with 0 – 5 years of experience had the lowest participant representation with 15.4 % while teachers with the greatest level of experience of more than 20 years had the highest participant representation.

Table 4.2: Frequency Distribution of Years of Teaching Experience

Years of Experience	N	Frequency	Percent
0 – 5	350	54	15.4
6 – 10	350	77	22
11 – 15	350	70	20
16 – 20	350	48	13.7
More than 20	350	101	28.9

The data results found in Table 4.3 suggest the education field is the first career for most of the study's participants, accounting for 84.3% of the participants. Teachers who entered into education as a second or more career accounted for 15.7% of the participants.

Table 4.3: Frequency Distribution of Education as a Career

Career	N	Frequency	Percent
1st Career	350	295	84.3
2nd or more Career	350	55	15.7

The demographic data findings found in Tables 4.1, 4.2, and 4.3 will be further examined later in the data analysis to determine the impact of the demographic groups on teachers' perceptions of instructional coaching.

Statistical Analysis of the Research Questions

The data collected from the *Teachers' Perception of Instructional Coaching* survey were analyzed to address each of the four research questions as well as the demographic impact of teachers' perceptions of instructional coaching. Measures of central tendency and descriptive statistics were utilized to analyze the data. For the purpose of data analysis, each instructional coaching best practice was categorized. The instructional coaching best practice of collaborating with teachers to address school-wide instructional concerns and practice was classified as *Instructional Coaching Best Practice 1.* The instructional coaching best practice collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented was classified as *Instructional Coaching Best Practice 2.* The instructional coaching practice of modeling instructional practices in a teacher's classroom was classified as *Instructional Coaching Best Practice 3.* The instructional coaching best practice of observing teachers and providing teachers with feedback was classified as *Instructional Coaching Best Practice 4.*

Research Question 1:

To what extent does an instructional coach's collaborating with teachers to address school-wide instructional concerns and practices impact a teacher's perception of instructional coaching?

To answer Research Question 1, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 4 – 8 and Item 24 are the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 1*. The research findings suggest the perceptions of teachers regarding the use of instructional coaching for collaborating with teachers to address school-wide instructional concerns and practices. The research findings for this instructional coaching best practice category are found in Table 4.4, Figure 4.1, Table 4.5, and Figure 4.2.

As found in Table 4.4, the overall mean of the six survey items for *Instructional Coaching Best Practice 1* was 2.81 (SD = 1.04) on the four-point Likert scale. The measures of central tendency presented in Table 4.4 have a mean range from 2.71 (SD = .98) for Item 4, "Instructional coaching helps me maintain and facilitate professional, two-way communication with other members of my school's faculty," to 2.94 (SD = .99) for Item 24, "In my school, there is collaboration between the instructional coach and teachers to address school-wide instructional concerns and practices."

Table 4.4: Measures of Central Tendency – Instructional Coaching Best Practice 1

Item Number	Item Description	N	Mean	Median	Mode	SD
4	facilitates 2-way communication with other faculty members	349	2.71	3	3	.98
5	helps me set high standards for my teaching	346	2.75	3	4	1.05
6	helps me set high standards for my students' performance	349	2.80	3	4	1.06
7	helps me be involved with promoting school-wide commitment for CIA and student learning	347	2.91	3	4	1.01
8	makes it more comfortable to share ideas, suggestions with other teachers	344	2.73	3	4	1.11
24	collaboration between IC and teachers to address school-wide instructional concerns and practices	348	2.95	3	4	.99
BP 1		2084	2.81	3	4	1.04

On the following page, Figure 4.1 presents the research findings for the mean of each survey item in *Instructional Coaching Best Practice 1.* The data presented in Figure 4.1 show the same survey items as well as instructional coaching best practice category mean as presented above in Table 4.4 but provides a different perspective of the data by displaying individual survey items and group mean data as a bar graph.

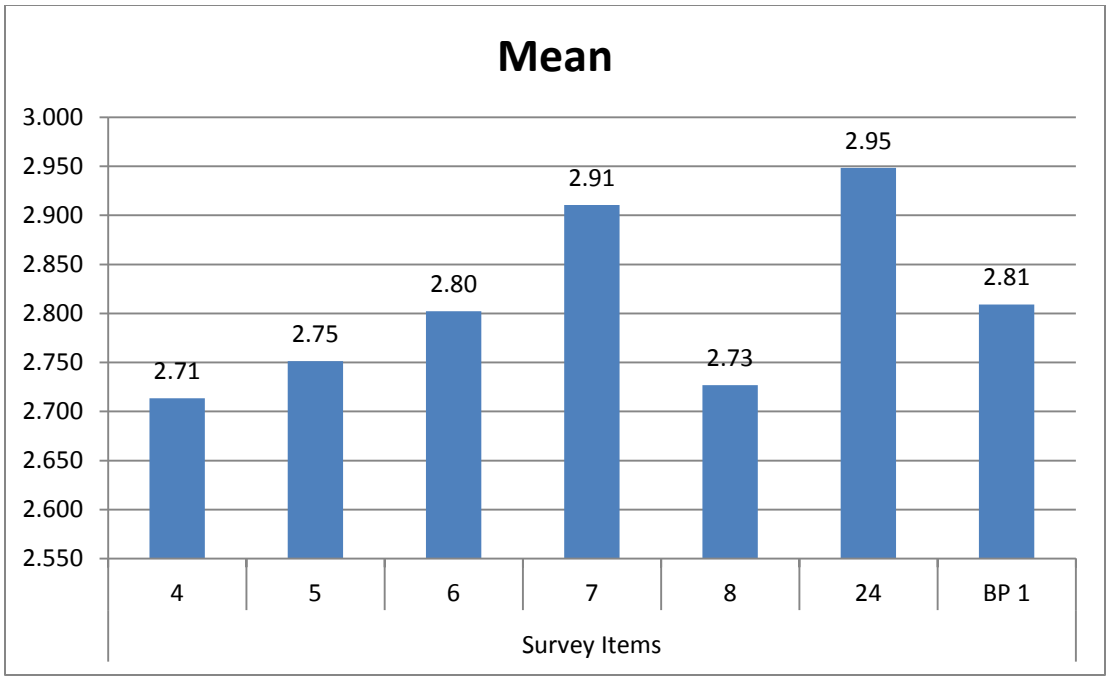


Figure 4.1: Survey Item Mean – Instructional Coaching Best Practice 1

Table 4.5 displays a frequency distribution for each of the six survey items as well as the category as a whole for *Instructional Coaching Best Practice 1*. The frequency data for this best practice category indicate there was a response count range from a low of 344 for Item 8 to a high of 349 for Item 4. For all items in this best practice category, Item 24 had the highest number of "almost always" ratings with a count of 130 as well as the fewest "rarely" ratings with a count of 33. Item 8 had the highest number of "rarely" ratings, while Item 4 had the fewest number of "almost always" ratings. As a group, "almost always" received the highest percentage of ratings (32.36%), while "rarely" received the lowest percentage of ratings (13.68%).

Table 4.5: Frequency Distribution – Instructional Coaching Best Practice 1

Item Number	4	5	6	7	8	24	BP 1	Percent
N	349	346	349	347	344	348	2083	100.00%
1	45	54	51	39	63	33	285	13.68%
2	97	83	83	76	81	82	502	24.10%
3	120	104	99	109	87	103	622	29.86%
4	87	105	116	123	113	130	674	32.36%

Below, Figure 4.2 presents the ratings frequency distribution of the category as a whole for *Instructional Coaching Best Practice 1.* The data presented in Figure 4.2 are the same as the data presented above in Table 4.5, but Figure 4.2 provides a different perspective of the data by displaying the category as a whole ratings distribution in a bar graph.

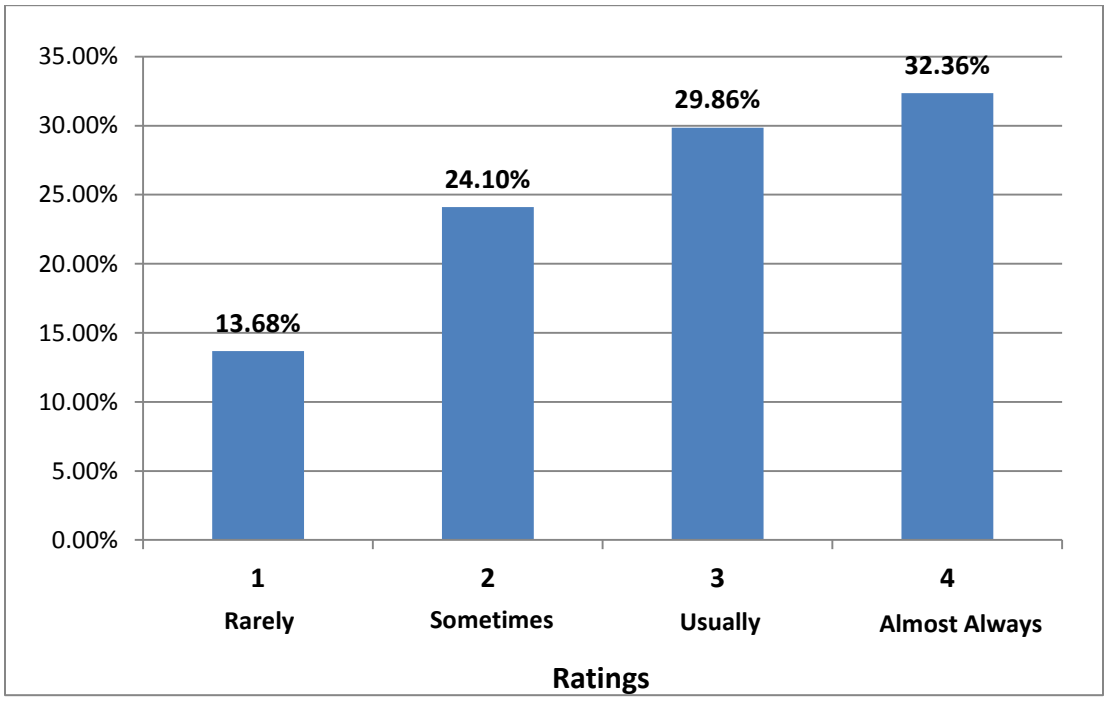


Figure 4.2: Category as a Whole Ratings Response Percentages – Instructional Coaching Best Practice 1

In summary, to answer Research Question 1, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 4 – 8 and Item 24 are the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 1,* which represented the instructional coaching best practice of collaborating with teachers to address school-wide instructional concerns and practices. *Instructional Coaching Best Practice 1* had a mean of 2.81 and a range of .24 on the four-point Likert scale for the six components of this instructional coaching best practice. This instructional coaching best practice had the highest mean for the four instructional coaching best practices examined in this study.

Research Question 2:

To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?

To answer Research Question 2, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 9 – 13 and Item 25 were the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 2.* The research suggests the perceptions of teachers' regarding the use of instructional coaching for collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented. The research findings for

this instructional coaching best practice category are found in Table 4.6, Figure 4.3, Table 4.7, and Figure 4.4.

As found in Table 4.6 below, the overall mean of the six survey items for *Instructional Coaching Best Practice 2* was 2.69 (SD = 1.07) on the four-point Likert scale. The measures of central tendency presented in Table 4.6 have a mean range from 2.56 (SD = 1.09) for Item 13, "Instructional coaching assists me with the development of appropriate student learning assessments," to 2.86 (SD = 1.02) for Item 12, "Instructional coaching provides me with a resource for improving curriculum and instruction in my classroom."

Table 4.6: Measures of Central Tendency – Instructional Coaching Best Practice 2

Item Number	Item Description	N	Mean	Median	Mode	SD
9	identify and solve problems related to my classroom instruction	345	2.64	3	4	1.08
10	contributes to the improvement of my classroom instruction	344	2.69	3	3	1.06
11	assists with developing appropriate policies and procedures for my classroom to promote learning for all students	344	2.57	3	3	1.06
12	provides me with a resource for improving curriculum and instruction in my classroom	345	2.86	3	4	1.02
13	assists me with the development of appropriate student learning assessments	347	2.56	3	3	1.09
25	provides collaborative planning opportunities between teachers and the IC	349	2.85	3	4	1.05
BP 2		2074	2.69	3	4	1.07

Below, Figure 4.3 presents the research findings for the mean of each survey item in *Instructional Coaching Best Practice 2.* The data presented in Figure 4.3 are the same survey item means as well as the instructional coaching best practice category as a whole mean presented above in Table 4.6, but Figure 4.3 provides a different perspective of the data by displaying the data as a bar graph.

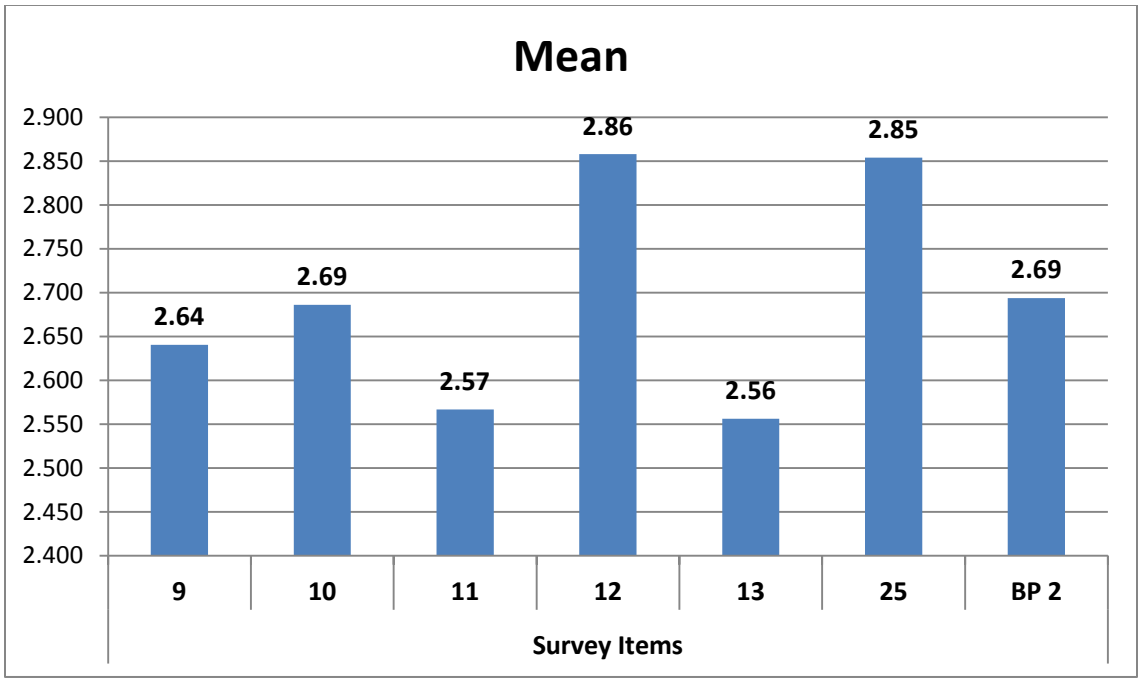


Figure 4.3: Survey Item Mean - Instructional Coaching Best Practice 2

Table 4.7, displays a frequency distribution for each of the six survey items as well as the category as a whole for *Instructional Coaching Best Practice 2.* The frequency for this best practice category indicates there was response count range from a low of 344 responses for Items 11 and 12 to a high of 349 responses for Item 25. Item 25 had the highest number of "almost always" ratings with a count of 122 and item 12 had the fewest number of "rarely" ratings with a count of 43. Item 13 has the highest number of "rarely" ratings with a count of 76, while Item 11 has the fewest number of "almost

always" with a count of 82. As a group, "almost always" received the highest percentage of ratings (28.93%), while "rarely" received the lowest percentage of ratings (17.26%).

Table 4.7: Frequency Distribution – Instructional Coaching Best Practice 2

Item Number	9	10	11	12	13	25	Group	Percent
N	345	344	344	345	347	349	2074	100.00%
1	65	58	69	43	76	47	358	17.26%
2	91	90	93	77	89	79	519	25.02%
3	92	98	100	111	95	101	597	28.78%
4	97	98	82	114	87	122	600	28.93%

On the following page, Figure 4.4 presents the ratings frequency distribution of the category as a whole for *Instructional Coaching Best Practice 2.* The data presented in Figure 4.4 are the same as the data presented above in Table 4.7, but Figure 4.4 provides a different perspective of the data by displaying the category as a whole ratings distribution as a bar graph.

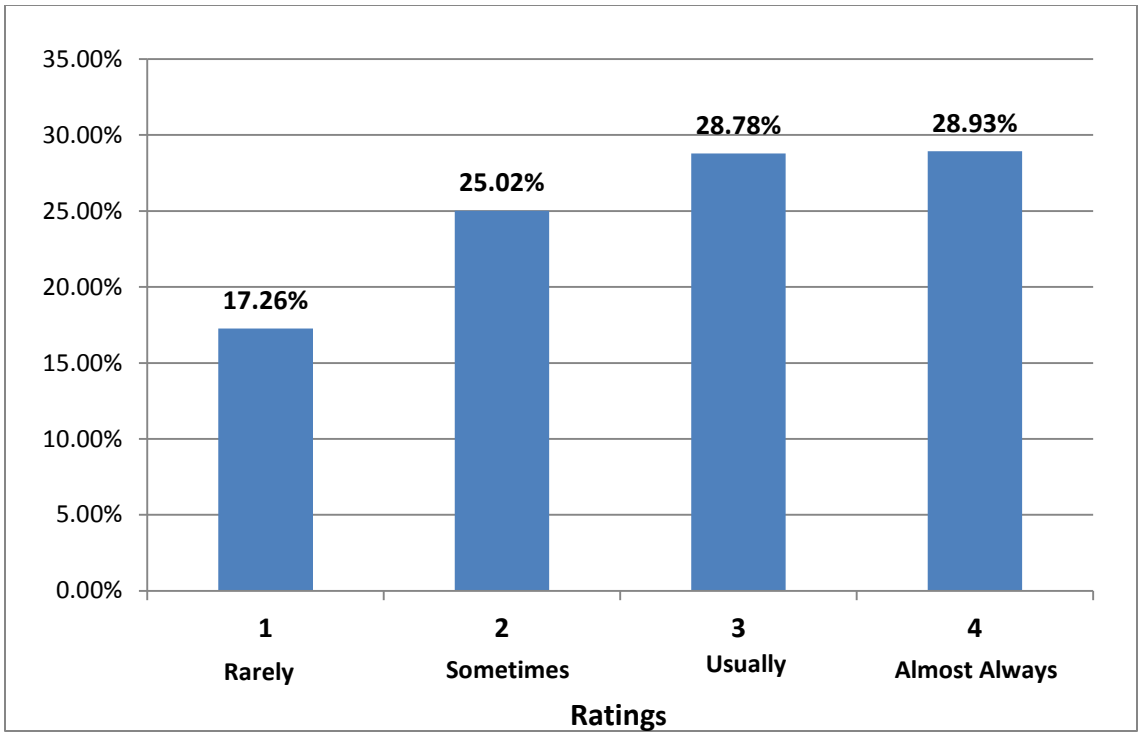


Figure 4.4: Category as a Whole Ratings Response Percentages – Instructional Coaching Best Practice 2

In summary, to answer Research Question 2, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 9 – 13 and Item 25 were the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 2*, which represented the instructional coaching best practice for collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented. *Instructional Coaching Best Practice 2* had a mean of 2.69 and a range of .30 on the four-point Likert scale for the six components of this instructional coaching best practice. This instructional coaching best practice had the second highest mean for the four instructional coaching best practices examined in this study.

Research Question 3:

To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?

To answer Research Question 3, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 14 – 18 and Item 26 were the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 3.* The research suggests the perceptions of teachers regarding the use of instructional coaching for modeling instructional practices in a teacher's classroom. The research findings for this instructional coaching best practice category are found in Table 4.8, Figure 4.5, Table 4.9, and Figure 4.6.

Table 4.8 shows that the overall mean of the six survey items for *Instructional Coaching Best Practice 3* was 2.43 (SD = 1.12) on the four-point Likert scale. The measures of central tendency presented in Table 4.8 have a mean range from 2.15 (SD = 1.13) for Item 26, "In my school, the instructional coach models instructional practices in teachers' classroom," to 2.73 (SD = 1.02) for Item 18, "Instructional coaching helps me understand better how I can try new instructional practices in my classroom."

Table 4.8: Measures of Central Tendency – Instructional Coaching Best Practice 3

Item Number	Item Description	N	Mean	Median	Mode	SD
14	models effective instructional practices by demonstrating implementation in my classroom	344	2.31	2	1	1.14
15	provides me with demonstrations of master teaching	345	2.27	2	1	1.12
16	assists me with technology implementation in my classroom	344	2.45	2	1	1.12
17	helps me understand better how I can try new instructional practices in my classroom	342	2.69	3	4	1.06
18	provides me with information from a variety of resources to help me make changes in my classroom instruction	343	2.73	3	3	1.02
26	models instructional practices in teachers' classrooms	343	2.15	2	1	1.13
Group		2061	2.43	2	1	1.12

On the following page, Figure 4.5 presents the research findings for the mean of each survey item in *Instructional Coaching Best Practice 3.* The data presented in Figure 4.5 are the same survey item means as well as the instructional coaching best practice category as a whole mean presented above in Table 4.8, but Figure 4.5 provides a different perspective of the data by displaying the data as a bar graph.

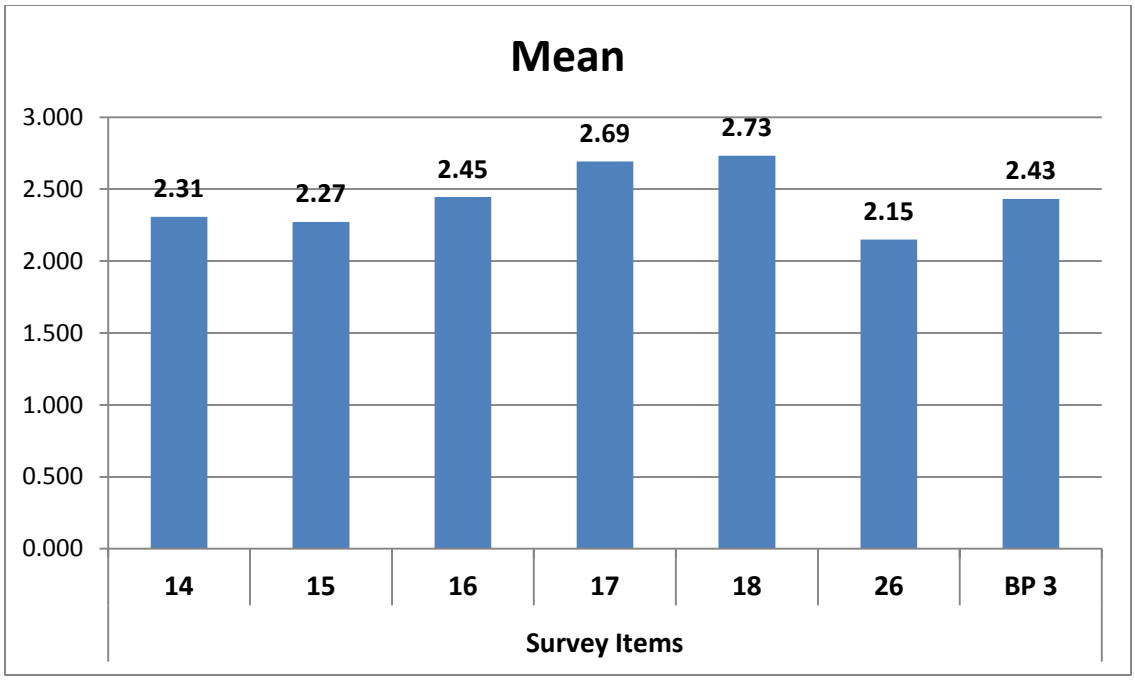


Figure 4.5: Survey Item Mean - Instructional Coaching Best Practice 3

Table 4.9, displays a frequency distribution for the six survey items as well as the category as a whole for *Instructional Coaching Best Practice 3.* The frequency for this best practice category indicates there was a response count range from a low of 342 for Item 17 to a high of 345 responses for Item 15. Item 17 had the highest number of "almost always" response ratings with a count of 99 and Item 18 had the fewest number of "rarely" response ratings with a count of 48. Item 26 had the highest number of "rarely" response ratings as well as the fewest number of "almost always" ratings with a count of 60. As a group, "rarely" received the highest percentage of response ratings (27.22%), while "almost always" received the lowest percentage of response ratings (22.9%).

Table 4.9: Frequency Distribution – Instructional Coaching Best Practice 3

Item Number	14	15	16	17	18	26	BP 3	%
N	344	345	344	342	343	343	2061	100.00%
1	112	117	93	56	48	135	561	27.22%
2	87	83	83	92	92	82	519	25.18%
3	72	79	90	95	107	66	509	24.70%
4	73	66	78	99	96	60	472	22.90%

Below, Figure 4.6 presents the ratings frequency distribution of the category as a whole for *Instructional Coaching Best Practice 3.* The data presented in Figure 4.6 are the same as the data presented above in Table 4.9, but Figure 4.6 provides a different perspective of the data by displaying the category as a whole ratings distribution as a bar graph.

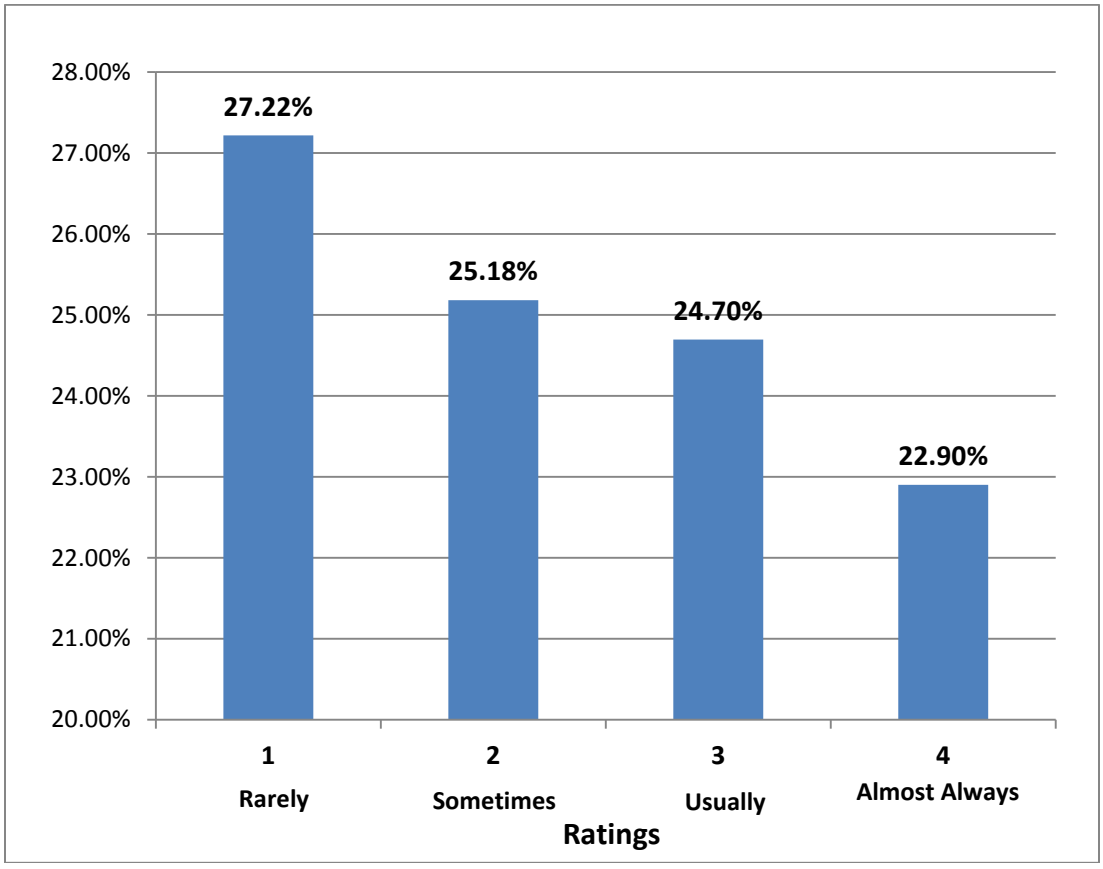


Figure 4.6: Category as a Whole Ratings Frequency Distribution – Instructional Coaching Best Practice 3

In summary, to answer Research Question 3, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 14 – 18 and Item 26 were the survey components for the instructional coaching best practice category of *Instructional Coaching Best Practice 3,* which represented the instructional coaching best practice of modeling instructional practices in a teacher's classroom. *Instructional Coaching Best Practice 3* had a mean of 2.43 and a range of .58 on the four-point Likert scale for the six components of this instructional coaching best practice. This instructional coaching best practice had the lowest mean for the four instructional coaching best practices examined in this study.

Research Question 4:

To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

To answer Research Question 4, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 19 – 23 and Item 27 were the survey components for the instructional coaching best practice category *Instructional Coaching Best Practice 4.* The research suggests the perceptions of teachers regarding the use of instructional coaching for observing teachers and providing teachers with feedback. The research findings for this instructional coaching best practice category are found in Table 4.10, Figure 4.7, Table 4.11, and Figure 4.8.

As found below in Table 4.10, the overall mean of the items for the six survey items for *Instructional Coaching Best Practice 4* was 2.5 (SD = 1.12) on the four-point Likert scale. The measures of central tendency presented in Table 4.10 have a mean range from 2.26 (SD = 1.16) for Item 20, "Instructional coaching has helped me become more comfortable being observed while I am teaching," to 2.75 (SD = 1.08) for Item 23, "Instructional coaching has helped me be more reflective of my curriculum, instruction and assessment practices."

Table 4.10: Measures of Central Tendency – Instructional Coaching Best Practice 4

Item Number	Item Description	N	Mean	Median	Mode	SD
19	give me valuable feedback on my classroom practices	346	2.4	2	2	1.1
20	helped me become more comfortable being observed	345	2.26	2	1	1.16
21	enables me to look more closely at my teaching	346	2.62	3	4	1.1
22	enabled me to build on my teaching strengths	344	2.59	3	2	1.07
23	helped me be more reflective of my curriculum, instruction, and assessment practices	342	2.75	3	4	1.08
27	observes teachers and provides them with feedback	246	2.37	2	2	1.12
Group		2069	2.5	2	2	1.12

On the following page, Figure 4.7 presents the research findings for the mean of each survey item in *Instructional Coaching Best Practice 4.* The data presented in Figure 4.7 are the same survey item means as well as the instructional coaching best practice category as a whole mean presented above in Table 4.10, but Figure 4.7 provides a different perspective of the data by displaying the data as a bar graph.

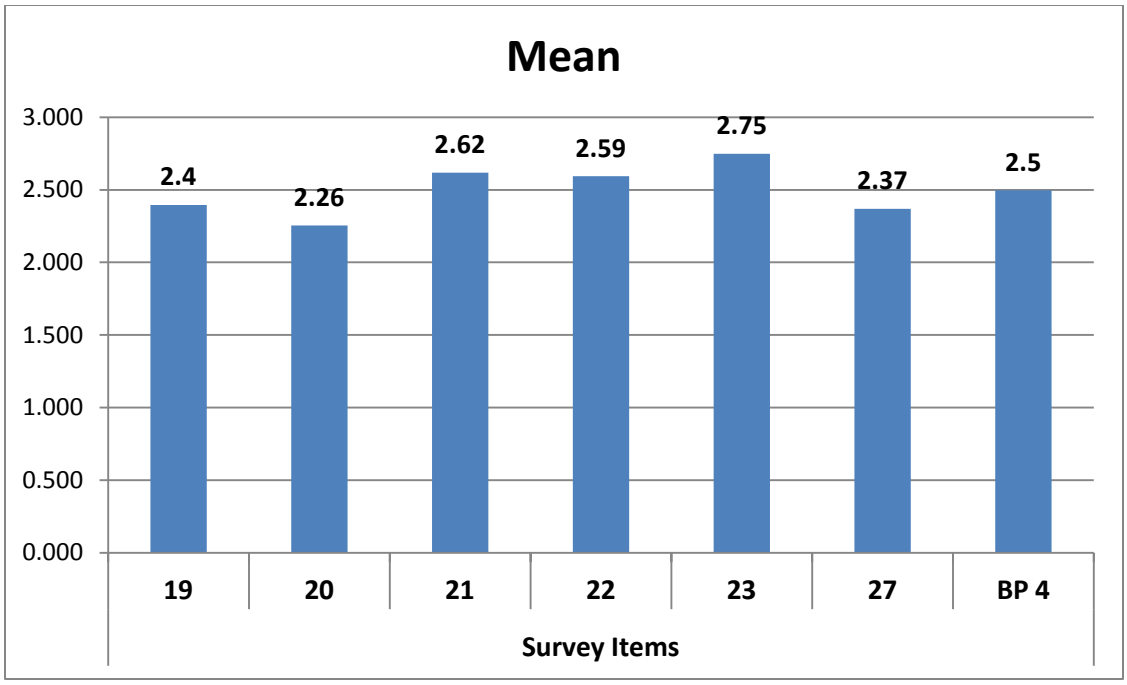


Figure 4.7: Survey Item Mean - Instructional Coaching Best Practice 4

Table 4.11, on the following page, displays a frequency distribution for each of the six survey items as well as the category as a whole for *Instructional Coaching Best Practice 4.* The frequency for this best practice category indicates there was a response count range from a low of 342 responses for Item 23 to a high of 346 responses for Items 19, 21, and 27. Item 23 had the highest number of "almost always" ratings with a count of 109 as well as the fewest number of "rarely" ratings with a count of 56. Item 20 had the highest number of "rarely" ratings with a count of 129 as well as the fewest number of "almost always" ratings with a count of 71. As a group, "sometimes" received the highest percentage of response ratings (25.81%), while "usually" received the lowest percentage of response ratings (24.5%).

Table 4.11: Frequency Distribution – Instructional Coaching Best Practice 4

Item Number	19	20	21	22	23	27	BP 4	Percent
N	346	345	346	344	342	346	2069	100.00%
1	93	129	70	67	56	97	512	24.75%
2	96	70	88	95	83	102	534	25.81%
3	84	75	92	93	94	69	507	24.50%
4	73	71	96	89	109	78	516	24.94%

Below, Figure 4.8 presents the ratings frequency distribution of the category as a whole for *Instructional Coaching Best Practice 4.* The data presented in Figure 4.8 are the same as the data presented above in Table 4.11, but Figure 4.8 provides a different perspective of the data by displaying the category as a whole ratings distribution as a bar graph.

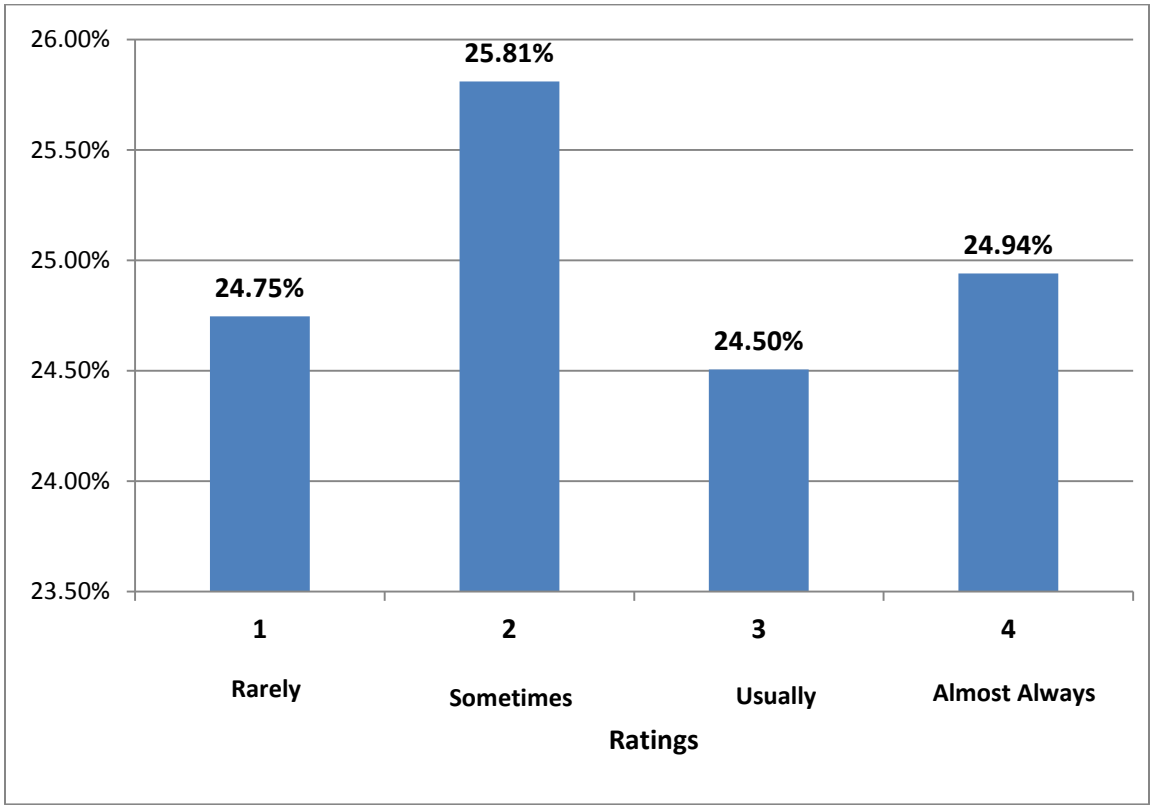


Figure 4.8: Category as a Whole Ratings Response Percentages – Instructional Coaching Best Practice 4

In summary, to answer Research Question 4, teachers were presented with six survey items utilizing a four-point Likert scale, with the responses ranging from 1 for "rarely" to 4 for "almost always." Survey Items 19 – 23 and Item 27 were the survey components for the instructional coaching best practice category *Instructional Coaching Best Practice 4*, which represented the instructional coaching best practice of observing teachers and providing teachers with feedback. *Instructional Coaching Best Practice 4* had a mean of 2.5 and a range of .49 on the four-point Likert scale for the six components of this instructional coaching best practice. This instructional coaching best practice had the second lowest mean for the four instructional coaching best practices examined in this study.

Best Practices Overall Summary

In summary each of the best practices in this study received an overall mean. The participants rated highest the best practice of collaborating with teachers to address school-wide instructional concerns and practices with a mean of 2.81. The second highest rated best practice was collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented with a mean of 2.69. The third ranking best practice was observing teachers and providing them with feedback with a mean of 2.5. The lowest ranking best practice was modeling instructional practices in a teacher's classroom with a mean of 2.43.

Each instructional coaching best practice had one survey item that was a component of the best practice at the school-wide level. Below, Figure 4.9 presents how

the participants rated each of the instructional coaching best practices at the school-wide level.

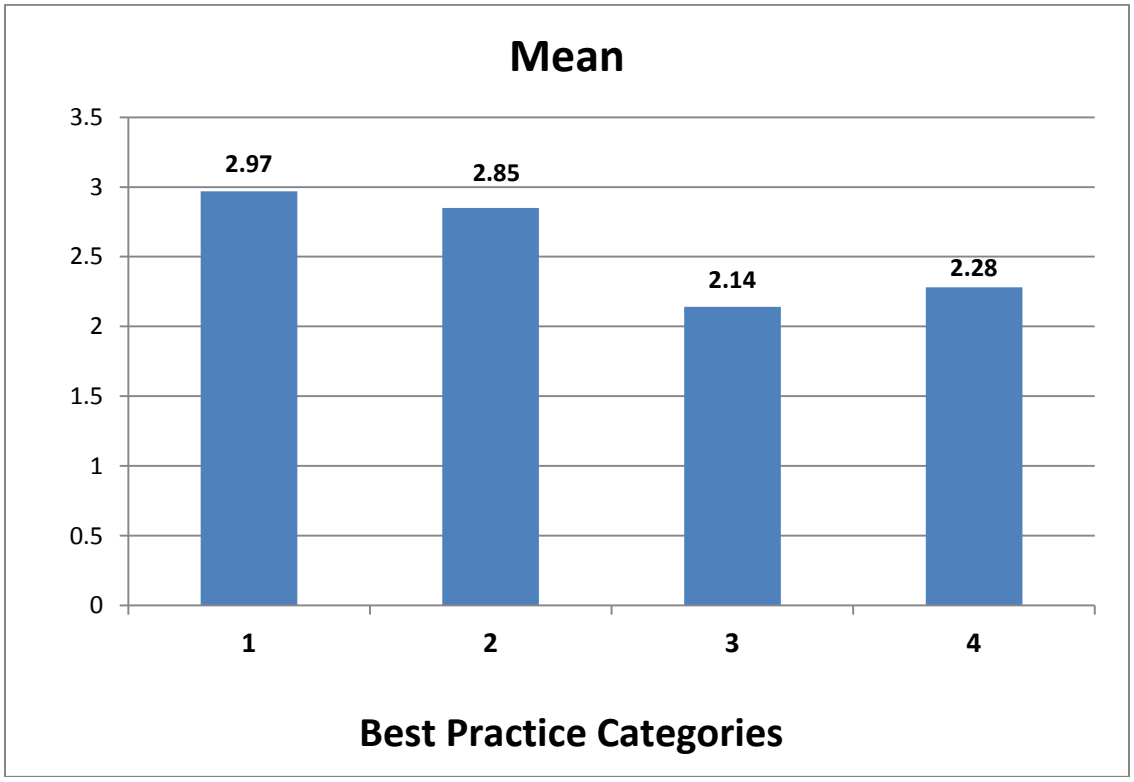


Figure 4.9: Means of the Best Practice Categories for the School Level Component

Demographic Data Analysis

Demographic data were collected from all of the study's participants in three groups: education level, years of teaching experience, and education as the first career. For the education level demographic, the subgroups for the participants were modeled after the South Carolina teachers' licensure educational levels of bachelor's degree, bachelor's degree plus 18 hours, master's degree, master's degree plus 30 hours, and

doctorate. For years of experience, increments of five years were utilized from 0 to more than 20 years. For education as the first career, participants were asked, "Is education your first career?" The answer options were "yes" or "no."

As stated earlier in this chapter, there were 350 participants in this study. For level of education, there were 74 teachers with a bachelor's degree, 48 with a bachelor's degree plus 18 hours, 152 with a master's degree, 72 with a master's degree plus 30 hours, and 4 with a doctoral degree. For years of experience, there were 54 teachers with 0 – 5 years, 77 with 6 – 10 years, 70 with 11 – 15 years, 48 with 16 – 20 years, and 101 with more than 20 years. For education as a career, there were 295 teachers who are in education as a first career and 55 who are in education as a second or more career.

In the same manner that the research questions were analyzed, the demographic data analysis is presented by each instructional coaching best practice. Figure 4.9, Figure 4.10, Figure 4.11, and Figure 4.12 present the overall best practice categorical mean as well as the mean disaggregated within each demographic category.

Instructional Coaching Best Practice 1: Collaborating with teachers to address school-wide instructional concerns and practices

On the following page, Figure 4.10 presents the findings for the *Instructional Coaching Best Practice 1* mean disaggregated into each of the three demographic areas educational level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 1*. The overall mean for *Instructional Coaching Best Practice 1* was 2.81 (SD = 1.04). For the demographic category of education level, participants with a bachelor's degree had the highest mean

with 2.96 (SD = .96), while participants with a doctorate degree had the lowest mean of 2.38 (SD = 1.14). For the demographic category of years of experience, participants with 0 – 5 years of experience had the highest mean with 2.87 (SD = 1.02), while participants with more than 20 years had the lowest mean with 2.78 (SD = 1.07). For the education as the first career category, participants who are in education as their first career had a mean of 2.86 (SD = 1.02), while participants who are in education as a second or more career had a mean of 2.53 (SD = 1.06).

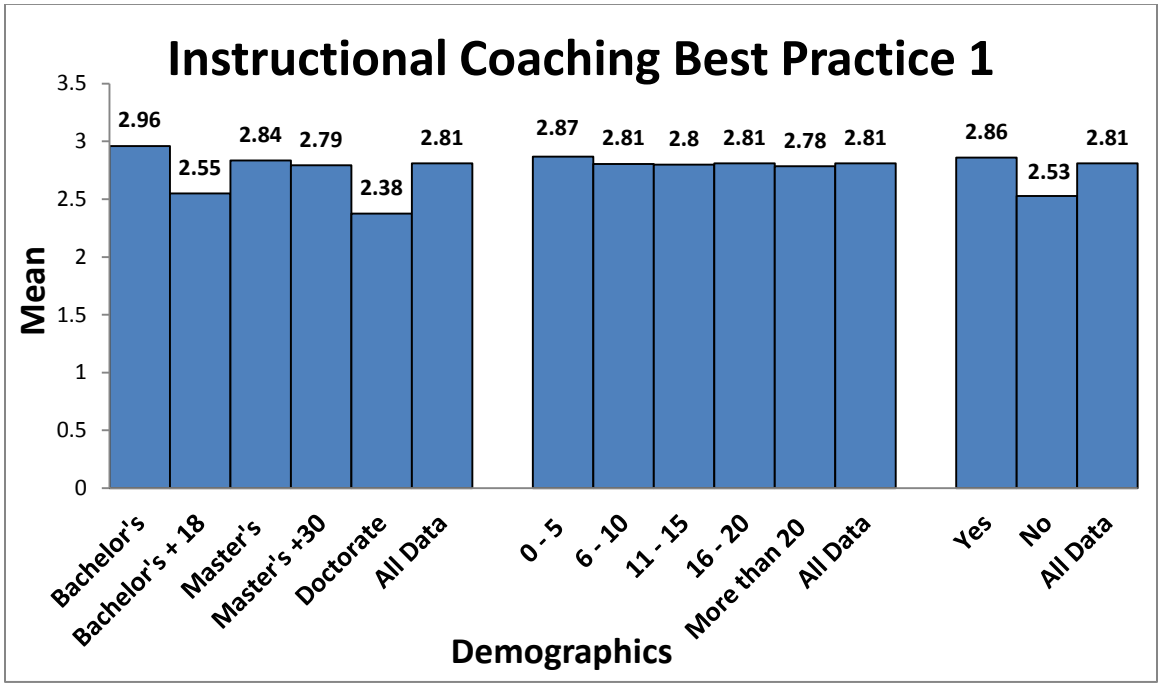


Figure 4.10: Demographic Subgroup Means as Compared to the Category as a Whole Mean – Instructional Coaching Best Practice 1

Above, Figure 4.10 presents the findings for the *Instructional Coaching Best Practice 1*, collaborating with teachers to address school-wide instructional concerns and practices, with the mean disaggregated into each of the three demographic areas of educational level, years of experience, and education as the first career as well as the

overall mean for *Instructional Coaching Best Practice 1.* The overall best practice category mean was 2.81. The educational level demographic had a mean range span of .58, years of experience had a mean range span of .09, and education as the first career choice had a mean range span of .33. The overall difference from *Instructional Coaching Best Practice 1* mean of 2.81 to each of the demographic subgroups was minimal, particularly in the years of experience category.

Instructional Coaching Best Practice 2: Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented

On the following page, Figure 4.11 presents the findings for the *Instructional Coaching Best Practice 2* mean disaggregated into each of the demographic areas of education level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 2.* The overall mean for *Instructional Coaching Best Practice 2* was 2.69 (SD = 1.07). For the demographic category of education level, participants with bachelor's degree had the highest mean with 2.79 (SD = 1.00), while participants with a doctoral degree had the lowest mean with 2.26 (SD = 1.21). For the demographic category of years of experience, participants with 0 – 5 years of experience had the highest mean with 2.77 (SD = 1.06), while participants with more than 20 years experience had the lowest mean with 2.62 (SD = 1.09). For the education as the first career category, participants who are in education as their first career had a mean of 2.74 (SD = 1.05), while participants who are in education as a second or more career had a mean of 2.45 (SD = 1.1).

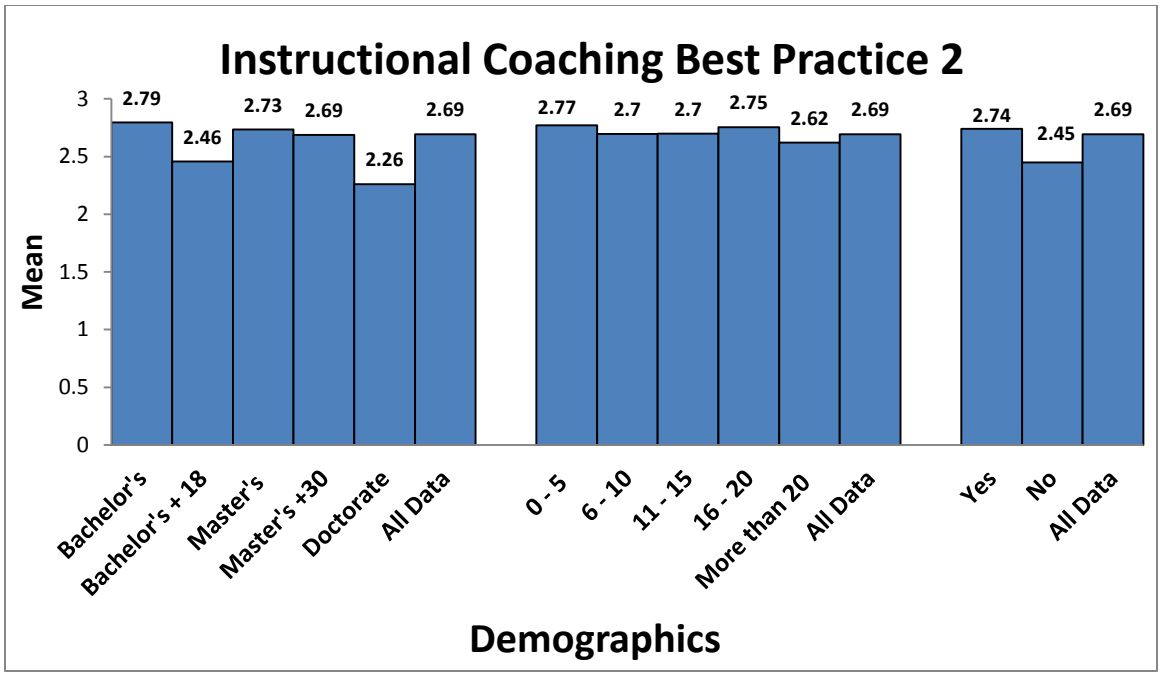


Figure 4.11: Demographic Subgroup Means as Compared to the Category as a Whole Mean – Instructional Coaching Best Practice 2

Above, Figure 4.11 presents the findings for the *Instructional Coaching Best Practice 2*, collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented, with the mean disaggregated into each of the three demographic areas of educational level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 2.* The overall best practice category mean was 2.69. The educational level demographic had a mean range span of .53, while years of experience had a mean range span of .15 and education as the first career choice had a mean range span of .29. The overall difference from *Instructional Coaching Best Practice 2* mean of 2.69 to each of the demographic subgroups was minimal, particularly in the years of experience category.

Instructional Coaching Best Practice 3: Modeling instructional practices in teachers' classrooms

On the following page, Figure 4.12 presents the findings for the *Instructional Coaching Best Practice 3* mean disaggregated into each of the demographic areas of education level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 3.* The overall mean for *Instructional Coaching Best Practice 3* was 2.43 (SD = 1.12). For the demographic category of education level, participants with master's degree had the highest mean with 2.49 (SD = 1. 13), while participants with a doctoral degree had the lowest mean with 2.04 (SD = 1.33). For the demographic category of years of experience, participants with 0 – 5 years of experience had the highest mean with 2.47 (SD = 1.15), while participants with 11 – 15 years of experience had the lowest mean with 2.38 (SD = 1.12). For the education as the first career category, participants who are in education as their first career had a mean of 2.47 (SD = 1.12), while participants who are in education as a second or more career had a mean of 2.21 (SD = 1.08).

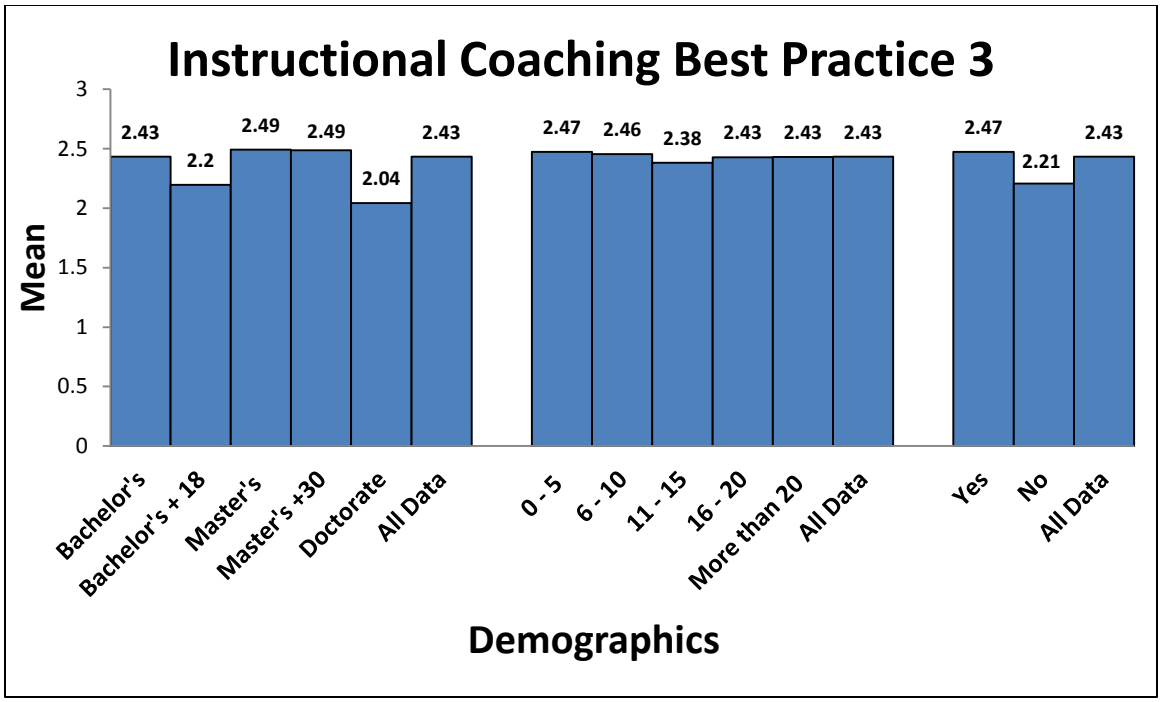


Figure 4.12: Demographic Subgroup Means as Compared to the Category as a Whole Mean – Instructional Coaching Best Practice 3

Above, Figure 4.12 presents the findings for the *Instructional Coaching Best Practice 3*, modeling instructional practices in teachers' classrooms, with the mean disaggregated into each of the three demographic areas of educational level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 3.* The overall best practice category mean was 2.43. The educational level demographic had a mean range span of .45, while years of experience had a mean range span of .09 and education as the first career choice had a mean range span of .26. The overall difference from *Instructional Coaching Best Practice 3* mean of 2.43 to each of the demographic subgroups was minimal, particularly in the years of experience category.

Instructional Coaching Best Practice 4: Observing teachers and providing teachers with feedback

On the following page, Figure 4.13 presents the findings for the *Instructional Coaching Best Practice 4* mean disaggregated into each of the demographic areas of education level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 4.* The overall mean for *Instructional Coaching Best Practice 4* was 2.5 (SD = 1.12). For the demographic category of education level, participants with bachelor's degree had the highest mean with 2.57 (SD = 1. 07), while participants with a doctoral degree had the lowest mean with 2.0 (SD = 1.25). For the demographic category of years of experience, participants with 0 – 5 years of experience had the highest mean with 2. 6 (SD = 1.14), while participants with 11 – 15 years of experience had the lowest mean with 2.45 (SD = 1.14). For the education as the first career category, participants who are in education as their first career had a mean of 2.56 (SD = 1.1), while participants who are in education as a second or more career had a mean of 2.15 (SD = 1.13).

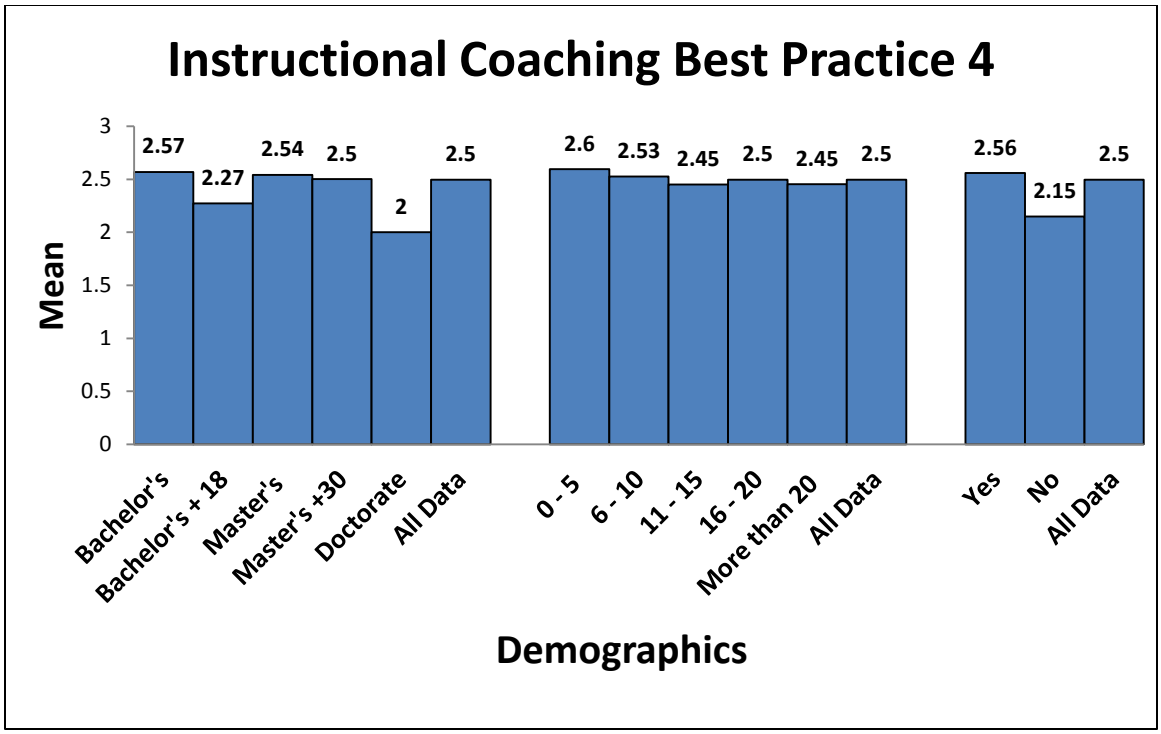


Figure 4.13: Demographic Subgroup Means as Compared to the Category as a Whole Mean – Instructional Coaching Best Practice 4

Above, Figure 4.13 presents the findings for the *Instructional Coaching Best Practice 4*, observing teachers and providing teachers with feedback, with the mean disaggregated into each of the three demographic areas of educational level, years of experience, and education as the first career as well as the overall mean for *Instructional Coaching Best Practice 4.* The overall best practice category mean was 2.5. The educational level demographic had a mean range span of .57, while years of experience had a mean range span of .15 and education as the first career choice had a mean range span of .41. The overall difference from *Instructional Coaching Best Practice 4* mean of 2.5 to each of the demographic subgroups was minimal, particularly in the years of experience category.

Demographic Summary

A t-test was performed for each demographic categorical subgroup utilizing a two-tailed paired t-test with a 95% confidence interval. With an examination of the means for each demographic subgroup and the mean for all study participants, there is no statistical significance for any subgroup. There is, however, a trend among the demographic subgroups. For the educational level demographic subgroups of bachelor's plus 18, master's plus 30, and doctorate means fall below all four instructional coaching best practices categories' overall data means as well as the means for the other subgroups. This trend is also evident in the education as first career demographic. For teachers who have entered education as a second or more career, the mean for each best practice category fell below the overall data mean and below the mean of teachers who are in education as their first career. The years of experience demographic had minimal mean variance among the subgroups.

Conclusion

The findings presented in this chapter presented a detailed analysis of the data gathered from the survey, *Teachers' Perceptions of Instructional Coaching,* to answer each of the four research questions as well as an analysis of teachers' demographic impact on teachers' perception of instructional coaching. This study examined teachers' perceptions of research-based best practices of instructional coaching. Specifically, this study examined teachers' perceptions of instructional coaching as a means of collaborating with teachers to address school-wide instructional concerns and practices,

collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented, modeling instructional practices in a teacher's classroom, and observing teachers and providing teachers with feedback.

Chapter Five contains a summary of the research findings, insight into the emergent themes concerning instructional coaching, recommendations for implementing effective instructional coaching programs, and suggestions for further research.

Chapter Five
Summary, Conclusions, and Recommendations

This chapter presents a summary of the research completed on teachers' perception of instructional coaching in school districts in the Upstate of South Carolina and the conclusions drawn from the quantitative data presented in Chapter Four. Also included in this chapter are recommendations that school leaders could take in order to implement an effective instructional coaching program and suggestions for further research in this area.

Summary of Study

This study was conducted to determine teachers' perceptions of instructional coaching as measured by the extent for which research-based instructional coaching best practices are utilized by instructional coaches in elementary schools in selected districts in the Upstate of South Carolina. This study further examined certain demographic data to determine if those demographics impact teachers' perceptions of instructional coaching. As noted in Chapter One, with an ever-increasing amount of accountability, budget cuts, and scrutiny in public education in South Carolina, school leaders are continually examining programs that have a direct impact on student achievement. One such program is instructional coaching. While many schools have instructional coaching

programs, the person delivering the coaching may have a title other than instructional coach such as math coach, science coach, literacy coach, curriculum resource teacher, or curriculum facilitator.

The overall research theme of this study is to determine to what extent the utilization of research-based instructional coaching best practices impact teachers' perceptions of instructional coaching. Four research questions were investigated in this study:

1. To what extent does an instructional coach's collaborating with teachers to address school-wide instructional concerns and practices impact a teacher's perception of instructional coaching?
2. To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?
3. To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?
4. To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

This study further examined participants' demographic data impact on teachers' perceptions of instructional coaching best practices. The demographic data were collected in three areas: level of education, years of teaching experience, and education as the first career.

To determine the answers to these four questions and the demographic impact, the researcher utilized a quantitative approach of descriptive statistics and measures of central tendency. The data were gathered through the use of a researcher-developed survey, *Teachers' Perceptions of Instructional Coaching.* Eight Upstate of South Carolina school districts currently have instructional coaching programs in their elementary schools. The superintendents or their designees of those districts were contacted to seek permission to conduct the study in their districts. Four out of the eight districts allowed the study to be conducted in their districts.

Once permission was granted, principals were contacted via email. The purpose of the research was explained in the email along with a website link to the survey and a letter for the teachers explaining the purpose of the study. In all, 37 principals were contacted and the survey window was approximately four weeks. Three hundred fifty teachers completed the survey.

The survey was divided into five sections: demographics and the four instructional coaching best practices categories. The demographic data collected were education level, years of teaching experience, and education as first career. The four instructional coaching best practice categories were: collaboration on school-wide instructional concerns, collaboration on instructional intervention, modeling instructional practices, and observing and providing feedback. Teachers were presented with 24 items, six items for each instructional coaching best practice category. Each of the six items in each best practice category was a specific instructional component of the identified best practice. The categories of best practices were not made known to the participants.

Likert scale type items provided four options: 1 “rarely,” 2 “sometimes,” 3 “usually,” and 4 “almost always.”

Researcher’s Interpretations

Research Question 1

To what extent does an instructional coach’s collaborating with teachers to address school-wide instructional concerns and practices impact a teacher’s perception of instructional coaching?

The *Teachers’ Perceptions of Instructional Coaching* survey asked teachers six questions which were components for the instructional coaching best practice of collaborating with teachers to address school-wide instructional concerns and practices. In the results, teachers ranked this instructional coaching best practice as the highest best practice in this study. While the overall mean for this best practice was 2.81 on the four-point Likert scale, the principal component of collaboration between the instructional coach and teachers to address school-wide instructional practices had a mean of 2.95. Interestingly, teachers ranked instructional coaches highest on the best practice component that addressed the overall school instructional coaching program. The other five components of this best practice focused on the individual participant experience. These findings suggest the participants have either observed or perceived an instructional coach collaborating with other teachers to address school-wide instructional concerns and practices taking place in their school, but that as an individual teacher, participants have not personally experienced as frequently the instructional coach beneficially working

with them on this best practice. Teachers ranked instructional coaches lowest (Mean = 2.71) in facilitating two-way communication between a teacher and other faculty members. This indicates that within this best practice, teachers are perceived to be working more one-on-one with an instructional coach rather than as a group of teachers.

No component of this instructional coaching best practice received a "usually" response rating, but each ranked high in the "sometimes" response rate. The range for this best practice was .24 which indicates the participants were cohesive in their perceptions of this best practice. Because this best practice had the smallest range and was the highest ranking of the four best practices, it can be concluded that the participants of this study were the most cohesive in their perceptions of this instructional coaching best practice and perceived this best practice as being more beneficial than the other three best practices in this study. Although the best practice was rated highest, it did not receive a favorable perception of benefiting teachers' instructional practices.

Research Question 2

To what extent does an instructional coach's collaboratively planning with a teacher to identify when and how an instructional intervention or practice might be implemented impact a teacher's perception of instructional coaching?

The *Teachers' Perceptions of Instructional Coaching* survey asked teachers six questions which were components for the instructional coaching best practice of collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented. In the results, teachers ranked this instructional coaching best practice as the second highest in this study. While the overall mean for this

best practice was 2.69 on the four-point Likert scale, teachers ranked instructional coaches highest (Mean = 2.86) in providing resources for improving curriculum and instruction in their classroom. Teachers ranked instructional coaches lowest (Mean = 2.56) in assisting with the development of appropriate student learning assessments. Each of these components focused on the individual teacher. The best practice component that focused on the overall school instructional program, provides collaborative planning opportunities between teachers and the instructional coach, ranked closely to the component with the highest mean in this category with a mean of 2.85. These findings suggest the participants observe or perceive an instructional coach is collaboratively planning with other teachers more frequently than he or she is with them to identify when and how an instructional intervention might be implemented. The range for this instructional coaching best practice was .30. Again, with this small range, it can be concluded that the participants of this study were cohesive in their ratings of the components of this best practice. The rate for which the components of this best practice are taking place is not favorable because no components of this instructional coaching practice received a "usually" response rating, but each rated high in the "sometimes" response rating.

Research Question 3

To what extent does an instructional coach's modeling instructional practices in a teacher's classroom impact a teacher's perception of instructional coaching?

The *Teachers' Perceptions of Instructional Coaching* survey asked teachers six questions which were components for the instructional coaching best practice of

modeling instructional practices in teachers' classrooms. Teachers ranked this instructional coaching best practice as the lowest in this study. This best practice also received the most "almost never" response ratings with 27.22% and the fewest "almost always" response ratings with 22.9%. While the overall mean for this best practice was 2.43, teachers rated instructional coaches lowest in the school-wide component of this best practice with a mean of 2.15 in models instructional practices in teachers' classrooms. This mean was also the lowest mean of all of the survey items. Also ranking low in this best practice with a mean of 2.27 was the best practice component of providing a teacher with demonstrations of master teaching. The component with the highest mean in this best practice was provides a teacher with information from a variety of resources to help make changes in the teacher's classroom instruction (Mean = 2.73). These findings suggest the participants perceived instructional coaches utilizing this best practice the least. Clearly, modeling instructional practices is perceived as not taking place on a routine basis in classrooms, but participants felt that providing teachers with resources is occurring with more frequency than other components of this best practice. The range for this best practice was .58, the largest range of the four best practices in this study, but this range remains relatively small. The increase in the range for this best practice as compared to the other best practices suggests teachers were not as cohesive in the response ratings of this best practice as they were with the other best practices; however, the range was still relatively small. Again, no component of this instructional coaching best practice received a "usually" ranking, but each was slightly above the "sometimes" ranking.

Research Question 4

To what extent does an instructional coach's observing teachers and providing teachers with feedback impact a teacher's perception of instructional coaching?

The *Teachers' Perceptions of Instructional Coaching* survey asked teachers six questions which were components for the instructional coaching best practice of observing teachers and providing teachers with feedback. In the results, teachers ranked this instructional coaching best practice second lowest in this study. The overall mean for this best practice was 2.5 on the four-point Likert scale. Teachers rated instructional coaches highest in helping them be more reflective of their curriculum, instruction, and assessment practices with a mean of 2.75. Teachers rated instructional coaches lowest in the area of helping them become more comfortable being observed. Also, low for this best practice was the school-wide component, observes teachers and provides them with feedback, with a mean of 2.37. These findings suggest instructional coaches are having some instructional conversations with teachers but are not observing teachers and providing them with feedback of the observations on a consistent basis. These findings also suggest teachers perceive the instructional coaches as observing other teachers and providing them with feedback less frequently than the amount of time the instructional coach is spending with the individual participants.

No components of this instructional coaching best practice received a "usually" response rate, but each received a response rate above "sometimes." The range for this best practice was .49, again suggesting that the teachers were cohesive in their response ratings of the components of this best practice.

Discussion of Research Questions Findings

This study was designed to gather data on teachers' perceptions of instructional coaching. It relied on the perceptions of teachers for instructional coaching not only for them as individual teachers but also for their school as a whole. The results of the study showed teachers perceive instructional coaches collaborating with teachers to address school-wide instructional concerns and practices as occurring most frequently to impact their classroom practices. Instructional coaches modeling instructional practices in teachers' classrooms occurs the least frequently. Each of the four instructional coaching best practices had a mean below the "usually" response rating but above the "sometimes" response rating. This finding suggests cohesiveness among the study's participants on their perceptions of instructional coaching, regardless of the school or school district in which the teacher works. This finding further suggests instructional coaches are either ineffective with their implementation of instructional coaching best practices or that they are not utilizing instructional coaching best practices. The reasons for these deficiencies cannot be concluded from this study. The findings of this study could lead to the conclusion that to support an instructional coaching program is not the most effective use of resources to improve student achievement, but there are additional factors that must be considered. The implementation of the instructional coaching program must be examined at both the district level and the school level. Other factors that could have impacted the study's findings were instructional coaches' professional development on best practices, teachers' knowledge of instructional coaching, principals' knowledge of instructional coaching, and responsibilities and duties assigned to the schools' instructional coaches.

Demographic Impact

In addition to the research questions, the data were analyzed by three demographic groups: level of education, years of teaching experience, and education as the first career choice. The demographic group for level of education was developed as a survey item modeled after the South Carolina teachers' licensure educational levels. The educational level subgroups were bachelor's degree, bachelor's degree plus 18 hours, master's degree, master's degree plus 30 hours, and doctorate. The demographic group for years of teaching experience was developed as a survey item in increments of 5 years and went up to 30 years, which is currently the typical number of years of teaching experience required for retirement in South Carolina. The subgroups were 0 – 5 years, 6 – 10 years, 11 – 15 years, 16 – 20 years, 21 – 25 years, and 26 years or more. The demographic group for education as the first career was developed as a survey item in the form of a question, "Is education your first career?" The answer options were "yes" or "no."

Each instructional coaching best practice mean was compared to the mean of each of the demographic subgroups in that best practice category. Each demographic data disaggregation followed the same pattern in each of the instructional coaching best practices categories. In education level, bachelor's plus 18 hours and doctorate education levels had means lower than the best practice mean as well as the other subgroups' means. In years of experience, there was very little variance among the subgroups. In education as a first career, teachers who were in education as a second or more career had lower means than teachers who were in education as their first career.

Although there was a clear pattern of differences among specific demographic subgroups, none of the subgroup differences were statistically significant. This finding is contrary to the thoughts of the researcher entering into the research. Based upon personal experience, the researcher believed there would be a significant difference in teachers' perceptions of instructional coaching, particularly in years of experience, which had the least amount of variance, and in education as a first career.

Conclusions

Teachers' perceptions of instructional coaching are pivotal to the success of an instructional coaching program. Although an instructional coach works exclusively with teachers, the ultimate goal of an instructional coaching program is to improve student achievement. Effective implementation of an instructional coaching program is a key to the success of the program, thus student achievement. As stated by Wright et al. (1997), "the most important factor affecting student learning is the teacher" (p, 63). Wright et al. further stated,

> The immediate and clear implications of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms (p. 63).

There are three critical components in shaping the implementation of an instructional coaching program that school leaders must ensure are in place. School

leaders must clarify the coach's role in a school, structure time strategically to allow for teachers to participate in coaching activities, and provide the instructional coach with clear, visible support (Kowal and Steiner, 2007, p. 5). Often too much is placed on the plate of an instructional coach thus becoming, a jack of all trades but a master of none. It is appropriate to expect coaches to wear several hats, but school leaders must be cautious not to overuse an instructional coach. School leaders and coaches must identify and prioritize a few specific roles and behaviors in which the coach should be engaged to maximize the effectiveness of the program (Wren & Vallejo, 2009).

Instructional coaching is a partnership, a partnership between teachers and the instructional coach and between the principal and the instructional coach. School leaders must critically assess their practices and expectations with instructional coaching for teachers and students to reap fully the benefits of an effective program.

Recommendations for Further Research

This study investigated teachers' perceptions of instructional coaching. Specifically it examined the extent to which research-based instructional coaching best practices are perceived to be beneficial for classroom instruction. The study further examined the impact teacher demographics have on their perceptions of instructional coaching. The study added to the body of literature on the topic and provides direction for further research.

- Further qualitative research should be conducted on teachers' perceptions of instructional coaching to add to the depth and understanding of teachers'

perceptions. During the data collection component of this study, the researcher received several emails from participants describing their frustrations with instructional coaching. Most of their frustrations stemmed not from the actual practice of instructional coaching but from the "other things" the instructional coach was doing in their schools.

- This study only examined teachers' perceptions of instructional coaching. Additional research is needed to determine the various roles, duties, tasks, and responsibilities that instructional coaches actually do in their schools on a regular basis. These data would provide insight into the things that may be preventing an instructional coach from actually working with teachers on instructional coaching best practices.
- This study examined only elementary school teachers' perceptions of instructional coaching. Additional research is needed to determine if the level of the school, elementary, middle, or high school has an impact on teachers' perceptions of instructional coaching.
- This study was limited to schools whose district superintendents granted permission for the researcher to contact principals. This limitation resulted in a smaller sample size. Further research, with an increased sample size would yield valuable information on the extent to which instructional coaching is being utilized to improve classroom instruction.
- One of the major components to the successful implementation of an instructional coaching program is a principal's support and understanding of research-based practices of instructional coaching. Additional research is

needed to determine principals' knowledge and understanding of effective instructional coaching program implementation and whether principals are using that knowledge to implement a research-based instructional coaching program.

- Additional research is needed to determine what professional development school districts provide instructional coaches to prepare them for the implementation of research-based best practices, whether the instructional coach is new to the role or is a veteran instructional coach. What types of on-going professional development do districts provide instructional coaches? Also, what have district leaders done to support implementation of effective instructional coaching programs in schools?
- With the emergence of the adoption of the Common Core State Standards in most states across the nation, further study of teachers' instructional practices may be warranted.

Research on instructional coaching has demonstrated that effectively implemented instructional coaching programs can have a positive impact on student achievement as well as sustained implementation of professional development (Knight, 2004b). This study has shown that teachers' perceive the utilization of instructional coaching best practices as benefiting their classroom instructional practices sometimes but not consistently. An instructional coach has many responsibilities, but the primary responsibility must always be the professional growth of teachers in his or her school (Wren & Vallejo, 2009). Reiman and Theis-Sprinthall (1998), quoting Dewey's work from 1916, provide a time-tested best practice, "Teacher learning and growth do not

magically and spontaneously unfold. Instead, they depend on appropriate interaction between the teacher and his or her colleagues" (p. 3).

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Appendix A: Email/Letter to Superintendent

(Superintendent)
(Address)
(City, State, Zip)

Dear Dr. (Superintendent):

My name is Heather Gordon, and I am a doctoral candidate in the Educational Leadership and Policy Department at the University of South Carolina. I am conducting a research study on teachers' perceptions of instructional coaching as a practice in elementary schools in the Upstate region of South Carolina. I am seeking your permission to allow me to conduct a survey of elementary teachers in your school district.

The purpose of this research is to determine teachers' perceptions of instructional coaching best practices and the extent to which a teacher's demographic category impacts his/her perspective of instructional coaching. I am interested in discovering which best practices teachers prefer and if there is a difference of perception based upon years of teaching experience, formal education, and education as the teacher's first career. For the purpose of this research, instructional coaching may be delivered by an instructional coach, curriculum facilitator, instructional facilitator, literacy coach, math coach, science coach, etc. Information gained from the survey could be used to direct instructional coaches to the best practice(s) teachers are most receptive to and direct instructional coaches to the most receptive teacher group at the onset of an instructional coaching program or for a new instructional coach.

Participation in this study is strictly voluntary and should take only 10-20 minutes to complete. Teacher responses to this survey will be confidential. There will be no identifying information regarding teachers, schools, or school districts in my data. The only identifier will be that the schools and participants are from the Upstate region of South Carolina. The results of this study will be presented as a dissertation and may be published and/or presented at professional meetings.

I would be happy to answer any questions you have about the research. You can contact me at 864-421-4776 (personal cell) or at 864-355-6922 (work). I may also be reached at hlayton@bellsouth.net. You may also contact my dissertation advisor, Dr. Zach Kelehear, at 803-777-2822 or by email at dzk@sc.edu for additional information regarding this research.

Please contact me via email if you are willing to allow me to conduct this study in your district. If permission is granted, I will contact principals in your district so that they may assist me in the distribution of an invitation letter for possible participation. The survey will be conducted online.

I appreciate any assistance you can give me in completing this final step in my doctoral journey.

Sincerely,
Heather Gordon
108 Kingsland Way
Piedmont, SC 29673
864-421-4776

Appendix B: Principal Email

To: (Email)
From: hlayton@bellsouth.net

Subject: Instructional Coaching Dissertation Survey

Body:

Dear (Principal):

My name is Heather Gordon, and I am a doctoral candidate in the Educational Leadership and Policy Department at the University of South Carolina. I am conducting a research study on instructional coaching in the Upstate region of South Carolina. I am interested in teachers' perceptions of instructional coaching best practices. This survey is completely anonymous with no identifying information for the teacher or school. For the purpose of this study, instructional coaching may be facilitated by an instructional coach, curriculum facilitator, literacy coach, math coach, science coach, etc.

I have been granted by (Superintendent/Designee) to conduct a survey in your school. The survey should take no longer than 10 – 20 minutes to complete. Teachers may access the survey via the link below. I have also attached to this email a letter for your teachers. Please forward the letter and website link to teachers.

If you would like to contact me, you may email, hlayton@bellsouth.net, or call (864) 421-4776.

Thank you for forwarding the survey information to your teachers. The survey link is:

(Survey link).

Again, thank you for your assistance!

Heather Gordon

Appendix C: Teacher Participation Letter

Dear Teacher:

My name is Heather Gordon, and I am a doctoral candidate in the Educational Leadership and Policy Department at the University of South Carolina. I am conducting a research study on instructional coaching in the Upstate region of South Carolina. I am interested in your perceptions of instructional coaching best practices. For the purpose of this study, instructional coaching may be facilitated by an instructional coach, curriculum facilitator, literacy coach, math coach, science coach, etc.

Teachers in elementary schools with an instructional coaching program in the Upstate of South Carolina have been asked to complete this survey. The survey should take no longer than 10 – 20 minutes to complete. I am very interested in your feedback. Your responses to this survey will remain confidential. No identifying information about any particular school's instructional coaching program or teachers will be asked. There are some questions regarding general teacher demographics such as years of experience, education level, and education as a first career, but none of that information will be used to identify any teacher, school, or school district.

Please feel free to call me or email me if you have any questions or concerns. I may be contacted by cell phone at 864-421-4776 or by email at hlayton@bellsouth.net.

Thank you in advance for your assistance and time. If you are interested, I would be happy to share a summary of the results with you upon completion of this research.

Most appreciatively,

Heather Gordon
Doctoral student at the University of South Carolina

Appendix D: Teacher Survey

Instructional Coaching

My name is Heather Gordon, and I am a doctoral candidate in the Educational Leadership and Policy Department at the University of South Carolina. I am conducting a research study on teachers' perceptions of instructional coaching.

The purpose of this survey is to determine the extent of teachers' perceptions of instructional coaching as a professional development practice. I am interested in finding out which instructional coaching best practices teachers view as effective tools to improve classroom instruction. You are being asked to participate in this survey because you teach in an elementary school where there is an instructional coaching program. Participation in this survey is completely voluntary and confidential. Your participation is anonymous. No one, not even the researcher, will be able to attach an identity of a school or teacher to the survey responses.

The survey should take 10 – 15 minutes to complete. If you have any questions, please feel free to contact me at hlayton@bellsouth.net or (864) 421-4776.

As you complete this survey, keep in mind the data collected is for research on instructional coaching as a practice, not in regard to any particular person in the role of instructional coach, curriculum facilitator, literacy coach, math coach, science coach, etc. For the purpose of this survey, the term instructional coach refers to any position that provides teachers with on-site professional development.

Demographics

Please provide some information about you. Select the category for which you belong under each demographic item.

***1. Number of years in the teaching profession.**

- 0 - 5 Years
- 6 - 10 Years
- 11 - 15 Years
- 16 - 20 Years
- More than 20 Years

***2. What is the highest level of education you have completed?**

- Bachelor's Degree
- Bachelor's + 18
- Master's Degree
- Master's + 30
- Doctorate

***3. Is teaching your first career?**

- Yes
- No

Perception Items

The following questions ask your perceptions of instructional coaching. For each statement, select the category best representing your level of agreement.

4. Instructional coaching helps me maintain and facilitate professional, two-way communication with other members of my school's faculty.

Rarely | Sometimes | Usually | Almost Always

5. Instructional coaching helps me set high standards for my teaching.

Rarely | Sometimes | Usually | Almost Always

6. Instructional coaching helps me set high standards for student performance in my classroom.

Rarely | Sometimes | Usually | Almost Always

7. Instructional coaching helps me be involved with promoting a school-wide commitment to the improvement of curriculum, instruction, and student learning.

Rarely | Sometimes | Usually | Almost Always

8. Instructional coaching makes it more comfortable for me to share ideas, suggestions, etc with other teachers.

Rarely | Sometimes | Usually | Almost Always

9. Instructional coaching helps me identify and solve problems related to my classroom instruction.

Rarely | Sometimes | Usually | Almost Always

10. Instructional coaching contributes to the improvement of my classroom instruction.

Rarely | Sometimes | Usually | Almost Always

11. Instructional coaching assists me with developing appropriate policies and procedures for my classroom that promote learning for all students.

Rarely | Sometimes | Usually | Almost Always

12. Instructional coaching provides me with a resource for improving curriculum and instruction in my classroom.

Rarely | Sometimes | Usually | Almost Always

13. Instructional coaching assists me with the development of appropriate student learning assessments.

Rarely | Sometimes | Usually | Almost Always

14. Instructional coaching models effective instructional practices by demonstrating implementation in my classroom.

Rarely | Sometimes | Usually | Almost Always

15. Instructional coaching provides me with demonstrations of master teaching.

Rarely | Sometimes | Usually | Almost Always

16. Instructional coaching assists me with technology implementation in my classroom.

Rarely | Sometimes | Usually | Almost Always

17. Instructional coaching helps me understand better how I can try new instructional practices in my classroom.

Rarely | Sometimes | Usually | Almost Always

18. Instructional coaching provides me with information from a variety of resources to help me make changes in my classroom instruction.

Rarely | Sometimes | Usually | Almost Always

19. Instructional coaching gives me valuable feedback on my classroom practices.

Rarely | Sometimes | Usually | Almost Always

20. Instructional coaching has helped me become more comfortable being observed while I am teaching.

Rarely | Sometimes | Usually | Almost Always

21. Instructional coaching has enabled me to look more closely at my teaching.

Rarely | Sometimes | Usually | Almost Always

22. Instructional coaching has enabled me to build on my teaching strengths.

Rarely | Sometimes | Usually | Almost Always

23. Instructional coaching has helped me be more reflective of my curriculum, instruction, and assessment practices.

Rarely	Sometimes	Usually	Almost Always
○	○	○	○

24. In my school, there is collaboration between the instructional coach and teachers to address school-wide instructional concerns and practices.

Rarely	Sometimes	Usually	Almost Always
○	○	○	○

25. In my school, instructional coaching provides collaborative planning opportunities between teachers and the instructional coach.

Rarely	Sometimes	Usually	Almost Always
○	○	○	○

26. In my school, the instructional coach models instructional practices in teachers' classroom.

Rarely	Sometimes	Usually	Almost Always
○	○	○	○

27. In my school, the instructional coach observes teachers and provides them with feedback.

Rarely	Sometimes	Usually	Almost Always
○	○	○	○

Appendix E: Survey Item Results – All Data

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices							
	4	5	6	7	8	24	GROUP
Mean	2.713	2.751	2.802	2.911	2.727	2.948	2.809
Median	3.000	3.000	3.000	3.000	3.000	3.000	3.000
Mode	3.000	4.000	4.000	4.000	4.000	4.000	4.000
STDev	0.982	1.053	1.058	1.009	1.107	0.994	1.037
N	349	346	349	347	344	348	2083

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	45	54	51	39	63	33	285	13.68%
2	97	83	83	76	81	82	502	24.10%
3	120	104	99	109	87	103	622	29.86%
4	87	105	116	123	113	130	674	32.36%
N	349	346	349	347	344	348	2083	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented							
	9	10	11	12	13	25	GROUP
Mean	2.641	2.686	2.567	2.858	2.556	2.854	2.694
Median	3.000	3.000	3.000	3.000	3.000	3.000	3.000
Mode	4.000	3.000	3.000	4.000	3.000	4.000	4.000
STDev	1.083	1.061	1.061	1.017	1.091	1.047	1.066
N	345	344	344	345	347	349	2074

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	65	58	69	43	76	47	358	17.26%
2	91	90	93	77	89	79	519	25.02%
3	92	98	100	111	95	101	597	28.78%
4	97	98	82	114	87	122	600	28.93%
N	345	344	344	345	347	349	2074	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms							
	14	15	16	17	18	26	GROUP
Mean	2.308	2.272	2.445	2.693	2.732	2.149	2.433
Median	2.000	2.000	2.000	3.000	3.000	2.000	2.000
Mode	1.000	1.000	1.000	4.000	3.000	1.000	1.000
STDev	1.137	1.124	1.116	1.059	1.019	1.126	1.117
N	344	345	344	342	343	343	2061

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	112	117	93	56	48	135	561	27.22%
2	87	83	83	92	92	82	519	25.18%
3	72	79	90	95	107	66	509	24.70%
4	73	66	78	99	96	60	472	22.90%
N	344	345	344	342	343	343	2061	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback							
	19	20	21	22	23	27	GROUP
Mean	2.396	2.255	2.618	2.593	2.749	2.370	2.496
Median	2.000	2.000	3.000	3.000	3.000	2.000	2.000
Mode	2.000	1.000	4.000	2.000	4.000	2.000	2.000
STDev	1.096	1.163	1.095	1.073	1.075	1.117	1.115
N	346.000	345.000	346.000	344.000	342.000	346.000	2069.000

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	93	129	70	67	56	97	512	24.75%
2	96	70	88	95	83	102	534	25.81%
3	84	75	92	93	94	69	507	24.50%
4	73	71	96	89	109	78	516	24.94%
N	346	345	346	344	342	346	2069	100.00%

Appendix: F: Demographic Groups – Education Level

Bachelor's Degree

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.905	2.972	3.014	3.055	2.849	2.973	2.961	
Median	3	3	3	3	3	3	3	
Mode	3	3	4	4	4	3	4	
STDev	0.863	0.993	0.986	0.926	1.023	0.950	0.955	
N	74	72	74	73	73	74	440	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	2	8	7	5	8	6	36	8.18%
2	25	12	14	14	20	16	101	22.95%
3	25	26	24	26	20	26	147	33.41%
4	22	26	29	28	25	26	156	35.45%
N	74	72	74	73	73	74	440	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.770	2.750	2.797	2.973	2.622	2.851	2.794	
Median	3	3	3	3	3	3	3	
Mode	3	3	3	3	3	4	3	
STDev	0.987	1.017	1.020	0.875	1.069	1.029	1.001	
N	74	72	74	74	74	74	442	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	9	10	10	4	15	8	56	12.67%
2	19	18	17	17	16	21	108	24.43%
3	26	24	25	30	25	19	149	33.71%
4	20	20	22	23	18	26	129	29.19%
N	74	72	74	74	74	74	442	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.351	2.205	2.423	2.708	2.781	2.139	2.434	
Median	2	2	3	3	3	2	2	
Mode	1	1	3	3	3	1	3	
STDev	1.116	1.092	1.091	0.985	0.975	1.130	1.087	
N	74	73	71	72	73	72	435	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	22	25	20	10	8	27	112	25.75%
2	19	20	14	18	20	22	113	25.98%
3	18	16	24	27	25	9	119	27.36%
4	15	12	13	17	20	14	91	20.92%
N	74	73	71	72	73	72	435	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.541	2.365	2.730	2.653	2.851	2.284	2.570	
Median	3	2	3	3	3	2	3	
Mode	2	1	3	2	3	1	3	
STDev	1.036	1.130	1.024	1.009	0.961	1.153	1.067	
N	74	74	74	72	74	74	442	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	14	23	10	10	8	25	90	20.36%
2	22	16	21	23	16	19	117	26.47%
3	22	20	22	21	29	14	128	28.96%
4	16	15	21	18	21	16	107	24.21%
N	74	74	74	72	74	74	442	100.00%

Bachelor's Degree Plus 18 Hours

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.417	2.500	2.625	2.604	2.333	2.813	2.549	
Median	3	3	3	3	2	3	3	
Mode	3	3	4	4	1	3	3	
STDev	1.028	1.111	1.123	1.198	1.191	1.045	1.119	
N	48	48	48	48	48	48	288	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	12	12	10	12	17	7	70	24.31%
2	11	11	12	11	9	10	64	22.22%
3	18	14	12	9	11	16	80	27.78%
4	7	11	14	16	11	15	74	25.69%
N	48	48	48	48	48	48	288	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.383	2.468	2.271	2.596	2.250	2.771	2.456	
Median	2	2	2	3	2	3	2	
Mode	1	2	2	4	1	3	2	
STDev	1.114	1.139	1.047	1.116	1.101	1.077	1.105	
N	47	47	48	47	48	48	285	

Descriptive Data

Frequency	9	10	11	12	13	14	GROUP	%
1	13	12	13	10	15	8	71	24.91%
2	13	13	17	12	15	10	80	28.07%
3	11	10	10	12	9	15	67	23.51%
4	10	12	8	13	9	15	67	23.51%
N	47	47	48	47	48	48	285	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.067	2.042	2.229	2.435	2.489	1.915	2.196	
Median	2	2	2	2	3	2	2	
Mode	1	1	1	2	3	1	1	
STDev	1.116	1.071	1.096	1.088	1.040	1.100	1.096	
N	45	48	48	46	47	47	281	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	19	20	16	11	10	23	99	35.23%
2	11	12	13	14	13	12	75	26.69%
3	8	10	11	11	15	5	60	21.35%
4	7	6	8	10	9	7	47	16.73%
N	45	48	48	46	47	47	281	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.043	2.085	2.404	2.383	2.447	2.271	2.272	
Median	2	2	2	2	2	2	2	
Mode	1	1	2	1	2	1	1	
STDev	1.083	1.139	1.077	1.114	1.119	1.125	1.111	
N	47	47	47	47	47	48	283	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	19	21	12	13	11	16	92	32.51%
2	14	8	13	13	16	12	76	26.86%
3	7	11	13	11	8	11	61	21.55%
4	7	7	9	10	12	9	54	19.08%
N	47	47	47	47	47	48	283	100.00%

Master's Degree

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.743	2.722	2.770	2.960	2.811	3.013	2.836	
Median	3	3	3	3	3	3	3	
Mode	3	4	4	4	4	4	4	
STDev	0.966	1.072	1.064	0.962	1.121	0.945	1.027	
N	152	151	152	150	148	151	904	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	17	23	21	12	25	10	108	11.95%
2	44	44	44	36	34	36	238	26.33%
3	52	36	36	48	33	47	252	27.88%
4	39	48	51	54	56	58	306	33.85%
N	152	151	152	150	148	151	904	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.702	2.733	2.577	2.868	2.611	2.908	2.734	
Median	3	3	3	3	3	3	3	
Mode	4	4	3	4	4	4	4	
STDev	1.112	1.079	1.098	1.050	1.101	1.006	1.079	
N	151	150	149	151	149	152	902	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	28	25	32	20	31	17	153	16.96%
2	38	37	38	34	37	33	217	24.06%
3	36	41	40	43	40	49	249	27.61%
4	49	47	39	54	41	53	283	31.37%
N	151	150	149	151	149	152	902	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	19	20	21	22	23	27	GROUP	
Mean	2.325	2.371	2.487	2.75	2.76	2.255	2.492	
Median	2	2	2	3	3	2	2	
Mode	1	1	1	4	3	1	1	
STDev	1.169	1.164	1.128	1.069	1.015	1.146	1.131	
N	151	151	152	152	150	149	905	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	51	49	39	23	20	54	236	26.08%
2	35	32	38	41	39	32	217	23.98%
3	30	35	37	39	48	34	223	24.64%
4	35	35	38	49	43	29	229	25.30%
N	151	151	152	152	150	149	905	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.464	2.265	2.649	2.633	2.787	2.453	2.542	
Median	2	2	3	3	3	2	3	
Mode	2	1	4	3	4	2	4	
STDev	1.106	1.187	1.109	1.071	1.084	1.097	1.119	
N	151	151	151	150	150	150	903	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	38	57	30	28	23	35	211	23.37%
2	40	31	38	39	38	48	234	25.91%
3	38	29	38	43	37	31	216	23.92%
4	35	34	45	40	52	36	242	26.80%
N	151	151	151	150	150	150	903	100.00%

Master's Degree Plus 30 Hours

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.676	2.775	2.789	2.903	2.704	2.915	2.794	
Median	3	3	3	3	3	3	3	
Mode	3	3	3	3	3	4	3	
STDev	1.053	1.003	1.054	1.009	1.061	1.092	1.043	
N	71	71	71	72	71	71	427	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	13	10	12	9	12	9	65	15.22%
2	15	15	12	13	17	18	90	21.08%
3	25	27	26	26	22	14	140	32.79%
4	18	19	21	24	20	30	132	30.91%
N	71	71	71	72	71	71	427	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.557	2.690	2.522	2.913	2.611	2.831	2.687	
Median	3	3	3	3	3	3	3	
Mode	2	3	3	3	3	4	3	
STDev	1.072	1.008	0.994	0.996	1.056	1.121	1.046	
N	70	71	69	69	72	71	422	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	14	10	13	8	13	12	70	16.59%
2	20	20	19	13	20	15	107	25.36%
3	19	23	25	25	21	17	130	30.81%
4	17	18	12	23	18	27	115	27.25%
N	70	71	69	69	72	71	422	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.414	2.319	2.522	2.750	2.812	2.113	2.486	
Median	2	2	3	3	3	2	2	
Mode	2	1	3	4	4	1	2	
STDev	1.083	1.078	1.106	1.084	1.047	1.076	1.100	
N	70	69	69	68	69	71	416	

Descriptive Data

Frequency	14	14	16	17	18	26	GROUP	%
1	17	20	16	11	9	28	101	24.28%
2	22	19	18	17	18	16	110	26.44%
3	16	18	18	18	19	18	107	25.72%
4	15	12	17	22	23	9	98	23.56%
N	70	69	69	68	69	71	416	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.371	2.246	2.614	2.606	2.806	2.371	2.501	
Median	2	2	3	3	3	2	3	
Mode	2	1	4	4	4	2	1	
STDev	1.092	1.168	1.133	1.115	1.104	1.119	1.131	
N	70	69	70	71	67	70	417	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	19	26	16	15	12	19	107	25.66%
2	20	14	15	18	12	22	101	24.22%
3	17	15	19	18	20	13	102	24.46%
4	14	14	20	20	23	16	107	25.66%
N	70	69	70	71	67	70	417	100.00%

Doctorate Degree Plus 30 Hours

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.25	2.5	2.5	2.25	2.5	2.25	2.375	
Median	2	2.5	2.5	2	2.5	2	2	
Mode	2	2	2	2	2	2	2	
STDev	1.258	1.291	1.291	1.258	1.291	1.258	1.135	
N	4	4	4	4	4	4	24	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	1	1	1	1	1	1	6	25.00%
2	2	1	1	2	1	2	9	37.50%
3	0	1	1	0	1	0	3	12.50%
4	1	1	1	1	1	1	6	25.00%
N	4	4	4	4	4	4	24	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.333	2.250	2.250	2.500	2.000	2.250	2.261	
Median	2	2	2	2.5	1.5	2	2	
Mode	#N/A	2	2	#N/A	1	1	1	
STDev	1.528	1.258	1.258	1.291	1.414	1.500	1.214	
N	3	4	4	4	4	4	23	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	1	1	1	1	2	2	8	34.78%
2	1	2	2	1	1	0	7	30.43%
3	0	0	0	1	0	1	2	8.70%
4	1	1	1	1	1	1	6	26.09%
N	3	4	4	4	4	4	23	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	1.75	1.75	2.5	2.25	2.25	1.75	2.042	
Median	1	1	2.5	2	2	1	1	
Mode	1	1	1	2	2	1	1	
STDev	1.5	1.5	1.732	1.258	1.258	1.5	1.334	
N	4	4	4	4	4	4	24	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	3	3	2	1	1	3	13	54.17%
2	0	0	0	2	2	0	4	16.67%
3	0	0	0	0	0	0	0	0.00%
4	1	1	2	1	1	1	7	29.17%
N	4	4	4	4	4	4	24	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	1.75	2	2	2.25	2	2	2	
Median	1	1.5	1.5	2	1.5	1.5	1.5	
Mode	1	1	1	2	1	1	1	
STDev	1.5	1.414	1.414	1.258	1.414	1.414	1.251	
N	4	4	4	4	4	4	24	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	3	2	2	1	2	2	12	50.00%
2	0	1	1	2	1	1	6	25.00%
3	0	0	0	0	0	0	0	0.00%
4	1	1	1	1	1	1	6	25.00%
N	4	4	4	4	4	4	24	100.00%

Appendix: G: Demographic Groups – Years of Teaching Experience

0 – 5 Years of Experience

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.722	2.887	3.000	2.943	2.698	2.963	2.869	
Median	3	3	3	3	3	3	3	
Mode	3	3	4	4	4	4	4	
STDev	0.940	0.974	0.991	1.045	1.153	0.990	1.016	
N	54	53	54	53	53	54	321	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	5	6	5	6	10	4	36	11.21%
2	18	10	11	12	15	15	81	25.23%
3	18	21	17	14	9	14	93	28.97%
4	13	16	21	21	19	21	111	34.58%
N	54	53	54	53	53	54	321	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.759	2.725	2.679	2.904	2.547	3	2.770	
Median	3	3	3	3	3	3	3	
Mode	4	3	3	3	4	4	4	
STDev	1.063	0.981	1.088	0.955	1.186	1.028	1.056	
N	54	51	53	52	53	54	317	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	8	6	10	5	14	6	49	15.46%
2	14	15	12	11	12	10	74	23.34%
3	15	17	16	20	11	16	95	29.97%
4	17	13	15	16	16	22	99	31.23%
N	54	51	53	52	53	54	317	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.442	2.264	2.462	2.736	2.731	2.208	2.473	
Median	2	2	2	3	3	2	2	
Mode	2	1	1	4	3	1	1	
STDev	1.127	1.195	1.179	1.059	0.992	1.261	1.149	
N	52	53	52	53	52	53	315	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	13	20	15	8	8	23	87	27.62%
2	16	11	12	14	10	10	73	23.17%
3	10	10	11	15	22	6	74	23.49%
4	13	12	14	16	12	14	81	25.71%
N	52	53	52	53	52	53	315	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.509	2.340	2.755	2.717	2.804	2.463	2.596	
Median	2	2	3	3	3	2	3	
Mode	2	1	4	2	4	4	4	
STDev	1.187	1.224	1.072	1.045	1.020	1.255	1.142	
N	53	53	53	53	51	54	317	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	13	19	8	7	6	17	70	22.08%
2	17	11	14	17	14	13	86	27.13%
3	6	9	14	13	15	6	63	19.87%
4	17	14	17	16	16	18	98	30.91%
N	53	53	53	53	51	54	317	100.00%

6 – 10 Years of Experience

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.766	2.763	2.766	2.947	2.724	2.870	2.806	
Median	3	3	3	3	3	3	3	
Mode	3	2	4	3	3	4	3	
STDev	0.902	1.018	1.050	0.943	1.091	1.056	1.009	
N	77	76	77	75	76	77	458	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	7	9	11	6	14	11	58	12.66%
2	21	23	20	17	16	15	112	24.45%
3	32	21	22	27	23	24	149	32.53%
4	17	23	24	25	23	27	139	30.35%
N	77	76	77	75	76	77	458	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.697	2.684	2.618	2.909	2.520	2.740	2.696	
Median	3	3	3	3	3	3	3	
Mode	3	3	3	3	3	4	3	
STDev	1.033	1.061	1.032	1.015	1.031	1.129	1.052	
N	76	76	76	77	75	77	457	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	12	13	14	10	15	16	80	17.51%
2	19	19	18	13	21	13	103	22.54%
3	25	23	27	28	24	23	150	32.82%
4	20	21	17	26	15	25	124	27.13%
N	76	76	76	77	75	77	457	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.299	2.250	2.468	2.688	2.853	2.176	2.456	
Median	2	2	3	3	3	2	2	
Mode	2	1	3	3	3	1	3	
STDev	1.052	1.109	1.107	1.042	0.954	1.127	1.089	
N	77	76	77	77	75	74	456	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	21	26	21	13	7	28	116	25.44%
2	25	18	15	18	19	18	113	24.78%
3	18	19	25	26	27	15	130	28.51%
4	13	13	16	20	22	13	97	21.27%
N	77	76	77	77	75	74	456	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.461	2.329	2.623	2.571	2.776	2.395	2.526	
Median	3	2.5	3	3	3	2	3	
Mode	3	1	4	3	3	1	3	
STDev	1.076	1.148	1.124	1.093	1.053	1.190	1.119	
N	76	76	77	77	76	76	458	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	19	27	17	18	12	25	118	25.76%
2	18	11	17	15	16	15	92	20.09%
3	24	24	21	26	25	17	137	29.91%
4	15	14	22	18	23	19	111	24.24%
N	76	76	77	77	76	76	458	100.00%

11 – 15 Years of Experience

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.743	2.667	2.771	2.871	2.765	2.986	2.800	
Median	3	3	3	3	3	3	3	
Mode	2	4	4	3	4	4	4	
STDev	0.973	1.120	1.106	0.883	1.121	1.007	1.037	
N	70	69	70	70	68	69	416	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	7	14	12	4	12	6	55	13.22%
2	23	16	16	20	16	17	108	25.96%
3	21	18	18	27	16	18	118	28.37%
4	19	21	24	19	24	28	135	32.45%
N	70	69	70	70	68	69	416	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.710	2.743	2.529	2.824	2.600	2.786	2.698	
Median	3	3	2	3	3	3	3	
Mode	4	4	2	4	3	4	4	
STDev	1.126	1.073	1.100	1.092	1.122	1.020	1.087	
N	69	70	70	68	70	70	417	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	13	10	15	10	16	8	72	17.27%
2	17	21	21	17	15	21	112	26.86%
3	16	16	16	16	20	19	103	24.70%
4	23	23	18	25	19	22	130	31.18%
N	69	70	70	68	70	70	417	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.257	2.329	2.397	2.681	2.600	2.029	2.382	
Median	2	2	2	3	3	2	2	
Mode	1	1	3	4	2	1	1	
STDev	1.200	1.113	1.095	1.105	1.055	1.029	1.115	
N	70	70	68	69	70	69	416	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	27	21	19	13	12	27	119	28.61%
2	14	19	16	17	22	21	109	26.20%
3	13	16	20	18	18	13	98	23.56%
4	16	14	13	21	18	8	90	21.63%
N	70	70	68	69	70	69	416	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.314	2.232	2.565	2.588	2.714	2.286	2.450	
Median	2	2	3	3	3	2	2	
Mode	1	1	4	4	4	2	1	
STDev	1.097	1.190	1.144	1.149	1.131	1.065	1.137	
N	70	69	69	68	70	70	416	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	21	27	17	16	15	18	114	27.40%
2	19	14	15	16	12	28	104	25.00%
3	17	13	18	16	21	10	95	22.84%
4	13	15	19	20	22	14	103	24.76%
N	70	69	69	68	70	70	416	100.00%

16 – 20 Years of Experience

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.729	2.646	2.729	2.979	2.804	2.979	2.811	
Median	3	3	3	3	3	3	3	
Mode	3	3	3	4	4	3	4	
STDev	1.026	1.082	1.026	1.062	1.167	0.887	1.043	
N	48	48	48	48	46	48	286	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	7	9	7	7	9	2	41	14.34%
2	12	12	12	6	9	13	64	22.38%
3	16	14	16	16	10	17	89	31.12%
4	13	13	13	19	18	16	92	32.17%
N	48	48	48	48	46	48	286	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.696	2.792	2.739	2.854	2.542	2.896	2.754	
Median	3	3	3	3	3	3	3	
Mode	3	3	3	3	3	4	3	
STDev	1.030	0.988	0.999	0.989	1.091	0.973	1.010	
N	46	48	46	48	48	48	284	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	7	6	6	6	11	4	40	14.08%
2	12	11	12	9	11	13	68	23.94%
3	15	18	16	19	15	15	98	34.51%
4	12	13	12	14	11	16	78	27.46%
N	46	48	46	48	48	48	284	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.261	2.196	2.447	2.711	2.766	2.191	2.428	
Median	2	2	2	3	3	2	2	
Mode	1	1	2	3	4	1	2	
STDev	1.124	1.088	1.080	1.014	1.068	1.116	1.098	
N	46	46	47	45	47	47	278	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	15	17	11	6	7	16	72	25.90%
2	13	9	14	13	12	15	76	27.34%
3	9	14	12	14	13	7	69	24.82%
4	9	6	10	12	15	9	61	21.94%
N	46	46	47	45	47	47	278	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.298	2.191	2.638	2.625	2.771	2.438	2.495	
Median	2	2	3	3	3	2	2	
Mode	2	1	2	2	4	2	2	
STDev	1.061	1.116	1.072	1.003	1.096	1.029	1.073	
N	47	47	47	48	48	48	285	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	13	17	8	7	8	9	62	21.75%
2	15	12	14	15	11	19	86	30.18%
3	11	10	12	15	13	10	71	24.91%
4	8	8	13	11	16	10	66	23.16%
N	47	47	47	48	48	48	285	100.00%

More than 20 Years of Experience

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.64	2.78	2.78	2.861	2.683	2.96	2.784	
Median	3	3	3	3	3	3	3	
Mode	3	4	4	4	4	4	4	
STDev	1.059	1.069	1.088	1.105	1.076	1.004	1.068	
N	100	100	100	101	101	100	602	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	19	16	16	16	18	10	95	15.78%
2	23	22	24	21	25	22	137	22.76%
3	33	30	26	25	29	30	173	28.74%
4	25	32	34	39	29	38	197	32.72%
N	100	100	100	101	101	100	602	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.46	2.576	2.414	2.82	2.564	2.89	2.621	
Median	2	3	2	3	3	3	3	
Mode	2	4	2	4	2	4	4	
STDev	1.123	1.135	1.069	1.029	1.081	1.053	1.092	
N	100	99	99	100	101	100	599	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	25	23	24	12	20	13	117	19.53%
2	29	24	30	27	30	22	162	27.05%
3	21	24	25	28	25	28	151	25.21%
4	25	28	20	33	26	37	169	28.21%
N	100	99	99	100	101	100	599	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.303	2.29	2.45	2.673	2.717	2.16	2.431	
Median	2	2	2	3	3	2	2	
Mode	1	1	1	2	4	1	1	
STDev	1.182	1.140	1.140	1.082	1.040	1.135	1.135	
N	99	100	100	98	99	100	596	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	36	33	27	16	14	41	167	28.02%
2	19	26	26	30	29	18	148	24.83%
3	22	20	22	22	27	25	138	23.15%
4	22	21	25	30	29	16	143	23.99%
N	99	100	100	98	99	100	596	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.39	2.2	2.57	2.531	2.711	2.327	2.454	
Median	2	2	3	2	3	2	2	
Mode	1	1	2	2	4	1	2	
STDev	1.091	1.163	1.075	1.067	1.089	1.072	1.102	
N	100	100	100	98	97	98	593	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	27	39	20	19	15	28	148	24.96%
2	27	22	28	32	30	27	166	27.99%
3	26	19	27	23	20	26	141	23.78%
4	20	20	25	24	32	17	138	23.27%
N	100	100	100	98	97	98	593	100.00%

Appendix: H: Demographic Groups – Education as a First Career

Yes

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.756	2.801	2.864	2.946	2.785	3.007	2.860	
Median	3	3	3	3	3	3	3	
Mode	3	3	4	4	4	4	4	
STDev	0.973	1.040	1.031	1.000	1.091	0.993	1.024	
N	295	292	295	294	289	295	1760	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	34	42	36	31	48	26	217	12.33%
2	82	66	71	62	65	66	412	23.41%
3	101	92	85	93	77	83	531	30.17%
4	78	92	103	108	99	120	600	34.09%
N	295	292	295	294	289	295	1760	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.677	2.723	2.613	2.911	2.603	2.908	2.739	
Median	3	3	3	3	3	3	3	
Mode	4	4	3	4	3	4	4	
STDev	1.069	1.064	1.038	0.993	1.081	1.038	1.054	
N	291	289	292	291	292	295	1750	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	50	47	51	30	58	35	271	15.49%
2	78	73	82	67	77	68	445	25.43%
3	79	82	88	93	80	81	503	28.74%
4	84	87	71	101	77	111	531	30.34%
N	291	289	292	291	292	295	1750	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.349	2.298	2.481	2.740	2.784	2.192	2.474	
Median	2	2	3	3	3	2	2	
Mode	1	1	3	4	3	1	1	
STDev	1.148	1.126	1.109	1.057	1.009	1.134	1.119	
N	289	292	291	289	291	291	1743	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	91	95	74	44	38	109	451	25.87%
2	72	74	71	76	72	72	437	25.07%
3	60	64	78	80	96	55	433	24.84%
4	66	59	68	89	85	55	422	24.21%
N	289	292	291	289	291	291	1743	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2.468	2.312	2.685	2.666	2.817	2.413	2.559	
Median	2	2	3	3	3	2	3	
Mode	2	1	4	4	4	2	2	
STDev	1.084	1.162	1.073	1.063	1.041	1.112	1.102	
N	293	292	292	290	290	293	1750	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	69	102	50	50	38	75	384	21.94%
2	84	60	78	78	74	92	466	26.63%
3	74	67	78	81	81	56	437	24.97%
4	66	63	86	81	97	70	463	26.46%
N	293	292	292	290	290	293	1750	100.00%

No

Instructional Coaching Best Practice 1

Measures of Central Tendency

Collaborating with teachers to address school-wide instructional concerns and practices								
	4	5	6	7	8	24	GROUP	
Mean	2.481	2.481	2.463	2.717	2.418	2.623	2.529	
Median	3	2	2.5	3	2	3	3	
Mode	3	2	1	3	2	3	3	
STDev	1.005	1.094	1.145	1.045	1.150	0.945	1.064	
N	54	54	54	53	55	53	323	

Descriptive Data

Frequency	4	5	6	7	8	24	GROUP	%
1	11	12	15	8	15	7	68	21.05%
2	15	17	12	14	16	16	90	27.86%
3	19	12	14	16	10	20	91	28.17%
4	9	13	13	15	14	10	74	22.91%
N	54	54	54	53	55	53	323	100.00%

Instructional Coaching Best Practice 2

Measures of Central Tendency

Collaboratively planning with a teacher to identify when and how an instructional intervention might be implemented								
	9	10	11	12	13	25	GROUP	
Mean	2.444	2.491	2.308	2.574	2.309	2.556	2.448	
Median	2	2	2	3	2	3	3	
Mode	1	2	1	3	1	3	3	
STDev	1.144	1.034	1.164	1.109	1.120	1.058	1.102	
N	54	55	52	54	55	54	324	

Descriptive Data

Frequency	9	10	11	12	13	25	GROUP	%
1	15	11	18	13	18	12	87	26.85%
2	13	17	11	10	12	11	74	22.84%
3	13	16	12	18	15	20	94	29.01%
4	13	11	11	13	10	11	69	21.30%
N	54	55	52	54	55	54	324	100.00%

Instructional Coaching Best Practice 3

Measures of Central Tendency

Modeling instructional practices in teachers' classrooms								
	14	15	16	17	18	26	GROUP	
Mean	2.091	2.132	2.245	2.434	2.442	1.904	2.208	
Median	2	2	2	2	2	1.5	2	
Mode	1	1	1	2	2	1	1	
STDev	1.059	1.110	1.142	1.047	1.037	1.053	1.084	
N	55	53	53	53	52	52	318	

Descriptive Data

Frequency	14	15	16	17	18	26	GROUP	%
1	21	22	19	12	10	26	110	34.59%
2	15	9	12	16	20	10	82	25.79%
3	12	15	12	15	11	11	76	23.90%
4	7	7	10	10	11	5	50	15.72%
N	55	53	53	53	52	52	318	100.00%

Instructional Coaching Best Practice 4

Measures of Central Tendency

Observing teachers and providing teachers with feedback								
	19	20	21	22	23	27	GROUP	
Mean	2	1.943	2.259	2.204	2.365	2.132	2.150	
Median	2	1	2	2	2	2	2	
Mode	1	1	1	2	1	1	1	
STDev	1.092	1.134	1.152	1.053	1.189	1.127	1.125	
N	53	53	54	54	52	53	319	

Descriptive Data

Frequency	19	20	21	22	23	27	GROUP	%
1	24	27	20	17	18	22	128	40.13%
2	12	10	10	17	9	10	68	21.32%
3	10	8	14	12	13	13	70	21.94%
4	7	8	10	8	12	8	53	16.61%
N	53	53	54	54	52	53	319	100.00%