A COLLECTIVE CASE STUDY TO EXAMINE ADMINISTRATORS' INSTRUCTIONAL

LEADERSHIP PERSPECTIVE OF THE ROLE OF INSTRUCTIONAL COACHES AND

TEACHER LIBRARIANS IN CALIFORNIA PUBLIC SCHOOLS

by

Melanie A. Lewis

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The purpose of this collective case study was to develop an understanding of why California K-12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the *California Common Core State Standards* in ELA/Literacy. The study addressed the following research questions: Why do administrators select instructional coaches/teacher librarians to help them provide instructional leadership? How do administrators and instructional coaches/teacher librarians work together to provide professional learning within daily instructional practice? How do administrators evaluate the effectiveness of the instructional coaches'/teacher librarians' instructional leadership roles? Participants were district administrators who oversee the population, site administrators who directly supervise site-based instructional coaches or teacher librarians, and the corresponding instructional coaches and teacher librarians. Data were collected from multiple sources, including documents, interviews, observations, and focus groups with participants. Within-case and cross-case analyses were conducted to develop a naturalistic generalization of what was learned about how the coach and teacher librarian contributed to instructional leadership. Results demonstrated that administrators' personal values influence their decisions to select and utilize instructional coaches or teacher librarians to provide instructional leadership. Instructional coaches are considered to be extensions of administrators as instructional leaders in ELA while teacher librarians are considered to be resources that can be called upon to provide occasional instructional support in ELA.

Keywords: teacher librarian, school librarian, school library program, instructional leadership, distributed leadership, instructional coach, professional learning, administrator perception, Common Core State Standards

Copyright Page

Dedication

This dissertation is dedicated to my grandfather, William J. Farrell (1923-1999). He set an example for me in faith, love, hard work, and perseverance and would have been thrilled to see me complete my education at Liberty University.

Acknowledgments

I am deeply grateful for those that invested their time and efforts in my life during this journey. To Drs. Jennifer Courduff, Kelly Paynter, Julie Lane, and James Swezey, for your expert guidance through the dissertation process. Your feedback and direction challenged me to think in new and different ways. To the administrators, instructional coaches, and teacher librarians that agreed to participate in this study, I greatly enjoyed meeting and talking with each of you and admire your passionate dedication to California's K-12 students. To my colleagues in the Fresno Pacific University School of Education, for sharing your knowledge and experience and encouraging me to persevere. To my family and friends – especially Krysten Helewa, Jennifer Millan, and Katherine Todd – for your continued prayers, encouragement, and practical support. Now to Him who can do immeasurably more than all we ask or imagine, according to His power that is at work within us, to Him be glory throughout all generations, forever (Ephesians 3:19-20 New International Version)!

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List of Abbreviations

American Association of School Librarians (AASL)

American Library Association (ALA)

California Common Core State Standards: English Language Arts & Literacy in History/Social

      Studies, Science, and Technical Subjects (CCSS ELA)

California Department of Education (CDE)

California Commission on Teaching Credentialing (CCTC)

California Professional Standards for Education Leaders (CPSEL)

California School Library Association (CSLA)

Common Core State Standards (CCSS)

Council for the Accreditation of Educator Preparation (CAEP)

English Language Arts/English Language Development Framework for California Public

      Schools: Kindergarten Through Grade Twelve (ELA Framework)

International Literacy Association (ILA)

International Society for Technology in Education (ISTE)

Local Control and Accountability Plan (LCAP)

Model School Library Standards for California Public Schools (MSLS)

National Center for Education Statistics (NCES)

National Education Technology Plan (NETP)

Single Plan for Student Achievement (SPSA)

Teacher on Special Assignment (TOSA)

Teacher Librarian Services Credential and Special Class Authorization in Information and

      Digital Literacy Program Standards (CCTC TL Standards)

CHAPTER ONE: INTRODUCTION

Overview

The 2010 adoption of the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA) created a need for public school leaders to identify and deliver intensive professional learning to their teachers. To meet this need, districts have hired large numbers of instructional coaches to assist site administrators with this instructional leadership task (Udesky, 2015). Teacher librarians, educators who have been specifically trained and credentialed to provide instructional leadership in the CCSS ELA and are mandated by California Education Code to be employed in California's school libraries, are not usually considered for this task (American Association of School Librarians [AASL], 2009a; California Commission on Teacher Credentialing [CCTC], 2014; California Department of Education [CDE], 2011, 2012a, 2015a; *California Education Code*, n.d.; Williams, 2015). As only approximately 8% of K-12 public schools in California employ a credentialed teacher librarian (California School Library Association [CSLA], 2015), there is a need to examine why administrators have elected to employ instructional coaches instead of teacher librarians.

This study employed a collective case study design (Yin, 2014) to examine how the roles of the teacher librarian and instructional coach compared in assisting California school administrators to provide instructional leadership in the implementation of the CCSS ELA. This chapter provides an overview of the study, including important background information, situation to self, the problem and purpose statements, significance of the study, research questions, and definitions of pertinent terms used throughout the study.

Background

In 2010, the California State Board of Education adopted the new CCSS ELA, which were designed to ultimately enable students to successfully meet college and career expectations, compete in a global economy, and participate in civic life. The standards necessitate a rigorous and relevant instructional program that focuses upon the development of 21st century skills: critical thinking and problem solving, creativity, and communication and collaboration. The use of technology to access, evaluate, synthesize, and communicate information is strongly emphasized in each grade level's learning benchmarks. Students are expected to be able to demonstrate proficiency of these skills not just in ELA, but across the curricular areas of history/social science, science, and technical subjects (CDE, 2013; Parkay, Hass, & Anctil, 2014).

Social Context

California school leaders are under tremendous pressure to increase student achievement in ELA in a high-stakes, computer-based testing environment (Range, Pijanowski, Duncan, Scherz, & Hvidston, 2014). Both the *Common Core State Standards System Implementation Plan* and the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA Framework) indicate that strong instructional leadership and well-prepared teachers are essential for success (CDE, 2014, 2015a). To prepare teachers effectively, school leaders must organize and facilitate high quality professional development. Research has demonstrated that ongoing and intensive professional development that is connected to practice and school initiatives, focused on the instruction and learning of specific academic content, and incorporates a collaborative approach produces positive gains in student achievement (Darling-Hammond, Hyler, & Gardner, 2017; Darling-

Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Consequently, California K-12 school administrators have sought to implement a model of continuous, embedded, one-on-one professional development within the context of daily ELA instructional practice (Neumerski, 2013).

Theoretical Context

Time constraints, competing demands, and lack of knowledge and expertise often prevent school administrators from fully engaging in the role of instructional leader (Hallinger, 2005). Distributed leadership theory acknowledges that multiple leaders are needed to assist a school administrator in fulfilling his or her instructional leadership responsibilities. These leaders must possess the necessary skill sets and dedicated time to focus upon engaging in curriculum and instructional improvements. In California, some K-12 public school administrators have identified instructional coaches and teacher librarians as leaders that meet these criteria and possess the ability to provide continuous, one-on-one professional development. As such, distributed leadership theory will serve as a framework for developing an understanding of why and how California K-12 school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the interactions among the leaders enable them to meet CCSS ELA instructional goals (Neumerski, 2013; Spillane, 2006).

Historical Context

The instructional roles of instructional coaches and teacher librarians appear to be similar in nature (CDE, 2013, 2015a; Knight, 2007; Marzano & Simms, 2013). Both are expected to be experts in providing professional development. Both are also expected to establish collaborative partnerships with teachers in the planning, delivery, and assessment of instruction in order to improve student achievement. Where the roles appear to differ is in instructional content;

instructional coaches are generally expected to focus upon implementing research-based instructional practices while teacher librarians are expected to focus upon integrating 21st century skills and multiple literacies into the curriculum. The roles also differ in role definition, qualifications, and standards and guidelines. While there is no common definition, model, or certification for general instructional coaches (Neumerski, 2013), there does exist a common definition, professional standards, and advanced training and certification for teacher librarians (AASL, 2009a, 2009b, 2010, 2016a; CCTC, 2014, 2015).

The research base for instructional coaches and teacher librarians differs quite significantly. While there is little research to demonstrate that the role of the instructional coach positively impacts student achievement (Kretlow & Bartholomew, 2010; Neumerski, 2013), there are multiple large-scale studies (Gretes, 2013; Kachel, 2013; Kaplan, 2010; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016) that demonstrate how strong school library programs led by teacher librarians positively impact student achievement in ELA. One of these studies focused exclusively on California's school library programs (Achterman, 2008). There is some research to suggest that coaching improves teacher knowledge and skill, but recent studies on instructional coaching have revealed recurring barriers to effective practice. These barriers include role confusion, a lack of training and support, and inability to engage in coaching work due to competing responsibilities (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010; Galluci, DeVoogt Van Lare, Yoon, & Boatright, 2010; Knight, 2012; Lowenhaupt, McKinney, & Reeves, 2014; Lynch & Ferguson, 2010; Range et al., 2014; Stock & Duncan, 2010; Vanderburg & Stephens, 2010). Researchers have conducted multiple studies to specifically examine administrators' perceptions of the instructional role of the teacher librarian that demonstrate why they value this role (Church, 2008, 2010; Levitov, 2013; Lupton, 2016;

Shannon, 2012), but only one small study that demonstrates why administrators value the

instructional role of the instructional coach (Selvaggi, 2016).

California K-12 public school administrators are expected to use their knowledge of the

state's content standards, adopted curriculum, and governmental regulations to direct staff hiring

and placement according to staff capacity and instructional goals (CCTC, 2016). However, they

are unlikely to achieve a great depth of understanding of any of these sources due to their

combined volume of information. Considering that knowledge of the components of effective

school library programs is not specifically required by the *California Professional Standards for*

Education Leaders and the role of the teacher librarian was not clearly linked to the

implementation of the CCSS ELA until 2014, is it unlikely that administrators have been exposed

to this information. This is compounded by the reality that most California administrators have

had few opportunities to work with a credentialed teacher librarian, and research on school library

programs has not been well disseminated to administrative publications and professional learning

venues (CSLA, 2015; Everhart & Mardis, 2014; Kaplan, 2010; Lance & Hofschire, 2013;

VanTuyle & Watkins, 2012). Given these circumstances, and since there is no state funding

specifically dedicated to fulfilling the California Education Code mandates to provide school

library services by credentialed teacher librarians, it appears that administrators have little to no

knowledge of the role of the teacher librarian (Church, 2008). Consequently, they may not elect

to hire a teacher librarian to assist in the implementation of the CCSS ELA.

<center>**Situation to Self**</center>

After serving as an elementary classroom teacher for almost nine years in five different

school districts in California, I learned that a teacher librarian was a credentialed teaching position

in the state of California. I did not learn about this position in my teacher credentialing program,

nor did I encounter a credentialed teacher librarian in any of the schools or districts in which I taught. I also do not recall ever receiving instruction from a teacher librarian as a student who attended K-12 public schools while growing up in different regions of California.

Philosophical Assumptions

Since I have a passion for teaching and learning, reading, and the meaningful use of technology within the curriculum, the position of teacher librarian was a natural fit for me. I completed my teacher librarian credential in 2006 and served as a teacher librarian for eight years in a California public school district before assuming my current position as director of a teacher librarian preparation program at a private California university. The goal of the teacher librarian is to cultivate in each student a passion for learning that extends throughout his or her lifetime (AASL, 2009a). As such, I believe that all students should be provided equitable access to a wide variety of learning resources in multiple formats and taught how to appropriately access, critically evaluate, and effectively and ethically use information from those resources.

I believe that there exists one source of truth: God. I also believe that since God's truth is revealed in His creation and Scripture, all truth is His. Within the context of public K-12 education, it is not legal nor appropriate for an educator to instill beliefs such as these in his or her students. However, I also believe that it is important that every individual examine a variety of worldviews to draw his or her own conclusions. The school library is a place of voluntary inquiry where intellectual freedom is still valued and defended. Within this context, teacher librarians have an incredible opportunity to introduce students to many sources of knowledge and teach them to critically evaluate and discern for themselves what is good and true.

Research Paradigm

Since the literature demonstrates that most administrators learn about teacher librarians by

working with them and California employs so few teacher librarians in its schools (California State Auditor, 2016; CDE, 2015d; Church, 2008, 2010; Shannon, 2012), administrators are unlikely to learn about the benefits of this position and will probably continue to seek other personnel to provide services that could be provided by a teacher librarian. This motivated me to examine how this problem might be remedied; therefore, a pragmatic paradigm guided this research study (Knight, 2006). I am primarily interested in the practical implications of this research study and how the results can be used to educate California school administrators about the instructional role of the teacher librarian.

Ethical Concerns

My education, experience, and position demonstrates a clear bias in favor of the employment of teacher librarians in California public schools. As an elementary classroom teacher, I occasionally engaged with my school site's literacy and math coaches over the course of three years. Beyond this, I have little experience with instructional coaches but was interested in learning more about how the role positively impacts a school's instructional program. Though recent research on instructional coaching is sparse (Kretlow & Bartholomew, 2010; Neumerski, 2013), I endeavored to be objective in my review of the literature to fairly present both the strengths and weaknesses of each role. I also made every effort to identify ethical concerns by maintaining integrity in participant sampling, data collection, and data analysis throughout this study.

<div align="center">

Problem Statement

</div>

The problem is that California K-12 public school administrators are electing to hire instructional coaches instead of teacher librarians to provide instructional leadership in the implementation of the CCSS ELA (Udesky, 2015; Williams, 2015). Since school leaders often lack knowledge and understanding of the instructional role of the teacher librarian (Church, 2008,

2010; Levitov, 2013; Shannon, 2012; VanTuyle & Watkins, 2012) and the roles of an instructional coach and teacher librarian appear similar in nature (AASL, 2009a, 2016c; CCTC, 2015; Church, 2011; Knight, 2007; Kretlow & Bartholomew, 2010; Marzano & Simms, 2013; Neumerski, 2013), research is needed to examine from the administrator's perspective how the roles compare in practice.

Previous studies on administrator perspective have been primarily descriptive and have focused upon administrators who have worked directly with teacher librarians or instructional coaches (Church, 2008, 2010; Levitov, 2013; Lupton, 2016; Selvaggi, 2016; Shannon, 2012). It appears that no studies have been conducted to examine the perspectives of administrators who do not work with individuals in these roles and why they may value one role over the other. This qualitative inquiry will thus fill a gap in the research by providing an in-depth understanding of how the roles of the instructional coach and teacher librarian compare in providing instructional leadership from the administrator's perspective.

Purpose Statement

The purpose of this collective case study was to develop an understanding of why California K-12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA. Instructional leadership is defined as a role in which a person defines the school's mission, manages the instructional program, and promotes a positive school learning climate (Hallinger, 2005). The theory that guided this study is distributed leadership theory (Spillane, 2006; Spillane, Halverson, & Diamond, 2004), which explains how leadership practice is distributed among leaders, followers, and the school's situation or context.

Significance of the Study

Teachers desire strong instructional leadership, especially when faced with the

implementation of a new initiative such as the CCSS ELA, and a single school administrator is incapable of providing comprehensive instructional leadership (Neumerski, 2013; Spillane, 2006). Thus, administrators must identify additional leaders to whom they can distribute instructional leadership responsibilities. Given that 51% of California students did not meet the standards on the 2015–2016 Smarter Balanced Summative Assessment for English Language Arts/Literacy (CDE, 2016d), administrators will need to continue their efforts to provide instructional leadership in this area. The results of this dissertation could serve to demonstrate how instructional coaches or teacher librarians meet these needs.

If the administrators in this study perceive that both roles similarly impact instructional leadership in a positive manner, it might follow that other K–12 school administrators would value the knowledge and skills provided by a teacher librarian. Data from this study could be used to inform efforts to educate administrators about the nature of the instructional role of the teacher librarian through administrator preparation programs, professional literature, and professional learning venues. California school administrators who are made aware of this research might then be more inclined to make a well-informed hiring decision between instructional coaches and teacher librarians when they are allocated funding to hire additional staff (Levitov, 2013; VanTuyle & Watkins, 2012).

Results could demonstrate that the instructional leadership provided by instructional coaches is perceived by administrators to be more highly valued than that of teacher librarians. If this is the case, the data may serve to inform changes in teacher librarian certification standards to more closely align the instructional role of the teacher librarian with that of an instructional coach. Additionally, should the instructional coaching data reveal barriers similar to those indicated in the literature, the results could serve to inform efforts to more clearly define the role and improve

the training and support provided at the state and district levels (Lynch & Ferguson, 2010; Stock & Duncan, 2010).

Research Questions

In this study, administrators' perceptions of instructional leadership served as the central issue (Hallinger, 2005; Neumerski, 2013; Stake, 1995). Six research questions drove the study in the examination of why and how administrators distribute instructional leadership responsibilities to instructional coaches or teacher librarians in the implementation of the CCSS ELA. Data collected from these questions were used to analyze how the roles of the instructional coach and teacher librarian compared in practice and to generate insights into how leadership might be practiced more effectively (Johnston, 2015; Spillane, 2006; Tian, Risku, & Collin, 2016).

1. Why do administrators select instructional coaches to help them provide instructional leadership?

2. Why do administrators select teacher librarians to help them provide instructional leadership?

Questions 1 and 2 were designed to define the situation within which teacher librarians or instructional coaches were selected to provide instructional leadership (Spillane, 2006).

3. How do administrators and instructional coaches work together to provide professional learning within daily instructional practice?

4. How do administrators and teacher librarians work together to provide professional learning within daily instructional practice?

Questions 3 and 4 were designed to examine how the administrator and instructional coach or teacher librarian cooperatively interacted to fulfill the instructional leadership responsibility of providing continuous, embedded, one-on-one professional learning in ELA

(Darling-Hammond et al., 2009, 2017; Hallinger & Murphy, 1985; Neumerski, 2013).

5. How do administrators evaluate the effectiveness of the instructional coaches' instructional leadership roles?

6. How do administrators evaluate the effectiveness of the teacher librarians' instructional leadership roles?

Questions 5 and 6 were designed to explore how the instructional leadership behaviors enacted by participants related to the transformation of teaching and learning in ELA (Hallinger & Murphy, 1985; Spillane, 2006).

Definitions

Terms pertinent to this study are listed and defined below.

1. *Collaboration* - "…a trusting, working relationship between two or more equal participants involved in shared thinking, shared planning, and shared creation of innovative integrated instruction" (Montiel-Overall, 2005, p. 32).

2. *Distributed Leadership Theory* - Describes how leadership practice is "stretched over" or distributed among leaders, followers, and the school's situation or context (Spillane, 2006).

3. *Instructional Coach* – An educator who partners with teaching peers to plan, observe, model, and provide feedback on classroom lessons (Knight, 2007; Kretlow & Bartholomew, 2010; Marzano & Simms, 2013; Vanderburg & Stephens, 2010).

4. *Instructional Leadership* – A role in which an educational leader defines the school's mission, manages the instructional program, and promotes a positive school learning climate (Hallinger, 2005).

5. *Multiple Literacies* – A term that encompasses information literacy, media literacy, visual literacy, textual literacy, and technology literacy (AASL, 2009a; Latham, Gross, & Witte,

2013).

6. *Teacher Librarian* – In California K–12 public schools, an educator who holds both a basic teaching credential and a Teacher Librarian Services Credential (CCTC, 2014, 2015). "Teacher Librarian" is the title used to describe the position of a certificated school librarian by the CCTC; "School Librarian" is the official title promoted by AASL. "Library Media Specialist" was previously used as the official title of the professional school librarian position by AASL. Each of these three terms is used throughout the school library literature and hold to the same definition: an educator who collaborates with classroom teachers to design, co-teach, and co-assess lessons and units of study that integrate a wide variety of print and electronic resources, address multiple literacies, and encourage learners to effectively access, evaluate, and use information (AASL, 2009a, 2010, 2016b; Boudrye, 2014).

Summary

This chapter has provided an introduction to a collective case study (Yin, 2014) designed to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the implementation of the CCSS ELA. Important background information, situation to self, the problem and purpose statements, significance of the study, and research questions have outlined the need for this study. This study specifically addresses the perceived problem that although teacher librarians are trained and authorized to provide the instructional leadership administrators are seeking in the implementation of the CCSS ELA and are supported by research, administrators are electing instead to hire instructional coaches, a role that is not clearly defined, does not necessarily require advanced training, and is not well-supported by research.

Chapter Two provides a review of the relevant literature for this study's topic, including the context for the study—the implementation of the CCSS ELA. It includes a comparison of the roles of the instructional coach and teacher librarian with supporting research. A discussion of administrators' perceptions of these roles follows this comparison. Finally, the instructional leadership expectations for California school leaders are outlined. The relevant literature is situated within the theoretical framework of distributed leadership theory.

CHAPTER TWO: LITERATURE REVIEW

Overview

This chapter provides a theoretical framework to guide this research study and a review of the relevant literature. Today's school administrators are under tremendous pressure to increase student achievement of the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA) in a high-stakes, computer-based testing environment. This requires that they devote the majority of their attention to serving as the school's instructional leader, but time constraints, competing demands, and lack of knowledge, skills, and expertise often prevent them from fully engaging in this role. Distributed leadership theory recognizes that multiple leaders, such as instructional coaches or teacher librarians, are needed to assist an administrator in fulfilling his or her leadership responsibilities (Spillane, 2006).

This review of the literature will first discuss the implementation of the CCSS ELA and corresponding need for instructional leadership through the provision of professional learning. It will then outline relevant research pertaining to the roles of instructional coach and teacher librarian. An overview of the history of California school library programs, research that describes administrators' perceptions of teacher librarians, and instructional leadership expectations for California educational leaders will follow. The chapter will conclude with a comparison of the roles of the instructional coaches and teacher librarians and provide a rationale for this study.

Theoretical Framework

During the 1970s and 1980s, research was conducted to identify the components of effective schools, particularly those that were successful in educating all students regardless of

socioeconomic status. One of the defining components that emerged from these studies was that

the principals of effective schools exhibited strong instructional leadership (Hallinger, 2005). As

a result of their research, Hallinger and Murphy (1985) developed a model to describe three

dimensions of effective instructional leadership (see Table 1). The first dimension, defining the

school's mission, is comprised of two functions: framing and communicating the goals of the

school. As such, the school leader is expected to establish and support clear, specific, and

measurable goals that focus upon student academic achievement. Managing the instructional

program serves as the second dimension and is supported by three leadership functions that

include the supervision and evaluation of instruction, curriculum coordination, and the

monitoring of student progress. These functions require that leaders possess expertise in

teaching and learning and commit to a deep level of engagement with the school's instructional

program. The third dimension is broad in scope and consists of promoting a positive school

learning climate by advancing a culture of continuous academic improvement. This requires that

school leaders seek to protect instructional time, maintain high visibility by regularly engaging

with the instructional program, promote professional learning, and provide incentives for

teachers' efforts and incentives for student learning.

Table 1

Hallinger & Murphy's Instructional Leadership Model

Dimension	Functions
1. Define the school's mission	Frame the goals of the school Communicate the goals of the school
2. Manage the instructional program	Supervise and evaluate instruction Coordinate curriculum Monitor student progress
3. Promote a positive school learning climate	Protect instructional time Maintain high visibility Regularly engage with the instructional program Promote professional learning Provide incentives for teachers and student learning

Though this instructional leadership model has been widely used in empirical investigations, it offers only a list of behaviors and actions exhibited by one individual. It does not provide an opportunity to develop an understanding of the process behind enacting these behaviors and how they relate to the transformation of teaching and learning. Spillane (2006) sought to address this by engaging in a longitudinal mixed-methods study to examine the practice of leadership in 15 urban K–5 and K–8 schools. He based his research upon two assumptions: (a) that school leadership is best understood by considering leadership tasks, and (b) that leadership practice is distributed among leaders, followers, and the school's situation or context (Spillane et al., 2001, 2004). Through in-depth observations and interviews with both formal and informal leaders over a 4-year period, a theory of distributed leadership emerged. Based upon distributed cognition and activity theories, the distributed leadership theory consists of a framework of three essential elements: leadership practice, the interactions of leaders and followers, and aspects of their situation. Within this framework, the situation is considered to be the defining element since particular aspects of a situation both influence and are produced by

school leaders. Distributed leadership theory thus serves as a lens for generating insights into how leadership might be practiced more effectively. It encourages researchers to consider how the aspects of a situation enable and constrain leadership practice through the cooperative interactions of leaders and followers (Johnston, 2015; Spillane, 2006; Tian et al., 2016).

School administrators are under tremendous pressure to increase student achievement in a high-stakes testing environment (Range et al., 2014). This requires that they devote the majority of their attention to serving as the school's instructional leader, but time constraints, competing demands, and lack of knowledge and expertise often prevent them from fully engaging in this role (Hallinger, 2005). Based upon their extensive research on instructional leadership, Hallinger and Murphy (2013) proposed three strategies an administrator can employ to create the time and capacity needed to effectively lead learning in his or her school: (a) clarify his or her personal vision and supporting habits or tasks, (b) articulate a collective instructional leadership role, and (c) enable others to act by establishing team leadership structures. Distributed leadership theory supports this by acknowledging that administrators need to recruit multiple leaders that possess particular skill sets and dedicated time to focus upon engaging in curriculum and instructional improvements. As such, this theory will serve as a framework for developing an understanding of why and how California K−12 school administrators distribute instructional leadership responsibilities, particularly in regard to the provision of professional learning, to either instructional coaches or teacher librarians and how the interactions among the leaders enable them to meet CCSS ELA instructional goals (see Figure 1; Neumerski, 2013; Spillane, 2006).

Figure 1. Framework for the distribution of instructional leadership.

Related Literature

A review of the relevant literature will discuss the existing instructional leadership expectations for and administrators' perceptions of the roles of the instructional coach and teacher librarian in the context of the implementation of the CCSS ELA.

Implementation of the CCSS ELA

In 2010, the California State Board of Education adopted the new CCSS ELA, which require students to develop higher levels of skills and abilities than in previous iterations. These standards were designed to enable students to successfully meet college and career expectations, compete in a global economy, and participate in civic life. The CCSS ELA require a rigorous and relevant instructional program that focuses upon the development of critical thinking and problem solving, creativity, and communication and collaboration skills across the curricular areas of ELA, history/social science, science, and technical subjects. Writing, research, and reading of complex texts are strongly emphasized. Clear learning benchmarks for each grade level also require the use of technology to access, evaluate, synthesize, and communicate information (CDE, 2012b, 2013, 2015a; Parkay et al., 2014).

In 2012, the CDE released the *Common Core State Standards Systems Implementation Plan* to provide schools with guidance in developing local CCSS ELA implementation plans. The plan specifically indicates that strong instructional leadership and well-prepared teachers are essential for success. Seven guiding strategies are outlined, the first of which highlights the need

for schools to "facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS" (CDE, 2014, p. 6). The plan also indicates that leaders should be prepared to respond to two specific challenges. The first is in regard to the high level of technology proficiency needed by teachers and school leaders to effectively address over 100 direct mentions of the use of technology in the CCSS ELA (United States Department of Education, 2016). The second relates to the administration of new computer-based standardized assessments created to measure student achievement of the CCSS ELA. Consequently, professional learning efforts would need to focus upon these areas.

Professional Learning

In a meta-analysis of studies conducted to examine the relationship between leadership and student achievement in both academic and nonacademic areas, Robinson, Lloyd, and Rowe (2008) calculated an average effect size of 0.84 for the leadership dimension of "promoting and participating in teacher learning and development" (p. 663). In these studies, the researchers found that the more that school leaders, usually principals, were reported by teachers to be active participants in professional learning, the more student outcomes increased. As such, this large effect size provides empirical support to encourage school leaders to become actively engaged in promoting professional learning opportunities for their teachers.

Effective professional development is defined as "structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes" (Darling-Hammond et al., 2017, p. 2). Historically, California school administrators have relied upon outside vendors, such as textbook publishers, to provide stand-alone or short term professional development sessions for teachers when adopting new initiatives. However,

research has demonstrated that teachers generally fail to operationalize the knowledge presented in these types of sessions (Darling-Hammond et al., 2017; Marzano & Simms, 2013). In 2017 the Learning Policy Institute released a report synthesizing a review of 35 methodologically rigorous studies from the past three decades that found positive links between professional development, instructional practices, and student achievement. Within these studies, researchers identified the following seven features of effective professional development:

1. focuses on content

2. incorporates active learning opportunities aligned to adult learning theory

3. supports job-embedded collaboration

4. models effective practice

5. includes the support of experts and coaching

6. provides opportunities for reflection and feedback

7. is implemented over a sustained period (Darling-Hammond et al., 2017).

The results of recent surveys demonstrate a need to implement these elements of effective professional development, especially for schools that are seeking to integrate digital content into the curriculum. Project Tomorrow, a national education nonprofit organization, administers annual surveys to solicit educator, student, and parent input on digital learning trends. The results are synthesized into a report that is shared with state and national policy leaders. The 2017 report, entitled *Trends in Digital Learning: Building Teachers' Capacity and Competency to Create New Learning Experiences for Students*, reveals the results of the Speak Up 2016 survey. Participants included 514,000 K–12 students, teachers and school librarians, administrators, parents, and community members from schools and districts throughout the United States and abroad. Survey results demonstrate that the expectations of employers,

policymakers, and parents for students to be prepared for success in technology-based postsecondary contexts has increased pressure on school leaders to think differently about building teacher capacity through professional learning efforts focused on digital learning. A key finding outlined five essential elements identified by teachers to effectively integrate digital content into the curriculum, two of these being planning time with colleagues and professional development. District leaders identified and prioritized content areas for future professional development: using technology to differentiate instruction (73%); using data to improve teaching and learning (62%); implementing a blended learning model (57%); and integrating digital content into a comprehensive curriculum (53%). Teachers also reported that their top wish for professional development is how to use technology to differentiate instruction (52%; Blackboard, 2017).

In 2016 a nationwide survey was administered to examine the state of professional learning and determine how to best support educators in their current positions. Over 6,300 teachers responded to the 60-item survey aligned to the *Standards for Professional Learning* developed in collaboration by Learning Forward, a national professional learning organization, and 40 other professional and educational organizations. A key finding demonstrated that teachers report they are not provided adequate time during the instructional day to practice and apply skills learned in professional development. Consequently, the report recommends that school leaders provide more opportunities for continuous, job-embedded professional learning in the form of instructional coaching and participation in professional learning communities (*The State of Teacher Professional Learning*, 2017).

The Role of the Instructional Coach

Despite the influx of instructional coaches into K–12 schools since the 1980s (Ellis,

2008; Udesky, 2015; Williams, 2015), a common definition of instructional coaching does not exist (Neumerski, 2013). The term "coach" is generally defined as an individual who helps another "move from where he or she is to where he or she needs or wants to be" (Marzano & Simms, 2013, p. 4). Instructional coaches are described as non-supervisory experts that provide personalized individual support to teachers with the expressed purpose of encouraging sustained implementation of new instructional behaviors (Galluci et al., 2010; Knight, 2007; Kretlow & Bartholomew, 2010). These experts are typically identified by school administrators as veteran educators that hold a positive reputation with peers (Darling-Hammond et al., 2009). Depending upon the direction of the school or district, instructional coaches may or may not be required to hold an advanced credential or degree in addition to their basic teaching credential, but are generally expected to have knowledge of a large number of research-based instructional practices, adult learning theory, and effective interpersonal skills (Aguilar, 2013; Galluci et al., 2010; Knight, 2007). Instructional coaches may be site based and focus upon one grade level or serve multiple sites and grade levels. They may also be designated and titled according to specific subject areas or specialized fields, such as math, literacy, and technology (Neumerski, 2013).

Instructional coaching standards and guidelines. Of the various types of instructional coaches, professional standards are available for only two specialized areas, literacy and technology: the International Literacy Association (ILA) provides *Standards for Reading Professionals* and the International Society for Technology in Education (ISTE) provides *ISTE Standards for Coaches*. The *Standards for Reading Professionals* state that in order to achieve certification as a Reading Specialist/Literacy Coach, a candidate must hold a valid teaching certificate, previous teaching experience, and a master's degree with a concentration in reading

and writing education (ILA, 2016). The *Standards for Reading Professionals* and the *ISTE Standards for Coaches* have both been approved by the Council for the Accreditation of Educator Preparation (CAEP) to provide guidelines in developing and evaluating advanced preparation programs in colleges of education (CAEP, 2015). However, both the ILA and ISTE standards serve only as guidelines; as stand-alone documents they have no direct impact upon the certification or level of education of the personnel who seek to apply them in practice.

　　Coaching models. Though a standard model to guide the practice of instructional coaching does not exist, several models have been developed in efforts to formalize the process (Neumerski, 2013). These include supervisory coaching, side-by-side coaching, Cognitive Coaching, transformational coaching, and the Big Four model (Aguilar, 2013; Knight, 2007; Kretlow & Bartholomew, 2010; Marzano & Simms, 2013). In the supervisory coaching model, a coach observes a teacher implement an instructional strategy or technique learned in a prior training. The coach takes notes on the effectiveness of the implementation and then provides non-evaluative feedback to the teacher in regard to areas of strength and improvement. In side-by-side coaching, the coach expands the supervisory model by intervening during the lesson instruction to model the targeted instructional technique or strategy and then provides further opportunities for the teacher to implement the desired behavior (Kretlow & Bartholomew, 2010). In the Cognitive Coaching model, coaches facilitate conversations with teachers focused upon the planning, reflection, and problem solving of their instructional practices with the goal of encouraging the teacher to become a self-directed learner. The coach may or may not be present during the delivery of the instructional practice (Knight, 2007; Marzano & Simms, 2013). Transformational coaching consists of a synergistic relationship in which both coach and teacher realize change within three domains: individual behaviors, beliefs, and being; the systems in

which they work along with the people that work within those systems; and the broader

educational and social systems (Aguilar, 2013). The Big Four Model, designed by Jim Knight,

president of the Instructional Coaching Group and author of *Instructional Coaching: A*

Partnership Approach to Improving Instruction, is currently used in many schools throughout

the United States (Marzano & Simms, 2013). This model consists of a collaborative partnership

in which the instructional coach and teacher work together to improve four instructional

components: student behavior, content knowledge, direct instruction, and formative assessment.

Instructional coaches assist teachers in creating a productive learning environment by guiding

them to articulate behavioral expectations, effectively correct student behavior, and increase

student engagement. In regard to content knowledge, they encourage teachers to develop a deep

understanding of the instructional content area by helping them to access and translate state

content standards into lessons and units of study. They then identify and assist in the

development of instructional practices that the teacher can use to effectively guide students in

mastering the content. Finally, instructional coaches assist teachers in developing formative

assessments in order to identify learning targets, enable students to monitor their own progress,

and provide constructive feedback (Knight, 2007). Table 2 summarizes the expectations for an

instructional coach.

Table 2

Instructional Coach Expectations

Definition of Role	Qualifications	Standards & Guidelines
No common or standard definition General description: A non-supervisory expert that provides personalized individual support to teachers to encourage sustained implementation of new instructional behaviors May be site based and focused upon one grade level or serve multiple sites and grade levels May be designated and titled according to specific subject areas or specialized fields, such as math, literacy, and technology	Typically identified by school administrators as veteran educators that hold a positive reputation with peers May or may not be required to hold an advanced credential or degree in addition to a basic teaching credential Generally expected to have knowledge of: • a large number of research-based instructional practices • adult learning theory • effective interpersonal skills	No standard preparation standards, models, or guidelines except for two specialized areas: • Literacy (ILA) • Technology (ISTE) Several coaching models available: • Supervisory • Side-by-side • Cognitive Coaching • Big Four (commonly used in U.S. schools)

Instructional coaching research. Though the concept of instructional coaching has been widely adopted in K–12 school districts, there is little peer-reviewed research "that (1) defines the parameters of the role, (2) describes and contextualizes the work of instructional coaching, or (3) explains how individuals learn to be coaches and are supported to refine their practice over time" (Galluci et al., 2010, p. 920). Of the research that does exist, it appears that there is more evidence to suggest that coaching improves teacher knowledge and skill rather than student achievement. Additionally, most studies focused upon coaching have been qualitative, have used nonexperimental designs, or have not been published in peer-reviewed journals

(Neumerski, 2013).

Kretlow and Bartholomew (2010) conducted a comprehensive review of research to examine the impact of coaching on changes in teachers' implementation of evidence-based practices. Their review included 20 years of literature, published between 1989 and 2009. They retrieved 457 articles, but only 13 studies met the selection criteria for (a) employing a causal research design, (b) publication in a peer-reviewed journal, (c) general or special education K–12 preservice or in-service teachers identified as participants, (d) an independent variable of coaching and dependent variable of a direct, observable measure of teaching accuracy, and (e) coaching related to an evidence-based practice implemented to improve academic performance or classroom behavior. Results of the 13 studies demonstrated that coaching resulted in improved teaching accuracy. However, only three of the studies revealed that coaching resulted in positive effects on student achievement.

Perspectives of teachers and coaches. Studies conducted since 2009 have yielded mixed results in regard to improved teaching practices and illustrate the varied expectations, structure, and levels of support for the role of an instructional coach. A 2010 qualitative study conducted by Vanderburg and Stephens revealed that coaching resulted in positive effects on teacher knowledge. This study specifically focused upon understanding the impact of literacy coaches on 35 K–5 elementary teachers that participated in the South Carolina Reading Initiative (SCRI). The SCRI was a three-year state-wide professional development effort in which coaches, teachers, and principals participated in 27 hours of graduate coursework organized around instructional frameworks. Throughout each of the three years, coaches held site-based study group sessions on a bimonthly basis with both teachers and their principals. They also spent four days per week in teachers' classrooms assisting them in implementing new instructional

practices. During years two and three of SCRI, researchers observed 39 teachers for two to three times each year and held debriefing interviews following each observation. In addition, they conducted semi-structured interviews with each teacher at the beginning and end of each school year. Researchers employed a constant comparative methodology to identify patterns regarding the ways in which teachers found the literacy coaches to be helpful and to determine specific changes teachers made as a result of the coaching. Results of the data analysis demonstrated that participants indicated they were more willing and likely to implement new instructional practices, utilize more authentic assessments, and design student-centered curriculum because of the coaching they received. They also reported that they expanded their use of educational research and theory. Participants indicated that they greatly valued how the coach created collaboration opportunities, provided ongoing support, and instructed them in how to implement research-based practices.

Perceptions of coaching constructs. A descriptive study conducted to examine the perspectives of instructional facilitators located in the state of Wyoming yielded mixed results. Three coaching constructs were examined: the instructional leadership role of the instructional facilitators, teachers' instructional practices, and support received from principals and teachers. Of the 142 participants, the majority (50.4%) consisted of elementary level instructional facilitators, with 13.7% from middle/junior high schools, 19.4% from high schools, and 16.5% from K–12 sites. Regarding specialization, 47.9% of participants served as language arts instructional facilitators, 21.1% as technology instructional facilitators, 16.9% as other, and 14.1% as math instructional facilitators. Survey results showed that overall, participants were positive about their role in providing instructional leadership to their teaching colleagues. They indicated that their primary role was to provide mentoring and coaching to teachers by modeling

effective instructional practices. Additional duties included meeting regularly with teachers, sharing professional literature, providing support to those that struggled, assisting with goal setting and data analysis, and setting up peer coaching to facilitate professional development. In regard to support received by principals, participants perceived that their relationships with their principals were generally supportive as a result of regularly meeting together. However, they also felt that the principals failed to demonstrate support by not attending their professional development sessions. Finally, regarding teachers' instructional strategies, participants demonstrated a neutral perception regarding the rate at which the teachers with whom they worked implemented the recommended instructional strategies (Range et al., 2014).

Within the participant sample, significant differences were found for three subgroups of instructional facilitators: technology, high school, and K–12. These instructional facilitators perceived that they did not engage in the same level of instructional activity or peer coaching with teachers as elementary, middle/junior high, language arts, and math instructional facilitators. In addition, they perceived that the teachers with whom they worked did not implement as many new instructional strategies and that they did not receive the same level of principal support as the other subgroups (Range et al., 2014).

Barriers to coaching. In a qualitative study conducted to examine the perceptions of 13 elementary level literacy coaches located in Canadian school boards, Lynch and Ferguson (2010) identified three major topics: the role of the coaches, barriers to coaching, and methods for overcoming barriers. All participants worked as part-time literacy coaches in Ontario school boards, serving seven to 10 schools, while maintaining classroom teaching responsibilities. Experience varied from four to 20 years; most held Bachelor of Education degrees with additional qualifications or held special education degrees, and three coaches held master's in

education degrees. Previous experience teaching in a literacy intervention program within the school board was required to be a part of the literacy coaching program. Following a general coaching meeting, researchers conducted semi-structured interviews lasting from 35 to 45 minutes with each individual literacy coach. They used a constant comparative method to analyze participants' responses and form categories, from which the three major topics emerged. The primary role of the coach was described as planning and modeling with teachers, with data analysis identified as an important aspect for a few coaches. Barriers included limited principal involvement, resistant teachers, too many schools to service, lack of time, role uncertainty, and limited resource material. Suggestions to overcome barriers included addressing teacher resistance, clarification of the role of the coach, and reduction of the number of schools to service. In regard to the role of the coach,

> Many coaches stated that their role as a literacy coach was evolving both over time and within different schools. Most coaches stated that they felt competent in their role but that they were "continually learning along the way" (coach #13) or that their role was "evolving" (coach #2; coach #4; coach #5). Even when coaches reported feeling competent, some feared "not knowing what a coach is" and reported that feelings of uncertainty, at different times, posed a barrier for them because they did not have the same rapport at all schools (e.g., coach #5). Although many were engaged in a variety of practices, some coaches stated that they were still unsure of their role. (Lynch & Ferguson, 2010, p. 211)

Due to this ambiguity, participants suggested that the school board and Ministry of Education provide more guidelines and support to clarify the coaching role, including information on coaching models and university level training.

Need for professional development. Stock and Duncan (2010) also conducted a study

with instructional facilitators in the state of Wyoming. The purpose of this descriptive study was

to examine the need for professional development, in the form of mentoring, for instructional

facilitators. Of the 171 participants, 39.6% served in grades K–8 and 60.3% served in grades 9–

12. The results revealed that a large majority of participants held advanced degrees, though only

15% reported that they held a graduate degree in Educational Leadership. Eighty-six percent of

participants indicated that they had three years or less of experience as an instructional

facilitator. In regard to the need for mentoring, 90% indicated it was important for beginning

instructional facilitators, and 58% indicated it was important for those with more experience.

The areas for mentoring that participants perceived to be most important were instructional

leadership, working with data, handling difficult staff members, and developing a collegial

faculty. Participants also indicated several barriers to the implementation of a mentoring

program. These included a lack of time, limited guidance provided by the state, and no training.

Though there were no specific questions asked in regard to role definition and job description,

many participants commented about role confusion, stating that the role of the instructional

facilitator needed to be more specifically defined and communicated to both teachers and district

leaders.

Competing responsibilities. Instructional coaches may be assigned a variety of tasks such

as peer coaching, mentoring, administrative duties, and system-wide professional development

(Galluci et al., 2010). This is problematic in that instructional coaches may not be allowed to

fully engage in their primary coaching work. In a qualitative study conducted to examine how

20 elementary literacy coaches distributed their time, Bean et al. (2010) found that coaches

provided direct support to teachers on average only 35.7% of their time due to competing

responsibilities. Through case studies conducted to explore how the responsibilities of three literacy coaches were shaped by their large urban school cultures, Lowenhaupt et al. (2014) found that each coach "willingly took on additional duties in order to establish rapport with the teachers, adapting their positions in ways that detracted from their time actually coaching" (p. 754). In his study conducted to examine the cost of instructional coaching at three school sites, David Knight (2012) found that the coaches spent the majority of their salaried work time on tasks other than collaboration with teachers. Additionally, he found that the average cost of an instructional coach per teacher ranged from $3,260 to $5,220, which prompts a need to investigate whether the instructional coaching model is cost effective for school districts.

   Perspectives of administrators. Only one recent study has been conducted to specifically examine administrators' perception of the role of the instructional coach. Selvaggi (2016) solicited the attitudes and beliefs of five elementary principals from five different states in regard to their interactions with literacy coaches. The survey included questions to which participants indicated their responses by selecting one of the following statements: "extremely," "very," "somewhat," or "not at all." Results demonstrated that all participants believed that their literacy coaches helped classroom teachers improve their literacy instruction through the provision of staff development, and worked "very" or "extremely" collaboratively to meet the school's instructional goals for literacy. They also believed that the literacy coaches were either "very" or "extremely" influential in providing opportunities for collaboration among the faculty in the form of individual or grade-level group meetings, cluster coaching sessions, and ongoing training. Participants noted that they valued how the literacy coaches helped them to understand current research and best practices in literacy. In addition, administrators indicated that they provided support by attending grade-level meetings facilitated by the literacy coaches and talking

with them about their work, goals, and professional development. Table 3 summarizes the

strengths and weaknesses of instructional coaches as presented in the research.

Table 3

Instructional Coaching Research: Strengths and Weaknesses

Strengths	Weaknesses
The instructional coach's primary role is to provide mentoring and coaching to teachers by modeling effective instructional practices (Lynch & Ferguson, 2010; Range et al., 2014) Coaching improves teacher knowledge and skill (Kretlow & Bartholomew, 2010; Neumerski, 2013; Vanderburg & Stephens, 2010) Because of coaching, teachers are more willing and likely to • implement new instructional practices • utilize more authentic assessments • design student centered curriculum • expand their use of educational research and theory (Vanderburg & Stephens, 2010) Teachers valued the ongoing support and collaboration opportunities provided by the coach (Vanderburg & Stephens, 2010) Administrators believed literacy coaches helped classroom teachers improve literacy instruction and were influential in providing opportunities for collaboration among faculty (Selvaggi, 2016)	There is little peer-reviewed research "that (1) defines the parameters of the role, (2) describes and contextualizes the work of instructional coaching, or (3) explains how individuals learn to be coaches and are supported to refine their practice over time" (Galluci et al., 2010, p. 920) Few studies demonstrate that coaching positively affects student achievement (Kretlow & Bartholomew, 2010) Significant differences between the perceptions of technology, high school, and K–12 instructional coaches and elementary, middle/junior high, language arts, and math instructional coaches in regard to: • instructional leadership role • effect upon teachers' instructional practices • support received from principals and teachers (Range et al., 2014) Barriers to coaching: • Limited support from administration • Limited guidance provided by state • Role ambiguity • Resistant teachers • Lack of time • Limited resource material • Too many schools to service • No training • Competing responsibilities (Bean et al., 2010; Galluci et al., 2010; Knight, 2012; Lowenhaupt et al., 2014; Lynch & Ferguson, 2010; Stock & Duncan, 2010)

The Role of the Teacher Librarian

In recent years the role of the school librarian has changed drastically from that of "keeper of the books" (VanTuyle & Watkins, 2012, p. 118) to one that encompasses five distinct roles within the school's educational program: instructional leader, collaborative partner, information specialist, teacher, and program administrator (AASL, 2009a, 2016c; Church, 2011). Consequently, in California, school librarians are now titled "teacher librarians" (CCTC, 2014) to more clearly reflect how the roles of instructional leader, collaborative partner, and teacher are integral to the K–12 educational program.

National school librarian standards and guidelines. The American Association of School Librarians (AASL), a division of the American Library Association (ALA), is the premier professional entity for establishing standards for the school library field in the United States. The AASL recommends that school librarians hold a basic teaching credential and a master's degree from an advanced professional program focused upon library and information science, education, and technology. The professional program should be accredited by the ALA, AASL, CAEP, or state education agencies (AASL, 2010, 2016d).

Preparation programs. In conjunction with the ALA and CAEP, AASL designed the *Standards for Initial Preparation of School Librarians* (2010). Pre-service school librarian preparation programs that have received CAEP accreditation and wish to be recognized by ALA and AASL must submit to ongoing review and evaluation according to these standards (Moreillon, Kimmel, & Gavigan, 2014). Of the five main standards outlined, Standard 1 describes the behaviors school librarian candidates must exhibit in regard to teaching for learning. These behaviors include a demonstration of knowledge of learners and modes of learning, the modeling and promotion of collaborative planning, and instruction in inquiry-based

learning and multiple literacies. In addition to engaging in ongoing collaboration with teaching partners and direct instruction with students, Standard 5 indicates that candidates are expected to lead professional development activities at their school sites and articulate how the school library program contributes to student achievement.

  Daily practice. In 2009, the AASL published *Empowering Learners* and *Standards for the 21st-Century Learner in Action*, which provide guidelines and standards for developing effective K–12 school library programs and directing the daily practice of school librarians. These publications explicitly define the collaborative partner role, detailing how school librarians are to co-plan, co-teach, and co-assess learning activities with classroom teachers. These activities must be aligned to academic standards and *Standards for the 21st-Century Learner* and include critical thinking, information and digital literacy skills, and social skills and cultural competencies.

  Staffing guidelines. AASL also establishes minimum school library staffing recommendations for school libraries. Each school library should be staffed with at least one full-time certified school librarian, with each librarian supported by at least one full-time technical assistant or clerk. Each school district should also be served by a district library supervisor who functions as a member of the district administrative team and oversees the direction of the district's school library programs (AASL, 2016a). Table 4 summarizes the national expectations of the school librarian.

Table 4

School Librarian Expectations

Definition of Role	Qualifications	Standards & Guidelines
Serves in five distinct roles defined by AASL: • Instructional Leader • Collaborative Partner • Information Specialist • Teacher • Program Administrator Serves full-time in one school library and is supported by at least one full-time technical assistant or clerk	Recommended: Holds a basic teaching credential and a master's degree from an advanced professional program focused upon library and information science, education, and technology and is accredited by the ALA, AASL, CAEP, or state education agency Demonstrates knowledge of: • learners and modes of learning • collaborative planning • instruction in inquiry-based learning • multiple literacies	Preparation programs governed by AASL's *Standards for Initial Preparation of School Librarians* Daily practice guided by AASL's *Empowering Learners* and *Standards for the 21st-Century Learner in Action,* which emphasize the core expectations of the Instructional Leader, Collaborative Partner, and Teacher roles of the school librarian: • provide professional development • co-plan, co-teach, and co-assess activities with classroom teachers • articulate how the school library program contributes to student achievement

School library program research. AASL defines an effective school library program as one that "has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student" (2016b, p. 1). In 2016, a compendium of research findings collected from large-scale school library program studies conducted in 25 states from 2000–2015 was released. The findings demonstrate that the components of effective school library programs positively impact

student achievement, particularly in ELA. Many of the state-wide school library impact studies have been led or supported by the Colorado Library Research Service. Researchers have examined relationships between student test scores, components of school library programs, and teacher librarians. These studies have identified the single most important variable to be the presence of a full-time certified school librarian (Farmer & Safer, 2010; Gretes, 2013; Kachel, 2013; Kaplan, 2010; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016). The positive impact is related to the school librarian's organization and maintenance of a collection of print and electronic resources, regular collaboration with teachers to integrate resources and activities into the curriculum, facilitation of physical and intellectual access to print and digital information, and provision of leadership in achieving a school's mission and learning objectives (*School Libraries Work,* 2016).

The most recent national school library impact study utilized data from the National Center for Education Statistics (NCES) to examine the impact of school librarian layoffs on 4th grade reading scores between 2004 and 2009. Results demonstrated that students in states that lost school librarians tended to have lower scores or a slower rise in scores than the states that gained school librarians. Conversely, 19 of 26 states that gained librarians demonstrated an average 2.2% gain in reading scores (Lance & Hofschire, 2011). The most recent state-wide school library study, the 2014 South Carolina Impact Study, demonstrates how school library programs contributed to student achievement on standardized tests for specific English language arts and writing standards. Results showed that all students were more likely to demonstrate strengths and less likely to demonstrate weaknesses on the Palmetto Assessment of State Standards (PASS) writing standards if their school libraries were staffed by a team consisting of at least one full-time librarian and one full-time or part-time library assistant. All students were

also more likely to have exemplary PASS ELA results and less likely to fail to meet ELA standards when this library staffing threshold was present and when their librarian spent at least 20 hours per week collaborating with classroom teachers on the delivery of instructional activities (Gavigan & Lance, 2015; Lance, Schwarz, & Rodney, 2014a, 2014b).

Another significant variable revealed in the large-scale school library impact studies is that of the presence of a full-time library paraprofessional working alongside the teacher librarian. This is an essential component of successful school library programs as the paraprofessional handles the clerical duties of basic management of the library facility to enable the teacher librarian to focus upon working within the school's instructional program (Farmer & Safer, 2010; Kachel, 2013; AASL, 2016a; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016).

Small-scale studies. Smaller studies have also demonstrated the positive impact school librarians have upon a school's instructional program. Moreillon (2013) conducted a study to investigate which assignments and resources provided in a pre-service school librarian online graduate course resulted in the greatest change in school librarian candidates' understandings of the instructional partnership role. Twice as many classroom teachers as school librarians indicated that the multiple collaborative assignments led them to improve their instructional practice. This finding is not limited to the American population of school librarians. In a study conducted in Hong Kong to examine the perspectives of three different school librarians, Lo and Chiu (2015) found that all three were "expected to serve as a 'natural bridge' for interdisciplinary instructions across the whole school community" (p. 706). Additionally, the researchers found that the increasing emphasis on inquiry-based learning resulted in a greater dependency by classroom teachers on the resources and teaching and learning services provided

by the school librarians.

   Dissemination of school library research. Several researchers have sought to examine

how research on school libraries has been disseminated to educational stakeholders. Kaplan

(2010) examined the impact of state-wide school library research studies on the support for

school library programs and school librarians. Participants were identified by their membership

in the Affiliate Assembly of AASL, which is composed of two representatives from each state's

library media association, typically the president and vice president. These leaders were selected

on the premise that they would possess knowledge of the state's level of support for school

library media programs and personnel and knowledge of how the results of their state's school

library study had been disseminated. Twenty-four participants from 16 states agreed to

participate. Survey items solicited information about the state, the nature of the school library

impact study conducted there, and the ways in which the study was disseminated to decision

makers. Results revealed that the majority of the efforts to disseminate the state studies focused

on building-level school library media specialists; there was little focus on disseminating the

results to decision makers. The state studies enabled individual school library media specialists

to increase their advocacy efforts, but there was no indication of an overall effect on teacher or

principal behavior toward school library programs. There was also no evidence of changes in

teacher or principal education programs to integrate information about school library programs

and corresponding research into their preparation programs. Finally, there was minimal effect on

decisions and legislations in regard to support for school library programs and their personnel.

   Dissemination to superintendents. In 2009, VanTuyle and Watkins (2012) conducted a

qualitative study with 49 rural superintendents to examine whether they were familiar with

research on effective school library programs and if they utilized the expertise of their teacher

librarians to respond to district challenges. Interview questions focused upon superintendents' reading of and reaction to a 2008 compendium of school library research entitled *School Libraries Work!* An analysis of the focus group interview transcripts and observation notes revealed several themes, which were interpreted as findings. Overall, the findings demonstrated that the superintendents were not aware of either national or state-specific research on how school library programs positively impact student achievement. They were also unaware that teacher librarians are trained and expected to collaborate with teachers and administrators to provide instructional services and possess expertise to assist administrators in researching school initiatives. Instead, they viewed librarians "as 'keepers of the books,' rather than as Connectors in the information age" (VanTuyle & Watkins, 2012, p. 119). After reading *School Libraries Work*, many expressed a reluctance to trust the research findings due to their perceptions of the teacher librarian and differences in school demographics. They indicated that they desired the data to be disaggregated by socioeconomic status, per pupil expenditures, and rural, urban, and suburban school districts. Despite this reluctance, superintendents indicated that they found the focus group discussion on research to be enlightening.

These findings prompted the researchers to make four recommendations. First, that library media specialists make a concerted effort to promote school library research to district stakeholders. Second, that institutions of higher education integrate information about the instructional role of the library media specialist into teacher and administrator preparation programs. Third, that districts develop and use specific job descriptions and evaluations to define and assess library media specialists. Fourth, that districts seek to identify and develop teachers that can model effective relationships between the school library program, classroom instruction, and student achievement (VanTuyle & Watkins, 2012).

Dissemination to state leaders. Everhart and Mardis (2014) also found that school library research had not been effectively disseminated to state opinion leaders and decision makers in their qualitative study to examine what stakeholders know about and expect from Pennsylvania's school library programs. The researchers held four focus group meetings with 71 total participants at four sites, two urban and two suburban, in different geographical regions of the state. Three specific goals were established for the focus groups: a) that participants would gain information about the impact of school library programs on student achievement and the status of Pennsylvania's school libraries, b) that participants would clarify the components of the school library program infrastructure that they most valued, and c) that participants would disseminate the knowledge gained in the focus group to their constituencies. The results of the focus group discussions and interviews revealed that a) participants gained knowledge about school libraries in Pennsylvania, indicating that they were surprised to have not previously heard of the research findings communicated during the presentation; b) all four groups reached consensus on valuing the school library program components of staffing, which included a certified full-time school librarian and resources; and c) participants reported using the materials to start conversations with colleagues and others outside their immediate circles. Overall, the predominant theme of participant interviews focused upon the "importance of having learned more about the connections between learning and the school library and having discovered that the school librarian's instructional role is vital" (Everhart & Mardis, 2014, p. 8).

Criticisms of school library research. Though there exists a large number of studies that provide evidence to suggest that school library programs helmed by a certificated teacher librarian positively impact student achievement, there are weaknesses in the research base. First, each of the large-scale school library impact studies employed a correlational research design.

Though this design has been replicated across 25 studies with demonstrated comparable results, the correlational approach does not establish a clear causal relationship between the work of teacher librarians and student achievement (AASL, 2014; Ewbank, 2011; Hartzell, 2012). Second, most of the studies have focused upon standardized test results for reading and language arts (Hughes, 2014), and 21 of the state-level studies confirming that school libraries support student achievement were not peer reviewed (Stefl-Mabry & Radlick, 2017).

Third, several weaknesses have been identified in the school library research methodologies. In a review conducted to examine 25 years of school library research focused on student achievement, researchers located 266 studies published in scholarly journals, unpublished research reports, one book, and one dissertation. To meet the criteria for inclusion for methodological analysis, studies must have been peer reviewed or published as a report, focused on the PreK–12 environment and school libraries and/or librarians, and utilized a primary analysis of measured or observed school library and student achievement variables. Eighty of the 266 studies met these criteria, with only 24 of the 80 found to utilize quasi-experimental or experimental with random assignment research designs. The following weaknesses were also noted in the research: an absence of a clear underlying theory of action; almost exclusive use of descriptive data; measurement challenges; problems with statistical analyses; focus on one point in time, one measure, or one population; and researcher bias (Stefl-Mabry & Radlick, 2017).

Table 5 summarizes the strengths and weaknesses of the research on school library programs and teacher librarians.

Table 5

School Library Program Research: Strengths and Weaknesses

Strengths	Weaknesses
Twenty-five large-scale studies demonstrate that the components of effective school library programs positively impact student achievement, particularly in ELA; the single most important variable is the presence of a full-time certificated school librarian who: • Organizes and maintains a collection of resources • Regularly collaborates with teachers to integrate resources into the curriculum • Facilitates access to information • Provides leadership (Farmer & Safer, 2010; Gavigan & Lance, 2015; Gretes, 2013; Kachel, 2013; Kaplan, 2010; Lance et al., 2014a, 2014b; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016). Classroom teachers' instructional practice improved through engagement in collaborative assignments with school librarians (Moreillon, 2013) Classroom teachers depend upon instructional services provided by school librarians for inquiry-based learning experiences (Lo & Chiu, 2015)	Large-scale studies employed correlational designs, which does not indicate a causal relationship (AASL, 2014; Ewbank, 2011; Hartzell, 2012) Most research focuses upon reading and language arts standardized testing data (Hughes, 2014) School library research is not well-disseminated to school administrators and state leaders (Everhart & Mardis, 2014; Kaplan, 2010; VanTuyle & Watkins, 2012) Some school administrators have expressed a reluctance to trust the results of the large-scale studies (VanTuyle & Watkins, 2012) Many of the large-scale studies are not peer-reviewed (Stefl-Mabry & Radlick, 2017) Several weaknesses noted in research methodology (Stefl-Mabry & Radlick, 2017)

California School Library Programs

The failure to effectively disseminate research on how school library programs impact student achievement may provide one explanation as to why significant discrepancies exist in the level of library services provided to students in California. In 2008, a statewide study of school libraries was conducted to examine the strength of the relationship between California school library programs and student achievement on the California statewide criterion-referenced

standards tests for English Language Arts in grades 4, 8, and 11; Social Studies in grade 8; and U.S. History in grade 11. The same methodology used in previous statewide school library impact studies was applied in this descriptive, non-experimental study. Results indicated that the strength of the relationship between school library program elements and student achievement increased as the overall percentage of certificated teacher librarians at a grade level increased. However, results also revealed a substantial discrepancy in library staffing levels from kindergarten through grade 12 (Achterman, 2008). Additionally, the results of a mixed methods study that used 2007–2008 data sets to examine baseline factors and statistical standards for resources of effective school library programs found that a lower percentage of California school library programs met the baseline standards when compared to national school library programs. This indicates that California school libraries are not providing an appropriate level of services to enable students to achieve success (Farmer & Safer, 2010).

Standards and guidelines. California Education Code Sections 18100, 18120, and 44868 mandate that public school districts provide library services to students and teachers, appoint one or more qualified librarians to staff each library, and ensure that the teacher librarian holds a valid Teacher Librarian Services credential issued by the California Commission on Teacher Credentialing (CCTC; *California Education Code,* n.d.). Holders of the California Teacher Librarian Services Credential and Special Class Authorization are authorized by California Code of Regulations Title 5, Sections §80053 and §80053.1 to:

- Instruct students in accessing, evaluating, using and integrating information and resources in the library program

- Plan and coordinate school library programs with the instructional programs of a school district through collaboration with teachers

- Select materials for school and district libraries

- Develop programs for and deliver staff development for school library services

- Coordinate or supervise library programs at the school, district, or county level

- Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries

- Supervise classified personnel assigned school library duties

- Develop procedures for and management of the school and district libraries

- Provide departmentalized instruction in information literacy, digital literacy, and digital citizenship (Thomson Reuters, 2016a, para. b; 2016b, para. c)

To obtain the Teacher Librarian Services Credential, individuals must hold a bachelor's degree, a valid California teaching credential, and complete one of the following: a) a Teacher Librarian Services Credential program accredited by the CCTC, b) a comparable out-of-state professional preparation program consisting of at least 30 graduate semester units, or c) National Board Certification in Library Media (CCTC, 2014).

Preparation programs. California's teacher librarian preparation programs are governed by the CCTC's *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards* (CCTC TL Standards). In 2011 these standards were updated to maintain consistency with the *AASL Standards for Initial Preparation of School Librarians (2010), Standards for the 21st Century Learner*, and the CCSS ELA (CCTC, 2015). Like the aforementioned documents, the CCTC TL Standards include a strong emphasis on teaching for learning. Standards 2 and 11 specifically state that candidates must be able to (a) use a wide variety of instructional strategies and assessment tools to develop and deliver standards-based learning experiences both independently and in collaboration with

educational partners; (b) design developmentally appropriate instruction based on the *Model School Library Standards for California Public Schools*, other academic content area standards, their knowledge of learning theory, and diverse students' interests and needs; and (c) clearly link assessment to student achievement, assess student learning, and develop interventions to maximize student learning outcomes. Additionally, candidates are expected to provide instructional leadership by advocating for effective school library programs that focus on student learning and achievement; modeling and communicating information literacy and the ethical, legal, and safe use of information and technology; providing professional development; and demonstrating a commitment to continuous professional growth. Candidates must also demonstrate knowledge of the ethical and legal codes of the profession and various research strategies; demonstrate proficiency in the use of current and emerging technologies, a wide variety of digital and print resources, and a variety of learning formats and venues; and be able to design and deliver curriculum in digital literacy and digital citizenship.

Daily practice and staffing guidelines. In 2010 the California State Board of Education adopted the *Model School Library Standards for California Public Schools* (MSLS), which provides guidance for the library services that should be delivered to students as specified in California Education Code 18100 and 18101 (*California Education Code*, n.d.). Though the MSLS are included in the State Board of Education's collection of academic content standards, compliance is not mandatory (CDE, 2011). The document includes two sections, "School Library Standards for Students" and "School Library Program Standards," both of which serve to direct teacher librarians in their daily practice. The "School Library Standards for Students" focus primarily upon instructing students to access, evaluate, and use information across all curricular subjects at each grade level. The "School Library Program Standards" provide

specific guidelines and quantitative program standards, stipulating that the teacher librarian-to-students ratio be 1 to 785 along with one full-time classified paraprofessional assistant. The standards also indicate that the teacher librarian is expected to schedule collaborative planning and teaching "with at least two grade levels or departments or 20 percent or more of individual teachers" (CDE, 2011, p. 33) and deliver instruction for at least 20 hours per week.

CCSS ELA connections. The MSLS "School Library Standards for Students" closely support the CCSS ELA, as evidenced by a document issued by the California Department of Education in 2012 entitled "Examples of Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects." In 2014 the California State Board of Education adopted the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA Framework) which provides educators guidance in implementing the CCSS ELA and the English Language Development (ELD) standards. The integral role of libraries and teacher librarians are embedded throughout the framework and are specifically addressed in Chapter 11:

> Given the demands for independent reading and reading across the range of literary and informational texts in the CA CCSS for ELA/Literacy and the CA ELD Standards, library professionals are more important than ever to the success of students in achieving the standards. Teacher librarians have key responsibilities for building library collections that accomplish the following:
>
> - Nurture students' love of literature and pursuit of knowledge
> - Support instruction in all content areas

- Reflect the languages spoken by students and their families and those taught in biliteracy programs

- Represent and connect with the cultures and interests of all students and their families in positive and relevant ways

- Build students' technological and critical competencies

Teacher librarians are also key collaborators with classroom teachers on research projects and other inquiry-based learning. In addition, they coordinate with classroom teachers and other specialists to address the MSLS in classroom and library instruction. Critically important for 21st century learners, students need to acquire information literacy skills in conjunction with their instruction in ELA, ELD, and disciplinary literacy. (CDE, 2015a, p. 996)

Table 6 summarizes the expectations for California Teacher Librarians.

Table 6

California Teacher Librarian Expectations

Definition of Role	Qualifications	Standards & Guidelines
Mandated by California Education Code Sections 18100, 18120, and 44868 Authorized by California Code of Regulations Title 5 Sections §80053 and §80053.1 to: • Instruct students in accessing, evaluating, using and integrating information and resources in the library program • Plan and coordinate school library programs with the instructional programs of a school district through collaboration with teachers • Select materials for school and district libraries • Develop programs for and deliver staff development for school library services • Coordinate or supervise library programs at the school, district, or county level • Plan and conduct a course of instruction for those pupils who assist in the operation of school libraries • Supervise classified personnel who are assigned school library duties • Develop procedures for and management of the school and district libraries • Provide departmentalized instruction in information literacy, digital literacy, and digital citizenship CDE staffing standard: 1 full-time teacher librarian per 785 students with one full-time classified paraprofessional assistant	Hold a bachelor's degree, a valid CA teaching credential, and a CA Teacher Librarian Services Credential issued by the CCTC Complete CCTC-approved teacher librarian credential program in California or comparable out-of-state professional program consisting of at least 30 graduate semester units	Preparation programs governed by CCTC's *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards* Daily practice guided by the MSLS, which outlines the school library services that should be provided to students and staff MSLS closely support the CCSS ELA ELA Framework outlines role of school libraries and teacher librarians in implementation of CCSS ELA

California teacher librarian staffing discrepancies. Despite education code mandates, positive school library research, teacher librarian credentialing standards, and clear CCSS ELA connections, California continues to maintain one of the worst ratios of teacher librarians to students in the United States (CSLA, 2015; Tuck & Holmes, 2016). At the time of the 2008 statewide school library study, California maintained only one teacher librarian for every 5,965 students, which was seven times below the national average (Achterman, 2008). Several years of state budget cuts beginning in 2009 served to increase this ratio as districts eliminated teacher librarian positions, dropping California public schools to 50th in the nation (California State Auditor, 2016; *Education Stakeholders*, 2015; Mongeau, 2014; Neason, 2015; Tuck & Holmes, 2016). In the 2014–2015 academic year, the ratio of teacher librarians to California students was 1 to 7,187, which does not even come close to the MSLS standard of 1 to 785 and is again far below the most recent national average of 1 to 1,023 (California State Auditor, 2016; CDE, 2015c, 2015d).

There are three possible reasons to explain this disparity. First, state law does not clearly define the minimum type or level of library services that school districts should provide. As such, districts can choose to employ only one teacher librarian to provide services to all schools, contract with a county office of education that employs a teacher librarian, or employ classified staff to offer only basic library operations (California State Auditor, 2016). Secondly, California does not allocate dedicated funding to provide the MSLS-prescribed staffing and supplies for its school libraries. Districts and school sites are given discretion in deciding how to distribute their annual allocations, so funding is directed to the areas in which school leaders see the greatest need or place the most value (Achterman, 2008; California State Auditor, 2016; CDE, 2016c; Mongeau, 2014). Third, according to several studies and surveys conducted since 1989, school

principals know very little about the components of effective school library programs and are thus unlikely to value them (Levitov, 2013). In 2016, the California State Auditor released a state-wide review of school library services. Of the three school districts that were examined, one district communicated that it was not aware that the MSLS existed. This lack of knowledge may be due to the failure to effectively disseminate school library research, the absence of instruction on school library programs in administrative preparation programs, or an inaccurate perception of the role of the teacher librarian based upon previous experience. This rationale is supported in a statement made by Keith Curry Lance and Linda Hofschire (2013) in their discussion of school library research entitled "The Impact of School Libraries on Academic Achievement":

> Given that many of today's school administrators are still old enough to have attended public schools in the 1960s or earlier – before the advent of professional school librarians – it is often difficult to make the case for a position foreign to the decision-maker's own student experience. Further, because some administrators have limited understanding of school libraries and limited experience with school librarians, they tend to make decisions about school librarian positions based on their experience with an individual librarian. For instance, a principal who would consider it absurd to eliminate a math teacher position because of one poorly performing math teacher thinks nothing of eliminating a school librarian position because of a poorly performing librarian. (p. 66)

Administrators' Perceptions of the Role of Teacher Librarians

Within the past decade, several studies have been conducted to specifically examine administrators' perceptions of school librarians. A 2008 quantitative study that focused upon elementary school principals' perceptions of the school library program sought to examine the

basis for principals' views of the instructional role of the teacher librarian. The questionnaire developed and administered in this study asked participants to specify their primary source of knowledge of the teacher librarian's instructional role. Of the 110 respondents, 65.5% noted their knowledge of the instructional role of the teacher librarian originated from their interactions with teacher librarians during their administrative tenure and 26.4% during their tenure as classroom teachers. Only 2.7% stated that they gained their knowledge through professional journals and 1.8% stated that their knowledge came from coursework delivered in their administrative preparation programs. Of those that indicated that they had received formal training related to the role of the teacher librarian (n=10), five participants indicated that it was a topic of discussion in several courses and three stated that it was a topic of discussion in one course (Church, 2008). A similar study conducted in 2010 to evaluate secondary principals' perceptions of the instructional role of the teacher librarian revealed similar results. The majority of respondents indicated that they had formed their views through interactions with library media specialists during their administrative or teaching careers. Only 6% gained their knowledge through professional journals and 1% through administrative preparation coursework and conference presentations (Church, 2010). Both of these studies were conducted in the state of Virginia where Virginia Standards of Quality mandate that schools with an enrollment of 1–299 students employ a part-time licensed teacher librarian and schools with enrollment that exceeds 300 employ a full-time teacher librarian. Thus, the principals surveyed in these studies were likely to have interacted with a teacher librarian as either a classroom teacher or administrator.

Principal support. The actions of school administrators have the ability to affect the school library program's impact on student achievement. Both the 2007 Indiana and 2009 Idaho

school library impact studies found that higher performing schools tended to have principals that met regularly with teacher librarians, valued the collaborative planning process between their teachers and teacher librarians, and viewed the school library program as having a positive effect on student success (Hughes, 2014; Lance, Rodney, & Russell, 2007; Lance, Rodney, & Schwarz, 2010). In addition to exploring the impact of school libraries on student achievement, the 2014 South Carolina Impact Study examined administrators' and teachers' perceptions of the school library program and roles of the school librarian. Two hundred seventy-three administrator participants rated the importance of school library program policies and practices as essential, highly desirable, or unnecessary. The majority of respondents indicated that five policies and procedures were considered to be essential or highly desirable, with the top two designated as: "Librarians and teachers designing and teaching instructional units together" (91.4%) and "Librarians providing in-service professional development to faculty" (87.2%; Gavigan & Lance, 2015, pp. 8–9). Comments provided on the open-ended portion of the questionnaire revealed that administrator participants valued the instructional collaboration between their school librarians and teachers and recognized school librarians as model teachers (Lance et al., 2014a).

Most studies that have examined school administrators' perceptions of school library programs have focused upon a sample of participants in a specific region or state. A 2012 study sought to broaden the perspective by examining the perceptions of administrators who had received state or national awards for support of school library programs or who were identified by school librarians as being supportive of their school library programs. The purpose of the study was four-fold: First, to discern how administrators gained knowledge and understanding of the school library program. Second, to determine what administrators should learn about the role of teacher librarians in their administrative preparation programs. Third, to learn how

administrators provided support to their school library programs. Fourth, to learn what teacher librarians could do to gain greater administrative support. Twenty-eight of 30 respondents indicated that working with a teacher librarian as an administrator contributed to their knowledge and understanding while only five indicated that they gained their knowledge through a preparation program. Two-thirds of respondents indicated that the most important source of their knowledge consisted of working with a school librarian as an administrator or classroom teacher. No respondents indicated that a pre-service preparation program was an important factor in contributing to their knowledge of teacher librarians (Shannon, 2012).

Advocacy efforts. Researchers at Mansfield University in Pennsylvania sought to address the need to educate administrators about the role of the teacher librarian and effective school library programs and create advocates for such programs by creating and facilitating an online course entitled "School Library Advocacy for Administrators." In 2005 and 2006 the university conducted a study to explore whether completion of the course made a difference in administrators' knowledge and perceptions of the school library program and how it impacted their actions at their school sites. Thirteen of 20 administrators who completed the course participated in the study. Participants were located in nine states and represented a range of K–12 grade levels. Data were collected from interviews, course feedback forms, self-assessments, surveys, and action plans. Three main themes emerged from the data analysis: (a) a changed perception of the teacher librarian and school library program, (b) an improved ability to communicate with the teacher librarian, and (c) an increased awareness of how the administrator can support the school library program. A fourth theme, a change in perception of the teacher librarian's role in teaching and learning, also emerged. Of particular interest to participants was the teacher librarian's information specialist role. Administrators noted that as an information

specialist, the teacher librarian plays a central role in the use of technology at the school site and serves as a professional developer to school personnel. Overall, the administrators who completed the Mansfield University course indicated that they felt the course content would be valuable to other administrators and should be incorporated into university-level administrative preparatory coursework (Levitov, 2013).

International perspective. Since the majority of research on administrators' perceptions of school librarians has employed the use of questionnaires based upon American school library program frameworks, Lupton (2016) sought to employ a qualitative methodology to examine principals' perceptions of the role of teacher librarians in Australian schools. Nine principals from a variety of school sizes and levels in the state of Queensland were nominated by their teacher librarians and agreed to participate in the study. The researcher conducted semi-structured interviews with participants, lasting approximately 30 minutes in length. Five themes, based upon the value that the teacher librarian provided both the principal and school community, emerged from the data analysis: a) value for money, b) value in providing a broad perspective, c) value in giving advice and providing ideas, d) value in providing leadership in information and communication technologies, and e) value in the teacher librarian's qualities. Limitations to this study include the small sample size (n=9) and the fact that participants were nominated by the teacher librarians with whom they worked. As such, it is noted that the participants were more likely to be supportive of their teacher librarians. Regardless, the study provides data to demonstrate that principals value the instructional role of their teacher librarians, viewing them primarily as teachers and secondarily as librarians. In addition, "several of the principals in the study compared their current teacher-librarian favourably with former colleagues. Those with a high performing teacher-librarian mentioned being 'lucky' (pp. 56–57)

and that 'the value of the teacher-librarian as an individual seemed to outweigh the value of the role per se'" (Lupton, 2016, p. 57). Since Australian teacher librarians are evaluated according to the generic *Australian Institute for Teaching and School Leadership Professional Standards for Teacher*s, they are not held accountable to the school library specialist role. Consequently, teacher librarians that function primarily as managers of the library space and its resources are not as highly valued by their principals.

California Instructional Leadership Expectations

As only approximately 8% of K–12 public schools in California employ a credentialed teacher librarian (CSLA, 2015), the finding that administrators' knowledge of school library programs and teacher librarians is formed primarily though positive interactions with librarians during their tenure as either a classroom teacher or administrator is perplexing. California's educational leaders and classroom teachers have little to no opportunity to interact with a credentialed teacher librarian. This has historically been an issue as the few teacher librarians employed in the state have been consistently laid off during stringent state budget cycles over the past four decades (Achterman, 2008; California State Auditor, 2016; Mongeau, 2014). Today's classroom teachers and administrators who were educated or served in California schools most likely did not interact with a teacher librarian as a student or an educator (Lance & Hofschire, 2013). If the school they attended or worked in maintained a dedicated library space, it was most likely managed by a classified staff member who served only to organize and circulate the library's materials. In addition, California's administrative preparation programs are not required to incorporate instruction about the components of an effective school library program (CCTC, 2016). Consequently, California educators' knowledge of the school library program and the instructional role of the teacher librarian is limited in scope.

Administrator preparation standards. The *California Professional Standards for Education Leaders* (CPSEL) outline the knowledge and expectations required for California public school administrators to sustain effective practice. This broad set of policy standards is the foundation for administrator preparation programs, professional learning opportunities, and evaluation of school administrators. The CPSEL consist of six broad standards focused upon (a) vision development and implementation, (b) instructional leadership, (c) management and learning environment, (d) family and community engagement, (e) ethics and integrity, and (f) external context and policy. Each of these standards is divided into more specific descriptive elements with example indicators. Under the instructional leadership standard, the first element specifically addresses the need for administrators to establish a professional learning culture that capitalizes on the experiences and abilities of staff to implement structures that promote collaborative inquiry. The second element, curriculum and instruction, provides statements to indicate how an administrator might guide and support the school's instructional program by developing a shared understanding of the state adopted standards-based curriculum, promoting the use of state frameworks, and providing access to a variety of resources to implement effective instruction and support (CCTC, 2016). These statements allude to a need for administrators to distribute instructional leadership responsibilities, particularly in the areas of professional learning and developing the instructional program. However, the standards do not specifically identify how and to whom these responsibilities should be distributed, nor the specific types of resources, such as school library programs, that are needed to implement effective instruction and support. California administrative preparation programs are provided latitude in determining how to instruct their candidates to meet these standards.

Sources of knowledge. The CPSEL require that California public school administrators

demonstrate knowledge of all of California's K–12 academic content standards, state-adopted

instructional programs and materials, and state assessment systems (CCTC, 2016). As such,

administrators may learn about the staffing and resources available to assist in the

implementation of the CCSS ELA by reading the ELA Framework. Chapter 11 of the

framework addresses three critical components—professional learning, leadership, and program

supports—and describes how "distributed leadership is closely connected to professional

learning and includes professional collaborations, coaching, and data-driven decision-making"

(p. 972). The framework also states that "teachers who participate in effective collaboration with

their peers benefit by improving their knowledge and instructional practice, and they also have

opportunities to exercise leadership and share in decision-making at the grade, department, and

school levels" (CDE, 2015a, p. 987). Though the concept of coaching is briefly mentioned in

broad terms in Chapter 11 of the ELA Framework, two specialized areas of certification in

teacher leadership are specifically highlighted in relation to this statement: that of a Reading and

Literacy Leadership Specialist and a Teacher Librarian. Thus, individuals that hold the

credentials authorized by the CCTC for these positions are likely to provide effective leadership

in the implementation of the CCSS ELA. The CCTC currently does not authorize or recommend

an advanced credential for the role of an instructional coach.

   Selection of staff. To assist administrators in selecting and assigning teachers to specific

positions, the CCTC (2007) issued *The Administrator's Assignment Manual*. The manual is

divided into sections by position, describes the credentials that authorize service for each

position, and outlines local assignment options. Until November 2017, the manual had not been

updated to reflect the changes to the Title 5 sections of the California Code of Regulations that

outline the services that many of the positions are currently authorized to provide. In contrast to

the 2007 edition, the 2017 edition includes updated information regarding the current authorizations of the Teacher Librarian Services Credential and a table that details the specific library-related services that various school personnel are authorized to provide. The delivery of staff development is clearly indicated as a service that teacher librarians are authorized to provide.

If an administrator relied on the 2007 edition of *The Administrator's Assignment Manual* to guide his or her decision in hiring an individual to provide staff development, he or she may have opted to follow the guidelines for using the local level employment terms of "Teacher on Special Assignment" (TOSA) or "Resource Teacher" to assign teachers to instructional support positions. According to California Code of Regulations Title 5 §800020.4, a teacher who holds a basic California teaching credential may serve as a staff developer at the school site, district, or county level for grades preschool through 12 and in classes organized for adults. If the teacher is expected to serve as a staff developer for a specific subject, he or she must either hold a teaching credential in that subject area or have his or her subject-matter expertise verified and approved by the local governing board (CCTC, 2000). As such, a teacher assigned to the role of instructional coach via a TOSA or Resource Teacher designation is not required to hold an advanced credential or degree. Table 7 compares the expectations for the role of instructional coaches and teacher librarians in California public schools.

Professional learning standards. In 2014 the CDE released the *Quality Professional Learning Standards* (QLPS), which acknowledges the 2009 research of Darling-Hammond, Andree, Richardson, and Orphanos that found "in an effective professional learning system, school leaders learn from experts, mentors, and their peers about how to become true instructional leaders" (as cited in CDE, 2015b, p. 4). After finding that traditional professional

development has been poorly planned and implemented and has not produced positive results, the CDE set out to design a set of standards to guide the development of such quality professional learning systems. These standards identify seven essential elements:

- Data

- Content and Pedagogy

- Equity

- Design and Structure

- Collaboration and Shared Accountability

- Resources

- Alignment and Coherence (CDE, 2015b, p. 2)

Regarding the need for collaboration among educators, the Collaboration and Shared Accountability standard states that "quality professional learning builds a culture of collaboration and mutual trust by facilitating opportunities for educators to work together to strengthen their practice and improve student learning" (CDE, 2015b, p. 20). Additionally, within the Resources standard, two indicators of quality professional learning are noted as: recognizing "the leadership capacity of internal staff to present, facilitate, or coach targeted professional learning," and capitalizing "on flexible staffing arrangements that allow for peer-to-peer learning" (CDE, 2015b, p. 23).

The QLPS are designed to complement the state's student content standards by increasing the capacity of educators to enable students to master expected learning outcomes but are not meant to be used to evaluate teacher performance. The QLPS are intended for use by educators, educational agencies, institutes of higher education, policymakers, and professional learning providers throughout the state.

Table 7

Comparison of California Expectations for Instructional Coaches and Teacher Librarians

	Instructional Coach	Teacher Librarian
Definition of Role	No formal definition; assigned to instructional coaching role as a TOSA or Resource Teacher Authorized by California Code of Regulations Title 5 Section §800020.4 to serve as a staff developer	Mandated by California Education Code Sections 18100, 18120, and 44868 and authorized by California Code of Regulations Title 5 Sections §80053 and §80053.1 to provide specific school library services, including staff development
Qualifications	Hold a valid CA teaching credential No advanced or professional preparation required	Hold a bachelor's degree, a valid CA teaching credential, and a CA Teacher Librarian Services Credential issued by the CCTC Complete CCTC-approved teacher librarian credential program in California or comparable out-of-state professional program consisting of at least 30 graduate semester units Preparation programs governed by CCTC's *Teacher Librarian Services Credential and Special Class Authorization in Information and Digital Literacy Program Standards*
Standards & Guidelines	No CDE staffing standard No specific standards or guidelines provided by CDE to guide daily practice ELA Framework mentions coaching as a collegial structure in implementation of CCSS ELA	CDE staffing standard: 1 full-time teacher librarian per 795 students with one full-time classified paraprofessional assistant Daily practice guided by CDE's MSLS; MSLS closely support the CCSS ELA ELA Framework describes role of school libraries and teacher librarians in implementation of CCSS ELA

Given the timeline of implementation of the CCSS ELA (see Figure 2), California K–12

school administrators were provided guidance in the provision of professional learning via two

documents, the *CCSS Systems Implementation Plan* and the ELA Framework. The *CCSS Systems Implementation Plan* was released two years after the adoption of the CCSS ELA and MSLS and did not specifically indicate how professional learning should be provided or by whom. The ELA Framework did specifically indicate that teacher librarians and reading specialists were appropriate personnel to provide instructional leadership in this arena, but it was published four years after the adoption of the CCSS ELA and MSLS and during the year of field testing for the new computer-adaptive assessments to measure student achievement of the standards. By this time, most administrators had already selected general instructional coaches to provide professional learning to their teachers so that students would be ready to take the new assessments (Udesky, 2015).

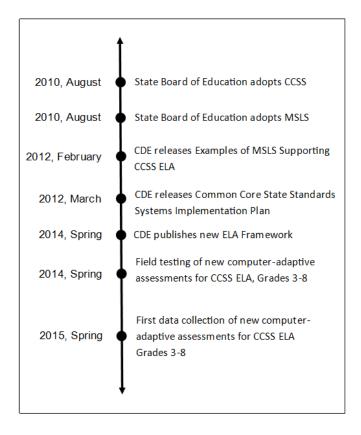|	
2010, August	State Board of Education adopts CCSS
2010, August	State Board of Education adopts MSLS
2012, February	CDE releases Examples of MSLS Supporting CCSS ELA
2012, March	CDE releases Common Core State Standards Systems Implementation Plan
2014, Spring	CDE publishes new ELA Framework
2014, Spring	Field testing of new computer-adaptive assessments for CCSS ELA, Grades 3-8
2015, Spring	First data collection of new computer-adaptive assessments for CCSS ELA Grades 3-8

Figure 2. Timeline of implementation of CCSS ELA.

California staffing demographics. All California public schools are required to

annually submit staffing demographic data to the California Department of Education via the California Longitudinal Pupil Achievement Data System (CALPADS). The *CALPADS Data Guide v. 8.2* indicates that teaching assignments that do not involve the instruction of students must be reported as "non-classroom based staff assignments" (CDE, 2016b, p. 97). The CALPADS Valid Code Combinations file (version 8.2), indicates that there are 98 codes available for non-classroom based staff assignments (CDE, 2016a). In the 2014–2015 school year, teacher librarians were required to be reported as a Pupil Service assignment under code 0204 (CDE, 2016b). Of the remaining 97 codes, there is not a specific classification for TOSA or instructional coach, nor does the *CALPADS Data Guide v. 8.2* provide direction in how to classify these positions. Thus, it is impossible to determine how many instructional coaches are employed in California's public schools. However, there are three general classification codes that schools might use to describe and report these assignments, as listed in Table 8. The definition for the third code, "Other Certificated non-instructional assignment," includes a fourth code, 3020, that could also be utilized to report the assignment.

Table 8

Non-Classroom Based or Support Assignment Staffing Codes

Name	Coded Value	Definition
Mentor teacher	6010	Mentor teacher (CDE, 2016a, Tab 3, Row 1591)
Resource teacher (not instructing students)	6017	Resource teacher (not instructing students). Do not use this if the teacher is providing instruction to students. Submit a Course Section record with a Course Group State Code of 3020 (Consultation/Instructional Support). (CDE, 2016a, Tab 3, Row 1594)
Other Certificated non-instructional assignment	6020	Other Certificated non-instructional assignment (CDE, 2016a, Tab 3, Row 1597)

Figure 3 indicates the number of staff assignments reported by schools for each of these assignment codes in the 2014–2015 school year. Since staff can be assigned up to seven job classification codes ranging in percentage from 0.1 to 100 percent of full-time equivalent (FTE) per school site, these numbers do not indicate an overall total number of teachers assigned to each code.
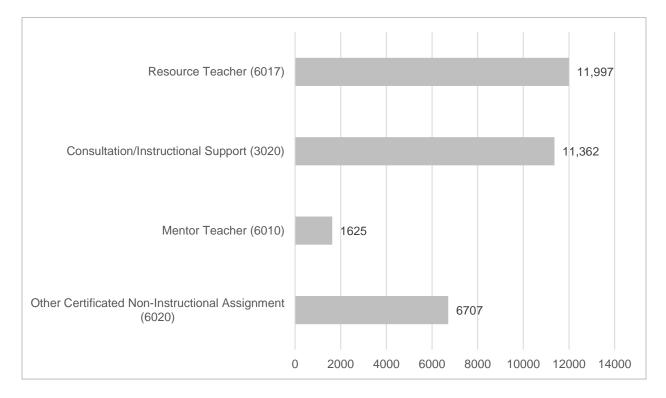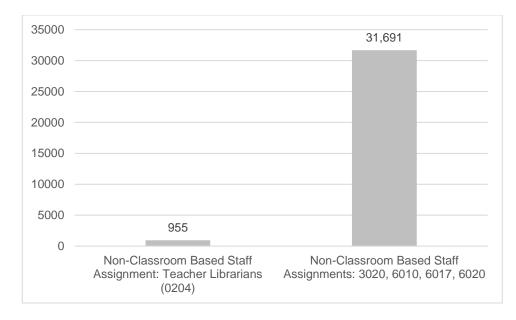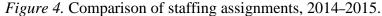

Figure 3. Potential instructional coach assignments, 2014–2015.

If instructional coaches were classified according to these codes, there was a potential of 31,970 instructional coaching assignments in California schools in the 2014–2015 school year. In contrast, there were only 955 staff assignments reported for teacher librarians (see Figure 4).

Figure 4. Comparison of staffing assignments, 2014–2015.

The CALPADS staff assignment classification for teacher librarians was changed for the 2015–2016 school year. Since teacher librarians are required to hold both teaching and teacher librarian credentials, they were to be reported under the job classification of "Teacher" or "Itinerant/Pull-Out/Push-In Teacher" with a new associated "State Course Code of 6026 – (Teacher Librarian Information and Digital Literacy and Digital Citizenship)" (CDE, 2016b, p. 97). The CDE released staffing data for the 2015–2016 school year on May 22, 2017 and 2016– 2017 staffing data on September 21, 2017. Only 152 teacher librarians were reported statewide for 2015–2016, which reveals an 82.3% drop from the 2014–2015 school year; and 361 teacher librarians in 2016–2017. This severe drop led the CDE to conclude that local educational agencies did not understand the changes in reporting and thus did not accurately submit their staffing data for teacher librarians in either school year (CDE, 2017a, 2017b). As a result, the teacher librarian staffing data for the 2015–2016 and 2016–2017 school years is not usable.

Instructional Coaches and Teacher Librarians

Upon examination of the instructional coaching model that is currently used in many

schools throughout the United States, the Big Four Model, and the CCTC TL Standards, it

appears that the expectations for the instructional roles of both instructional coaches and teacher

librarians are similar in nature (CDE, 2013, 2015a; Knight, 2007; Marzano & Simms, 2013).

Both are expected to be experts in providing professional learning. Both are also expected to be

experienced educators that serve to establish collaborative partnerships with teachers in the

planning, delivery, and assessment of instruction in order to improve student achievement. Table

9 summarizes the similarities of the guidelines for instructional practice for the instructional

coach and teacher librarian.

Table 9

Comparison of Instructional Coaching and Teacher Librarian Guidelines for Practice

Big Four Model of Instructional Coaching	California Teacher Librarian Program Standards
A collaborative partnership in which the instructional coach and teacher work together to improve four instructional components:	Both independently and in collaboration with educational partners, teacher librarians will:
1. Student behavior: assist teachers in creating a productive learning environment by guiding them to articulate behavioral expectations, effectively correct student behavior, and increase student engagement	
2. Content knowledge: encourage teachers to develop a deep understanding of the instructional content area by helping them to access and translate state content standards into lessons and units of study	Design developmentally appropriate instruction based on the *Model School Library Standards for California Public Schools*, other academic content area standards, their [teacher librarians'] knowledge of learning theory, and diverse students' interests and needs
3. Direct instruction: identify and assist in the development of instructional practices that the teacher can use to effectively guide students in mastering the content	Use a wide variety of instructional strategies and assessment tools to develop and deliver standards-based learning experiences
4. Formative assessment: assist teachers in developing formative assessments in order to identify learning targets, enable students to monitor their own progress, and provide constructive feedback	Clearly link assessment to student achievement, assess student learning, and develop interventions to maximize student learning outcomes

Where the roles appear to differ is in instructional content; instructional coaches are generally expected to focus upon implementing research-based instructional practices while teacher librarians are expected to specifically focus upon integrating 21st century skills and multiple literacies into the curriculum, which closely aligns to the CCSS ELA. The roles also

differ in role definition, qualifications, and standards and guidelines. While there is no common definition, model, or certification for general instructional coaches (Neumerski, 2013), there does exist a common definition, professional standards, and advanced training and certification for teacher librarians (AASL, 2009a, 2009b, 2010, 2016d; CCTC, 2014, 2015).

Finally, the research base for instructional coaches and teacher librarians differs quite significantly. While there is little research to demonstrate that the role of the instructional coach positively impacts student achievement (Kretlow & Bartholomew, 2010; Neumerski, 2013), there are multiple large-scale studies that demonstrate how strong school library programs led by teacher librarians contribute to student achievement in ELA, including one focused on California's school library programs (Achterman, 2008; Farmer & Safer, 2010; Gretes, 2013; Kachel, 2013; Kaplan, 2010; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016). There is some research to suggest that coaching improves teacher knowledge and skill, but recent studies on instructional coaching have also revealed recurring barriers to effective practice. These include role confusion, a lack of training and support, and inability to engage in coaching work due to competing responsibilities (Bean et al., 2010; Knight, 2012; Lynch & Ferguson, 2010; Galluci et al., 2010; Lowenhaupt et al., 2014; Range et al., 2014; Stock & Duncan, 2010; Vanderburg & Stephens, 2010). Multiple studies have also been conducted to specifically examine administrators' perceptions of the instructional role of the teacher librarian that demonstrate why administrators value this role (Church, 2008, 2010; Levitov, 2013; Lupton, 2016; Shannon, 2012), but only one small study that demonstrates why administrators value the instructional role of the instructional coach (Selvaggi, 2016).

Summary

This review of the literature has demonstrated that California K–12 public school administrators are distributing instructional leadership responsibilities to other school leaders who possess the expertise needed to deeply engage in the instructional program. Two such leaders selected to serve in these roles within the context of the implementation of the CCSS ELA are the instructional coach and teacher librarian. Each of the existing studies that focus upon administrative perception of teacher librarians and instructional coaches was conducted with administrators who worked directly with teacher librarians and instructional coaches. No known studies have been conducted to examine the perception of administrators who do not work with an individual in one of these roles or to examine why they may value one role over another. More specifically, no studies been conducted to examine California K–12 public school administrators' perceptions of these roles in the unique context of a statewide instructional initiative. Therefore, this review of literature supports the need to conduct a study to develop an understanding of why California K–12 school administrators distribute instructional leadership responsibilities, particularly in regard to the provision of professional learning, to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA.

Chapter Two provided a theoretical framework and a review of the relevant literature to that guided the development of this research study. Chapter Three outlines the methods for this collective case study. This includes the design, setting, participant sampling, and data collection and analysis procedures. It also discusses the role of the researcher, methods to maximize trustworthiness, and ethical considerations.

CHAPTER THREE: METHODS

Overview

The purpose of this chapter is to outline the methods for this collective case study designed to develop an understanding of why California K–12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA. This chapter describes the collective case study design, setting, participant sampling, and data collection and analysis procedures. It also discusses my role as the researcher, methods to maximize trustworthiness, and ethical considerations.

Design

This research employed a qualitative research design. Qualitative research emphasizes understanding as the purpose for inquiry and involves a personal, interpretive role for the researcher in a naturalistic setting (Stake, 1995). The approach that I utilized in this study is a case study methodology. This qualitative design provides the ability to develop an in-depth understanding of an issue or concern, which in this study is administrators' perspectives of how instructional coaches and teacher librarians contribute to instructional leadership in the implementation of the CCSS ELA. A case study enables researchers to generate a description and themes of an issue or concern by exploring a real-life, contemporary bounded system through detailed, in-depth data collection via multiple sources of information (Yin, 2014). The bounded system in this study consisted of a comprehensive K–12 California public school site in which either an instructional coach or a teacher librarian was employed.

A multiple-case or collective case study design is utilized when multiple cases are selected to illustrate different perspectives on an issue (Stake, 1995; Yin, 2014). In this study, I selected two cases to illustrate differing administrators' perspectives of instructional leadership.

Case One consisted of a school in which an instructional coach was employed. Case Two consisted of a school in which a teacher librarian was employed. I carefully selected each case and replicated the procedures three times in different school districts in an effort to predict similar results (Yin, 2014). I collected data from interviews with the district and site administrators, focus groups with the site administrator and instructional coach or teacher librarian, observations of the instructional coach and teacher librarian, and documents generated by the school's district and site administrators. I then analyzed categories and themes both within and across Case One and Case Two to determine similarities and differences (Yin, 2014).

Research Questions

In this study, administrators' perceptions of instructional leadership served as the central issue (Hallinger, 2005; Neumerski, 2013; Stake, 1995). Six research questions drove the study in the examination of why and how administrators distributed instructional leadership responsibilities to instructional coaches or teacher librarians in the implementation of the CCSS ELA. Data collected from these questions were used to analyze how the roles of the instructional coach and teacher librarian compare in practice (Spillane, 2006).

1. Why do administrators select instructional coaches to help them provide instructional leadership?

2. Why do administrators select teacher librarians to help them provide instructional leadership?

3. How do administrators and instructional coaches work together to provide professional learning within daily instructional practice?

4. How do administrators and teacher librarians work together to provide professional learning within daily instructional practice?

5. How do administrators evaluate the effectiveness of the instructional coaches' instructional leadership roles?

6. How do administrators evaluate the effectiveness of the teacher librarians' instructional leadership roles?

Setting

The context for this study was comprehensive K–12 California public school districts in which instructional coaches or teacher librarians were employed at individual school sites. I selected California public school districts as the context since they are governed by California Education Code and held accountable for instructing students according to content standards adopted by the California State Board of Education. To obtain differing perspectives of instructional leadership in each case, I selected a total of six different school districts throughout California for this study, three districts for Case One and three districts for Case Two. School districts that employ multiple instructional coaches or teacher librarians are more likely to have established job descriptions, training procedures, and evaluation documents established for these roles. I identified districts that met this criteria by examining CALPADS staffing data; news reports; recommendations from colleagues; and by searching Edjoin.org, California's education job site. Once I located a potential district, I searched its website for specific staffing information on instructional coaches or teacher librarians (e.g. employment information, job descriptions, historical staffing data provided on individual School Accountability Report Cards) to verify that the district employed a significant population of either role. I selected the following districts and school sites to serve as settings for this study. Pseudonyms are used for the names of all settings.

Case One: Setting #1

Adams Unified School District (USD) is a large urban K–12 school district in the

southern region of California, consisting of 33,400 students that attend one of its 38

comprehensive schools or nine specialized schools and programs. Student enrollment by

ethnicity is 70.9% Hispanic or Latino, 14.2% African American, 7.7% White, 2.6% Two or

More Races, 2.1% Asian, 1.4% Filipino, 0.8% Pacific Islander, and 0.3% American Indian or

Alaska Native. Of the total student population, 83.0% are socioeconomically disadvantaged,

21.5% are English Learners, 14.2% are homeless youth, 12.7% are students with disabilities, and

1.4% are foster youth.

The superintendent's leadership team consists of administrators that oversee the

departments of Business, Educational Services, and Human Resources. The Professional

Development Program, led by the Director of Professional Development, resides within the

Educational Services department and serves to support staff in the implementation of the CCSS

and core curriculum. The district employs 27 site-based instructional coaches within the

Professional Development Program and assigns them to schools based upon student achievement

needs and coach-to-teacher ratio.

In 2016, 31% of the district's students met or exceeded the standards on the Smarter

Balanced English Language Arts/Literacy test. A primary goal of the district's Local Control

and Accountability Plan (LCAP) is for all students to be proficient in literacy, numeracy, critical

thinking, and technology. To meet this goal, the district identified three needs related to the

CCSS ELA: a) increase students' proficiency rate on the Smarter Balanced English Language

Arts/Literacy test, b) increase the number of students that meet their expected growth in Reading

on an interim assessment, and c) ensure that all teachers are trained and implementing the CCSS.

A specific action taken to meet these needs includes the provision of professional development

by instructional coaches in the effective implementation of CCSS. The district employs 1,485

certificated teachers and 104 administrators. The district does not employ credentialed teacher librarians.

Acacia Elementary School (K–6) was identified by the Adams USD Director of Professional Development as meeting the criteria for a typical case. The school consists of 604 students, 26 teachers, and two administrators. In 2016, 30% of students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The site's Single Plan for Student Achievement (SPSA) goals mirror the district's LCAP goals, though a barrier to meeting these goals is identified as an increased number of students at risk in reading. The school improvement strategies include a focus upon providing professional development for instructional staff by ensuring that all teachers are trained in ELA standards-based strategies and can fully implement core and intervention ELA programs. A half-time instructional coach is assigned to the site. The principal and instructional coach have worked together for four years.

Case One: Setting #2

Jefferson USD is a large urban K–12 school district in the northern region of California, consisting of 32,000 students that attend one of its 41 schools. Student enrollment by ethnicity is 53.3% Hispanic or Latino, 24.1% White, 13.1% Asian, 4.1% Two or More Races, 2.5% African American, 1.9% Filipino, 0.4% Pacific Islander, and 0.3% American Indian or Alaska Native. Of the total student population, 47.2% are socioeconomically disadvantaged, 21.8% are English Learners, 10.2% are students with disabilities, 0.6% are homeless youth, 0.3% are foster youth, and 0.1% are migrant education.

The superintendent's leadership team consists of 14 administrators that oversee a variety of departments. The department of Curriculum, Instruction, & English Learner Services is led by two directors, one overseeing grades PreK–5 and the other overseeing grades 6–12. The

district employs 56 site-based instructional coaches and allocates them to schools based upon student achievement needs.

In 2016, 54% of the district's students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The primary goal of the district's LCAP is to provide a high-quality and comprehensive instructional program. A specific action taken to meet this goal includes the provision of support by site-based instructional coaches in the implementation of the CCSS. The district employs 1,590 certificated teachers and 124 administrators. The district does not employ credentialed teacher librarians.

Juniper Elementary School (K–5) was identified by the Jefferson USD Director of Curriculum, Instruction, & English Learner Services as meeting the criteria for a typical case. The school is an International Baccalaureate (IB) Primary Years Program World School consisting of 443 students, 21 teachers, and one administrator. In 2016, 33% of students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The site's SPSA goals are aligned to the district's strategic plan. The SPSA action plan for ELA is focused upon raising student achievement in early literacy in grades K–2 and reading in grades 3–5. An action taken to support these goals includes the provision of professional development to teachers. A full-time instructional coach is assigned to the site by the district. The school site also employs an instructional coach focused upon providing support for the IB program. The principal and district-assigned instructional coach have worked together for one year.

Case One: Setting #3

Lincoln USD is a small rural K–12 school district in the central region of California, consisting of 3,300 students that attend one of its five comprehensive schools or five specialized schools and programs. Student enrollment by ethnicity is 89.7% Hispanic, 6.1% White, 3.4%

African American, 0.3% Asian, 0.2% Filipino, 0.1% American Indian or Alaska Native, and 0.1% Two or More Races. Of the total student population, 84.5% are socioeconomically disadvantaged, 28.5% are English learners, 9.1% are students with disabilities, 2.5% are homeless youth, 1.8% are migrant education, and 0.8% are foster youth.

The superintendent's leadership team consists of seven administrators that govern seven different departments. The department of Educational Services is led by the Director of Educational Services and oversees the district's Curriculum and Instruction program. Within this program, the district employs 10 site-based instructional coaches to assist teachers in the instruction process and implementation of the CCSS. Instructional coaches are hired for specific sites, based upon need.

In 2016, 29% of the district's students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The primary goal of the district's LCAP is to provide a rigorous educational program that prepares students for college and career readiness. In ELA, the district identified two priorities to meet this goal: to improve the performance of students with disabilities and African American students. A specific action taken to meet these priorities is the provision of professional development by instructional coaches to integrate curriculum and technology with the CCSS. The purpose of this is to increase academic instruction to improve the proficiency of at-risk students. The district employs 166 certificated teachers and 16 administrators. The district does not employ credentialed teacher librarians.

Lemon Middle School (Grades 6–8) was identified by the Lincoln USD Director of Educational Services as meeting the criteria for a typical case. The school consists of 750 students, 37 teachers, and three administrators. In 2016, 27% of students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The site's SPSA goals

are aligned to the district's LCAP. The SPSA goal related to ELA is focused upon improving

students' reading abilities. An action taken to reach this goal includes the development of ELA

unit plans with the support of an instructional coach. An additional SPSA goal is focused upon

the implementation of strategies to increase student engagement with standards-based

curriculum. Instructional coaches are noted as one party responsible for providing both

classroom-based and stand-alone training to teachers in a variety of instructional programs and

strategies. The site employs one full-time instructional coach. The principal and instructional

coach have worked together for three years. Table 10 summarizes the demographics of Case

One settings.

Table 10

Case One Settings

Setting	CA Region	Students	Teachers	Administrators	Instructional Coaches	Smarter Balanced ELA 2016 Results: Met/Exceed
Adams USD	Southern Urban	33,400	1,485	104	27	31%
Acacia Elementary School (K–6)		604	26	2	0.5	30%
Jefferson USD	Northern Urban	32,000	1,590	124	56	54%
Juniper Elementary School (K–5)		443	21	1	2	33%
Lincoln USD	Central Rural	3,300	166	16	10	29%
Lemon Middle School (6–8)		750	37	3	1	27%

Case Two: Setting #1

Madison High School District (HSD) is a large urban secondary (grades 7–12) school district in the southern region of California, consisting of 40,700 students that are enrolled at one of its 32 campuses. Student enrollment by ethnicity is 76.9% Hispanic or Latino, 8.2% Filipino, 5.7% White, 4.5% Two or More Races, 2.6% African American, 1.4% Asian, 0.3% Pacific Islander, and 0.1% American Indian or Alaska Native. Of the total student population, 55.1% are socioeconomically disadvantaged, 22.7% are English Learners, 11.9% are students with

disabilities, 1.1% are homeless youth, and 0.3% are foster youth.

The superintendent's leadership team consists of five administrators that oversee six divisions. Within the division of Teaching and Learning resides the Curriculum and Instruction Department, which is helmed by the Executive Director of Curriculum and Instruction. This department serves to establish excellence in teaching and learning so that students will be successfully prepared for college and career. The Curriculum and Instruction Department oversees the district's library services and provides direction for the district's 24 site-based teacher librarians that are selected at the school-site level.

In 2016, 54% of the district's students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The primary goal of the district's LCAP is to ensure excellence in teaching and learning to prepare students to succeed in college and career. Several actions are outlined to meet this goal: (a) provide professional development in California Standards-aligned curriculum with a focus on literacy skills, quality instruction, and mastery; (b) utilize Teacher Librarians to increase student acquisition of 21st century skills though digital citizenship and support for the use of technology; (c) extend library hours and resources for Teacher Librarians to support all students before and after school; and d) provide staff opportunities to share best practices, participate in co-learning activities, and deepen knowledge of effective teaching and learning. A secondary goal of the district's LCAP is to create a safe and healthy learning environment. An action identified to meet this goal describes how teacher librarians will provide safe and engaging physical spaces and activities that support technology and literacy. A third LCAP goal focuses upon supporting student success through parent and community engagement. An action taken to meet this goal includes the provision of support by teacher librarians to parents in digital citizenship and Internet safety. Finally, a fourth LCAP

goal focuses upon establishing operational excellence to support student success. An action

intended to meet this goal communicates the importance of building relationships among all

employees through purposeful collaboration. The district employs 1,947 certificated teachers

and 135 administrators. The district does not employ full-time instructional coaches; however, it

does employ part-time, site-based Teachers on Special Assignment (TOSA) as specialists trained

to provide professional development to teachers in curricular content areas. The Curriculum and

Instruction Department also provides direction to this population of specialists.

Magnolia Senior High School was identified by the Executive Director of Curriculum

and Instruction as meeting the criteria for a typical case. The school consists of 2,095 students,

49 teachers, and five administrators. In 2016, 43% of students met or exceeded the standards on

the Smarter Balanced English Language Arts/Literacy test. The site's SPSA goals are aligned to

the district's LCAP goals. As such, a planned action step is for district and site Curriculum

Specialists and a literacy consultant to provide professional development to support the

implementation of high quality lesson plans in all content areas and to encourage teachers to

participate in learning walks, lesson studies, and attend conferences. A full-time Teacher

Librarian is assigned to the site's library along with one full-time paraprofessional library

assistant. The site also employs four resource teachers, called Curriculum Specialists, in ELA,

math, science, and history/social science. These specialists teach in the classroom for three

periods each day and then provide two periods of support to staff; they also develop and deliver

formal professional development at designated meetings. The Assistant Principal of Curriculum

and Instruction and the Teacher Librarian have worked together for two years.

Case Two: Setting #2

Roosevelt High School District is a large urban high (grades 9–12) school district in the

central region of California, consisting of 38,700 students that are enrolled at one of its 18

comprehensive sites. Student enrollment by ethnicity is 65.3% Hispanic or Latino, 21.9% White,

5.9% African American, 2.6% Asian, 1.3% Filipino, 1.1% Two or More Races, 0.6% American

Indian or Alaska Native, and 0.2% Pacific Islander. Of the total student population, 69.0% are

socioeconomically disadvantaged, 8.9% are students with disabilities, 7.4% are English

Learners, 0.7% are foster youth, and 0.4% are homeless youth.

The superintendent's leadership team consists of four administrators that govern four

divisions. Leadership for the district's 18 site-based teacher librarians is provided by the

Director of Instruction within the Department of Instruction, which provides direction in the

development of the district's instructional programs. Professional development is directed by the

Instructional Services department, also located within the Instruction Division and helmed by the

Director of Instructional Services. Teacher Librarians are selected by principals at the site level.

In 2016, 52% of the district's students met or exceeded the standards on the Smarter

Balanced English Language Arts/Literacy test. The primary goal of the district's LCAP is the

provision of rigorous and relevant instruction by highly qualified and trained teachers. Two

actions related to ELA are outlined to meet this goal: (a) provide additional staffing for a new

literacy course, and (b) retain district Resource Teachers to provide professional development in

the CCSS and literacy course curriculum. A secondary goal of the district's LCAP is to provide

safe and well-equipped schools with relevant instructional resources to enable student success

with the content standards. Three actions noted to meet this goal include (a) the maintenance of

Teacher Librarians at each site to provide support to core curriculum via resources and services,

(b) keeping each site library open beyond the school day to support student academic progress,

and (c) utilizing site-level technology lead teachers to support professional development in

technology. A third LCAP goal focuses upon preparing students for post-graduate success through the core subject areas. An action planned to meet this goal details how professional development in the effective teaching of CCSS will be provided to teachers to prepare students to meet or exceed standards on the Smarter Balanced English Language Arts/Literacy test.

The district employs 1,697 certificated teachers and 129 administrators. The district does not employ full-time instructional coaches; however, it does employ district-level Resource Teachers to provide professional development to teachers in curricular content areas and site-based technology lead teachers to provide professional development in technology.

Redwood High School was identified by the Director of Instructional Services as meeting the criteria for a typical case. The school consists of 2,277 students, 102 teachers, and six administrators. In 2016, 50% of students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The site's SPSA goals are aligned to the district's LCAP goals, with a targeted instructional focus of student learning and achievement through advancement in literacy. Actions taken to achieve these goals include the provision of professional development to teachers, the maintenance of a teacher librarian, and extended school library hours. A full-time Teacher Librarian is assigned to the site's library along with one full-time paraprofessional library assistant. The Principal and the Teacher Librarian have worked together for two years.

Case Two: Setting #3

Taft USD is a mid-sized K–8 urban school district in the central region of California, consisting of 10,900 students that are enrolled at one of its 18 school sites. Student enrollment by ethnicity is 66.3% Hispanic or Latino, 14.8% White, 9.4% Asian, 5.2% African American, 2.2% Two or More Races, 0.7% Filipino, 0.3% American Indian or Alaska Native, and 0.2%

Pacific Islander. Of the total student population, 81.3% are socioeconomically disadvantaged, 8.6% are students with disabilities, 24.1% are English Learners, 2.9% are migrant education, 1.3% are foster youth, and 0.5% are homeless youth.

The superintendent's leadership team consists of three administrators that oversee the divisions of Educational, Administrative, and Personnel Services. The Educational Services division provides guidance and support to school sites in the areas of curriculum, instruction, and professional development and is governed by the Assistant Superintendent of Educational Services. The district employs nine teacher librarians, each of whom serves two school sites under the direction of the site principals. One full-time library paraprofessional is assigned to each of the district's school sites.

In 2016, 36% of the district's students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. Two of the district's LCAP goals are focused upon improving student achievement in this area. The first goal is to increase student proficiency through well-designed instruction and CCSS-aligned materials; the second goal states that all teachers will receive well-planned professional development to meet the district's priorities. Actions taken to meet these goals include the funding of Teacher Librarians to lead 21st century learning efforts and Teachers on Special Assignment to coach and support classroom teachers. One of the greatest needs identified is in ELA with the adoption of new curriculum. Teacher Librarians are noted as individuals responsible for supporting the advancement of the curriculum with classroom teachers. The district employs 514 certificated teachers and 50 administrators. The district does not employ permanent instructional coaches; however, it does employ temporary Teachers on Special Assignment to provide support to teachers in improving instructional practices.

Torrey Elementary School (K–6) was identified by the Assistant Superintendent of Educational Services as meeting the criteria for a typical case. The school consists of 774 students, 36 teachers, and two administrators. In 2016, 54% of students met or exceeded the standards on the Smarter Balanced English Language Arts/Literacy test. The site's SPSA goals are aligned to the district's LCAP goals, with specific goals set to increase student achievement in ELA. Actions taken to achieve these goals include the ongoing provision of instructional assistance to teachers by a Teacher Librarian. A half-time Teacher Librarian is assigned to the site's library along with one full-time paraprofessional library assistant. The Principal and the Teacher Librarian have worked together for three years. Table 11 summarizes the demographics of Case Two settings.

Table 11

Case Two Settings

	CA Region	Students	Teachers	Administrators	Teacher Librarians	Smarter Balanced ELA 2016 Results: Met/Exceed
Madison HSD	Southern Urban	40,700	1,947	135	24	54%
Magnolia High School (9–12)		2.095	49	5	1	43%
Roosevelt HSD	Central Urban	38,700	1,697	129	18	52%
Redwood High School (9–12)		2,277	102	6	1	50%
Taft USD	Central Urban	10,900	514	50	9	36%
Torrey Elementary School (K–6)		774	36	2	0.5	54%

Participants

I used replication logic to select the participants for this collective case study. This procedure consists of carefully selecting cases to predict similar results. According to Yin (2014), the ability to replicate similar results across six to 10 cases can provide "compelling support for the initial set of propositions" (p. 57). To accomplish this, I first identified comprehensive K–12 California public school districts that primarily employed either instructional coaches or teacher librarians at individual school sites. Once I identified a district, I

searched its website to locate and review the district's Board Policy (BP) and Administrative Regulation (AR) 6162.8, which outlines each district's protocol for engaging in research. I then emailed the designated individual (which was typically the superintendent or his/her "designee"; see Appendix B for email script) a signed copy of my Permission Request Letter (see Appendix C), Liberty University IRB Procedures for District/School Permission (see Appendix D), Permission Letter Template (see Appendix E), and Consent Form (see Appendix F). If I did not receive a response within three business days, I placed a follow-up phone call to the designated individual (see Appendix B for phone script).

Once each district provided me with a letter of permission to participate in the study, I requested a meeting (via phone or in person) with the district administrator that provided support for instructional coaches or teacher librarians within the district (see Appendix B for email script). In California's K–12 public school districts, this individual is typically the Assistant Superintendent, Coordinator, or Director of Curriculum and Instruction or Educational Services. During the meeting, I discussed the details of the study and asked him or her to identify a school site within the district in which a site administrator directly supervised an instructional coach or teacher librarian and that represented a "typical case" within the district. I explained that a typical case illustrates what the district considers to be "normal" or "average" in regard to the working relationship between the site administrator and instructional coach or teacher librarian within the district. This careful selection of a typical case for each district was intended to provide similar results within and across Case One and Case Two in the study (Stake, 1995; Yin, 2014). After each district administrator and I selected a school site, I was able to identify each setting's participants as the (a) district administrator, (b) school site administrator, and (c) the school site's instructional coach or teacher librarian. This sampling procedure yielded three

participants for each of the three settings within Case One and Case Two, resulting in a total of

18 participants for this study. Table 12 provides the relevant demographic information for each

participant by case and setting.

Table 12

Participant Demographics

Case	Setting	Position	Name	Current Role in Setting	Years in Current Role
One	Adams USD Acacia ES	District Administrator Site Administrator Instructional Coach	Alice Angela Audrey	Director Principal Instructional Coach	6 8 4
	Jefferson USD Juniper ES	District Administrator Site Administrator Instructional Coach	Jeanette Joanna Julie	Director Principal Instructional Coach	5 2 1
	Lincoln USD Lemon MS	District Administrator Site Administrator Instructional Coach	Laurel Leon Lynn	Director Principal Instructional Coach	5 3 5
Two	Madison HSD Magnolia HS	District Administrator Site Administrator Teacher Librarian	Manuel Michael Monica	Director Assistant Principal Teacher Librarian	3 2 10
	Roosevelt HSD Redwood HS	District Administrator Site Administrator Teacher Librarian	Rachel Richard Roxanne	Director Principal Teacher Librarian	1 2 9
	Taft USD Torrey ES	District Administrator Site Administrator Teacher Librarian	Tanya Tomas Tracey	Assistant Superintendent Principal Teacher Librarian	3 5 3

Procedures

I first identified comprehensive K–12 California public school districts that primarily

employed either instructional coaches or teacher librarians at individual school sites. I

accomplished this by examining CALPADS staffing data; news reports; recommendations from

colleagues; and by searching Edjoin.org, California's education job site. Once I located a

potential district, I searched its website for specific staffing information on instructional coaches

or teacher librarians (e.g. employment information, job descriptions, historical staffing data provided on individual School Accountability Report Cards) to verify that the district employed a significant population of either role. Once I identified a district, I searched its website to locate and review the district's Board Policy (BP) and Administrative Regulation (AR) 6162.8, which outlines each district's protocol for engaging in research. I began contacting districts in January 2017 by emailing the designated individual (which was typically the superintendent or his/her "designee;" see Appendix B for email script) a signed copy of my Permission Request Letter (see Appendix C), Liberty University IRB Procedures for District/School Permission (see Appendix D), Permission Letter Template (see Appendix E), and Consent Form (see Appendix F). If I did not receive a response within three business days, I placed a follow-up phone call to the designated individual (see Appendix B for phone script). Of those that responded, I was informed of varying procedures for gaining permission to complete my study in each school district. Of the six final participating school districts, four required detailed applications and supporting documentation (e.g. description of methodology, copies of interview and observation protocols, copy of Liberty University IRB application). I carefully completed each procedure as requested. Gaining permission from each district proved to be a lengthy process. In February 2017 I received letters of permission from the two local school districts that agreed to participate in the pilot study and two districts that agreed to participate in the actual study.

I then submitted my Liberty University Institutional Review Board (IRB) application with the four letters of permission. On March 14th, 2017, I was granted IRB approval to begin collecting data in those four school districts and was informed that I would need to submit Change in Protocol Forms to the IRB when I received letters of permission from the remaining four school districts that I had not yet identified and/or received approval. I completed this as

requested and received IRB approval for the changes in protocol during the months of April, May, and August 2017. I did not collect data in any school district prior to obtaining approval from the IRB for that specific site.

Upon receiving IRB approval, I conducted a pilot study with a convenience sample of two local public school districts, one that primarily employs instructional coaches and one that primarily employs teacher librarians. This provided a "less structured and more prolonged relationship" (Yin, 2014, pp. 96–97) between myself and the participants than what occurred in the actual cases. The purpose of the pilot study was to refine the recruitment scripts, interview and focus group questions, data collection procedures, and logistics (Yin, 2014). After completing the pilot study in March 2017, I found I needed to slightly revise the recruitment scripts and interview and focus group questions. I submitted my revisions with a Change in Protocol Form to the IRB and received approval on March 28, 2017. I also created a Data Collection Form to keep track of contact information and data collection for each school district. (see Appendix I). I did not utilize any of the data I collected from the pilot study in the actual study.

After receiving IRB approval to begin collecting data in each of the officially participating settings, I then worked with each site's district administrator to contact and schedule the participant interviews, focus group, and observation (see Appendix B for recruitment scripts). I collected signed consent forms (see Appendix F) from each participant prior to engaging in each interview, focus group, and observation (see Appendices G and H) throughout the months of April, May, August, September, and October 2017. Since I received data in both print and electronic formats, I created both an electronic and physical file for each setting. As I identified and collected data, I noted this on a printed Data Collection Form (see

Appendix I) that I kept in each setting's physical file. All electronic files were stored on password-protected computers and backed up to an external hard drive that was stored in a locked safe in my home. All physical files were stored in a locked cabinet in my home. I copied each of the interview and focus group audio files to a USB drive that I physically delivered to a professional transcriptionist. I directed the transcriptionist to transcribe the interviews verbatim, except for any identifying information such as names of people or places. She either replaced participant names and settings with generic acronyms or redacted this information. I later replaced the generic acronyms with pseudonyms. After receiving the transcription files for each site, I listened to each interview and focus group while carefully reviewing and annotating a printed copy of each file. I then edited content as needed in the electronic file, correcting small errors and removing irrelevant information (see Appendix J for a sample transcript file). During each observation I took notes by hand on printed copies of the Observation Protocol (see Appendix H) and later transcribed these myself into electronic format. Any documents that I received in print format I also scanned into electronic format. I repeated this procedure with each of the three settings for Case One and Case Two and then began the process of data analysis.

The Researcher's Role

Qualitative research is personal since the researcher serves as the instrument of inquiry. As such, the researcher has an obligation to acknowledge how his or her background, education, experiences, and interpersonal competencies will affect the credibility of data collection, analysis, and interpretation of findings (Stake, 1995). As a credentialed teacher librarian who taught in California public schools and a director of a graduate level teacher library preparation program, I have firsthand knowledge and experience with educators' lack of knowledge and understanding of

the instructional role of the teacher librarian. As a result of my education and experience with the teacher librarian profession, I am clearly biased in favor of encouraging administrators to employ teacher librarians over other personnel when funding allows. To minimize how this bias affected my data collection and analysis procedures, I made an effort to present myself an anonymously as possible to participants. I introduced myself as both a Doctor of Education (Ed.D.) candidate and a professor who works in teacher training in a school of education. I also sought to identify participants with whom I had no previous association and who are known for representing typical cases in both Case One and Case Two. Due to the small population of teacher librarians in California, I knew it was likely that I would have either previously met or worked with at least one teacher librarian in a district's employ. After identifying each case setting, I found that I had relationships (in connection to my current position) with potential teacher librarian participants in two of the Case Two settings. In working with the district administrator for each of those settings, I requested that I not be placed with those potential participants, if possible. Both district administrators honored my request and were still able to identify an appropriate "typical case." While conducting interviews at those sites, I then learned that four of the participants were alumni of the institution at which I currently work and three were graduates of the program I currently direct. However, each of these participants completed their programs prior to my employment at the institution.

To remain open to what I might learn through data collection, I strove to maintain empathetic neutrality with each participant. Following each instance of data collection, I engaged in memoing in a physical reflective journal. This enabled me to become more aware of feelings or biases that could influence my analysis and interpretation of the data. Overall, I found it challenging to maintain empathic neutrality with participants; I found myself

empathizing with all of them since I have experienced many of the circumstances they described. I also found it difficult to maintain anonymity with participants. Most participants intuited that I knew more about the role of teacher librarians than I was sharing and were curious to learn more. In those instances, I requested that they wait until we completed data collection before I answered their questions. I also maintained integrity in my sampling procedures, data collection and analysis, and reporting by keeping a case study database with a clear chain of evidence and engaged in a peer review to confirm the accuracy of my findings, interpretations, and conclusions (Yin, 2014).

Data Collection

According to Yin (2014), the use of multiple sources of data, or triangulation, is a major strength of case studies. Triangulation enables a researcher to examine the phenomenon of study via multiple measures and corroborate his or her findings and strengthens the construct validity of the case study. In this study, the multiple sources of data collection included (a) interviews and focus groups with participants, (b) observations of participants, and (c) examination of relevant documents within each case.

Interviews

Interviews are considered an essential source of evidence in case studies since they can provide in-depth insights into human affairs or actions and assist a researcher in identifying other relevant sources of evidence (Yin, 2014). In this study I conducted two semi-structured interviews in person with administrators in the selected setting. Prior to beginning the interview, I asked each participant to sign a consent form. I audio-recorded each interview and directed a professional transcriptionist to transcribe each audio recording verbatim (Yin, 2014).

I first conducted one semi-structured interview with the district administrator participant.

Following this interview, I conducted a second semi-structured interview with the site administrator participant in the typical case identified by the district administrator. I requested that interviews be conducted in the selected setting at a quiet location of the participant's choice. I communicated that the interview would range between 30 and 60 minutes in length. Tables 13 and 14 outline the interview protocols for the district and site administrators. I developed the protocols with open-ended questions that align to the study's research questions and are grounded in the literature. I requested two experts in the field, a superintendent of a California K–8 public school district and the director of a California administrator preparation program, to review the interview questions. Both experts found the questions to be sufficiently open-ended, thought-provoking, and focused in a manner that would evoke solid data. I also refined the interview questions and associated procedures through a pilot test conducted with two local school districts, one that primarily employs teacher librarians and one that primarily employs instructional coaches (Yin, 2014).

Table 13

Interview Questions: District Administrator (see also Appendix G)

Question #	Questions	Research Question
1.	Tell me about yourself. Why did you decide to pursue a career in education?	
2.	Tell me about why you became an administrator. • Education/credentials • Prior teaching experience • Length of time in current position	1/2

3.	Both the *CCSS Systems Implementation Plan* and the *ELA Framework* state that strong instructional leadership and high quality professional learning are required for successful implementation of the CCSS ELA. Many districts have sought to fulfill this need by hiring instructional coaches (IC) or teacher librarians (TL) to implement a model of continuous, embedded, one-on-one professional learning in ELA at the school site level. Why did this district select ICs/TLs?
	• How many ICs/TLs are employed in the district?
	   • How many were selected internally?
	   • How many were selected from outside of the district?
		1/2

4.	What is the process for selecting the IC/TLs? • Qualifications? • How are they assigned to school sites?	1/2

5.	What are the district's expectations for IC/TLs in regard to the implementation of the CCSS ELA?
	• Upon what foundation(s) are these expectations based?
	   • (IC) a particular coaching model?
	   • (TL) the *Model School Library Standards for California Public Schools*?
	   • Professional resources?
	   • Research?
	• How does the IC/TL's job description communicate these expectations?
	• How was the job description created?
		3/4, 5/6

6.	What types of support does the district provide to IC/TLs? • Training • Professional Learning • Mentoring • Paraprofessional/administrative (classified) personnel	3/4, 5/6
7.	How are IC/TLs classified in annual CALPADs staffing reports?	5/6
8.	How are IC/TLs evaluated and by whom? • Standard teacher contract/evaluation form? • Special process/evaluation form?	5/6

Table 13 (continued)

Question #	Questions	Research Question
9.	How did you personally learn about the roles of ICs and TLs? Via: • Teacher or administrative preparation program? • Previous experience? • District expectations (job descriptions, training manual, evaluation forms)? • Professional standards (MSLS, ELA Framework)? • Government codes (Ed Code, CCTC)? • Professional learning? • Professional reading? • Research? • Colleagues?	1/2
10.	Please share your thoughts on anything else related to this topic.	
11.	If I have any additional questions, may I contact you in person, by phone, or email?	

Questions 1 and 2 were designed to help establish rapport with the district administrator and learn about his or her background (Patton, 2015). Questions 3, 4, 5, and 9 enabled an understanding of the district's unique situation by asking why and by what process either instructional coaches or teacher librarians were selected to provide instructional leadership in ELA. Since the CCTC does not authorize a credential for instructional coaches and there is no common definition or national certification for instructional coaches (Neumerski, 2013), question 4 helped to determine the qualifications that the district had established for this particular role.

Question 5 enabled me to determine the expectations to which instructional coaches or teacher librarians are held in their daily practice. Since there are no common models or professional standards for instructional coaches (Neumerski, 2013) and both state and national professional standards for teacher librarians (AASL, 2009a, 2009b, 2010, 2016d; CCTC, 2014, 2015) it was important to for me to discern the foundation(s) upon which district expectations are

founded and whether these expectations have been clearly communicated in a job description that is specific to the position.

Questions 6, 7, and 8 relate to the effectiveness of the practice of instructional coaches and teacher librarians. In order to determine effectiveness (Spillane, 2006), I must be able to determine the methods by which instructional coaches and teacher librarians are evaluated. Again, since the CCTC does not authorize a credential for instructional coaches and the literature demonstrates that lack of support is a barrier to instructional coach effectiveness (Lynch & Ferguson, 2010; Range et al., 2014; Stock & Duncan, 2010), it was important to discern how the district trains and supports these individuals and provides ongoing training and support to both instructional coaches and teacher librarians. Questions 7 and 8 enabled me to learn whether instructional coaches and teacher librarians are classified as teachers and held to the evaluation processes outlined in the district's teachers' contract.

Since most administrators lack knowledge and understanding of the instructional role of teacher librarians and the CCTC and CDE have not established standards and guidelines for instructional coaches (Everhart & Mardis, 2014; Kaplan, 2010; Lance & Hofschire, 2013; Levitov, 2013; VanTuyle & Watkins, 2012), questions 2 and 9 enabled me to discern the district administrator's source(s) of knowledge of these roles and determine possible avenues for future educational efforts. Question 10 provided the district administrator the opportunity to share any additional information. Question 11 enabled me to establish future contact, if needed.

Table 14

Interview Questions: Site Administrator (see also Appendix G)

Question #	Questions	Research Question
1.	Tell me about yourself. Why did you decide to pursue a career in education?	
2.	Tell me about why you became an administrator. • Education/credentials • Prior teaching experience • Length of time in current position	1/2
3.	Instructional leadership is defined as a role in which a leader defines the school's mission, manages the instructional program, and promotes a positive school learning climate. How do you provide instructional leadership? • To what extent are you able to fully engage in instructional leadership tasks?	1/2
4.	Tell me about your experience with the implementation of the CCSS ELA.	1/2
5.	What are your greatest concerns about the implementation of the CCSS ELA? • Regarding the most recent Smarter Balanced ELA Summative Test results?	1/2
6.	What are your ELA instructional goals?	5/6
7.	Both the *CCSS Systems Implementation Plan* and the *ELA Framework* state that strong instructional leadership and high quality professional learning are required for successful implementation of the CCSS ELA. Many districts have sought to fulfill this need by hiring instructional coaches (IC) or teacher librarians (TL) to implement a model of continuous, embedded, one-on-one professional learning in ELA at the school site level. What are your expectations for the IC/TL in providing professional learning in ELA to teachers?	3/4
8.	In what ways do you support the IC/TL in this role?	3/4
9.	In addition to providing professional learning, how does the IC/TL assist you in meeting your ELA instructional goals? • Specific examples?	3/4
10.	How do you evaluate the IC/TL to ensure that he or she is fulfilling his or her instructional leadership role?	5/6
11.	What do you most value about the role of the IC/TL?	1/2, 5/6

Table 14 (continued)

Question #	Questions	Research Question
12.	How did you personally learn about the roles of ICs and TLs? Via: • Teacher or administrative preparation program? • Previous experience? • District expectations (job descriptions, training manual, evaluation forms)? • Professional standards (MSLS, ELA Framework)? • Government codes (Ed Code, CCTC)? • Professional learning? • Professional reading? • Research? • Colleagues?	1/2
13.	Please share your thoughts on anything else related to this topic.	
14.	If I have any additional questions, may I contact you in person, by phone, or email?	

Questions 1 and 2 were designed to enable me to establish rapport with the site administrator and learn about his or her background (Patton, 2015). Questions 2, 3, 4, 5, and 9 allowed me to define the school site's unique situation by eliciting the participant's view on how he or she provides instructional leadership (Hallinger & Murphy, 1985, 2013) and corresponding need to distribute responsibility to others (Spillane, 2006) and his or her experience and concerns with the CCSS ELA implementation and ELA goals (CDE, 2013, 2014). Question 7 enabled me to determine the expectations to which the administrator holds the instructional coach or teacher librarian and how they align with the expectations set forth by the their district. Since the literature demonstrates that lack of support is a barrier to instructional coach effectiveness (Lynch & Ferguson, 2010; Range et al., 2014; Stock & Duncan, 2010), question 8 allowed me to discern how the administrator specifically supports the instructional coach or teacher librarian.

Questions 6 and 10 relate to the effectiveness of the practice of instructional coaches and teacher librarians. In order to develop an understanding of their effectiveness (Spillane, 2006), I

needed to be able to determine the goals and methods by which they are evaluated (Hallinger & Murphy, 1985). Since the supporting research base differs for each role, there is no common definition, model, or certification for instructional coaches in California, and school leaders often lack knowledge and understanding of the instructional role of the teacher librarian (AASL, 2009a, 2009b, 2010, 2016d; Achterman, 2008; CCTC, 2014, 2015; Church, 2008, 2010; Farmer & Safer, 2010; Gretes, 2013; Kachel, 2013; Kaplan, 2010; Kretlow & Bartholomew, 2010; Levitov, 2013; Neumerski, 2013; *School Libraries Impact Studies*, 2013; *School Libraries Work*, 2016; Shannon, 2012; VanTuyle & Watkins, 2012), questions 11 and 12 enabled me to clarify the sources from which administrators derive their knowledge of and value for each role. Question 13 provided the district administrator the opportunity to share any additional information with me. Question 14 enabled me to establish future contact, if needed.

Observations

Direct observation allows a researcher to examine a phenomenon of interest in a real-world setting. As a nonparticipant observer I observed the instructional coach or teacher librarian conduct his or her duties over the course of one instructional day. Throughout the observation, I collected field notes to document how his or her activities aligned with the instructional leadership perceptions provided by the administrators in their interviews. I recorded the field notes in writing on an observational protocol (see Appendix H) and later transcribed these into electronic format (Yin, 2014).

Focus Group

Following each site's observation, I conducted a focus group with both the instructional coach or teacher librarian and his or her site administrator. The purpose of this focus group was to observe how the two participants interacted, corroborate the data collected in interviews and observation, and obtain the participants' views regarding how they work together to provide instructional leadership in the implementation of the CCSS ELA. I developed the focus group protocol (see Table 15) with open-ended questions that aligned to the study's research questions and are grounded in the literature. I requested two experts in the field, a superintendent of a California K–8 public school district and the director of a California administrator preparation program, to review the focus group questions. Both experts found the questions to be sufficiently open-ended, thought-provoking, and focused in a manner that would evoke solid data. I also refined the focus group questions and associated procedures through a pilot test conducted with two local school districts, one that primarily employs teacher librarians and one that primarily employs instructional coaches (Yin, 2014).

Table 15

Focus Group Questions (see also Appendix G)

Question #	Questions	Research Question

1.	1. TL/IC: Tell me about why you became a TL/IC.
	  • Education/credentials
	  • Prior teaching experience
		1/2

2.	How long have you worked together and in what capacity?	1/2

3.	Describe the instructional leadership actions you take to support the implementation of the CCSS ELA in regard to:
	  a. Supporting the school's mission
	  b. Managing the instructional program
	  c. Promoting a positive school learning climate
		3/4

4.	How do you use the information provided in the ELA Framework to guide professional learning efforts?	3/4
5.	Who directs/initiates professional learning activity between teachers and the IC/TL?	3/4
6.	Tell me about any standards or guidelines that you use to inform your daily practice.	3/4
7.	On a typical day, about how much time do you spend working directly with teachers?	3/4

8.	Tell me about any barriers that keep you from fully engaging in the ELA instructional program. Examples (if needed):
	  • Time
	  • Role confusion
	  • Teacher resistance
	  • Multiple responsibilities
	  • Limited resources
	  • Training
	  • Support
		3/4

9.	How often do you meet together to discuss instructional goals, progress, and next steps?	3/4
10.	Please share your thoughts on anything else related to this topic.	
11.	If I have any additional questions, may I contact you in person, by phone, or email?	

Questions 1 and 2 were designed to enable me to learn about the participants' background and experience together (Patton, 2015). Questions 1, 3, and 7 were designed to elicit the participants' views on how the administrator distributes instructional leadership responsibilities to the instructional coach or teacher librarian (Hallinger & Murphy, 1985, 2013; Spillane 2006).

Questions 2 and 4 enabled me to learn how the participants implement a model of continuous, embedded, one-on-one professional learning in ELA at the school site level (Darling-Hammond et al., 2009, 2017). Questions 5 and 6 helped me to identify barriers to effective practice revealed in the literature such as role confusion, a lack of training and support, and inability to fully engage in primary work due to competing responsibilities (Bean et al., 2010; Galluci et al., 2010; Knight, 2012; Lowenhaupt et al., 2014; Lynch & Ferguson, 2010; Range et al., 2014; Stock & Duncan, 2010; Vanderburg & Stephens, 2010). Question 8 provided the site administrator the opportunity to share any additional information with me. Question 9 enabled me to establish future contact, if needed.

Documents

To corroborate and augment evidence found in the literature and data collected from the interviews, observations, and focus groups, I collected and reviewed relevant documents (Yin, 2014). These documents included each district's Local Control and Accountability Plan (LCAP) and each school site's Single Plan for Student Achievement (SPSA). Both documents are required by the CDE and outline how the school/district intends to meet their annual goals. These documents provided data to address research questions 5 and 6. Job descriptions and formal evaluation forms utilized for the instructional coaches and teacher librarians were also collected from each setting to provided data to address all research questions.

<div align="center">

Data Analysis

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I first conducted within-case analyses of the data collected from the three settings in Case One, administrative perception of the instructional coach, and three settings in Case Two, administrative perception of the teacher librarian. Within each case, I first converted all data files to electronic format and uploaded them into Atlas.ti, a computer-assisted qualitative data analysis

software program. In Atlas.ti, I closely reviewed the multiple sources of information (Yin, 2014)

and employed Saldaña's (2016) First and Second Cycle Coding methods. During First Cycle

Coding, I first analyzed the interview and focus group transcripts by applying the methods of

Structural and Values Coding to form a list of initial codes. Structural Coding is suitable for

interview transcripts and consists of applying a content-based phrase to a block of data that

relates to a specific research question. This type of coding acts as an indexing device, enabling

the researcher to examine relationships between segments of data. Within each transcript, I first

coded blocks of text for each interview question response to match the research question(s) as

listed in Tables 13 and 14. I then carefully reviewed each response and applied Values Coding,

which is described by Saldaña as applicable to interview transcripts and field notes. This

consists of "the application of codes to qualitative data that reflects a participant's values,

attitudes, and beliefs, representing his or her perspectives or worldview" (p. 131). Since I was

focusing upon the examination of administrators' perspectives, this appeared to be the most

appropriate coding method to employ.   I then reviewed the transcripts again in conjunction with

each setting's four documents (LCAP, SPSA, job description, evaluation form), employing

Descriptive Coding to identify topics that related to the administrators' perspectives. As I

reviewed all data, I engaged in analytic memo writing in a reflective journal, noting significant

thoughts relating to potential categories, themes, cross-case analyses, and implications.

During Second Cycle Coding, I employed Pattern Coding to develop categorical and

theoretical organization from the first cycle codes. "Pattern Codes are explanatory or inferential

codes, ones that identify an emergent theme, configuration, or explanation" (Saldaña, 2016, p.

236). This type of coding is appropriate for developing major themes and establishing a

foundation for cross-case analysis. Within each case, I identified a total of 11 categories, from

which the same three themes emerged. Finally, I analyzed each setting's observation field notes

to determine how the expectations and activities of the instructional coach or teacher librarian

compared with the identified categories and themes. During this review, I did not find any

disparities in the data nor find a need to generate any new codes. Finally, within each case I

interpreted the themes to develop a naturalistic generalization of what I learned about

administrators' perspectives of how instructional coaches and teacher librarians contributed to

instructional leadership in the implementation of the CCSS ELA. I used thick, rich descriptions

and tables to present an in-depth picture of each case (Stake, 1995; Yin, 2014).

Following the within-case analyses of Case One and Case Two, I conducted a cross-case

analysis by establishing word tables that displayed each case's categorical data in order to identify

similarities and differences. From this analysis I then developed an assertion or interpretation of the

meaning of the cases (Stake, 1995; Yin, 2014). Table 16 provides a summary of the research plan

for this study.

Table 16

Summary of Research Plan

Theoretical Framework	Research Question	Data Sources	Analysis Methods	
			Within-case	Cross-case
Distributed Leadership Theory: Situation	1. Why do administrators select instructional coaches to help them provide instructional leadership? 2. Why do administrators select teacher librarians to help them provide instructional leadership?	Interview Job description Evaluation form	Content analysis Categorical aggregation Direct interpretation Naturalistic generalization	Comparison of categorical data Assertion or interpretation
Distributed Leadership Theory: Interactions	3. How do administrator and instructional coaches work together to provide professional learning within daily instructional practice? 4. How do administrators and teacher librarians work together to provide professional learning within daily instructional practice?	Interview Observation Focus Group Job description Evaluation form	Content analysis Categorical aggregation Direct interpretation Naturalistic generalization	Comparison of categorical data Assertion or interpretation
Distributed Leadership Theory: Practice	5. How do administrators evaluate the effectiveness of the instructional coaches' instructional leadership roles? 6. How do administrators evaluate the effectiveness of the teacher librarians' instructional leadership roles?	Interview SPSA LCAP Job description Evaluation form	Content analysis Categorical aggregation Direct interpretation Naturalistic generalization	Comparison of categorical data Assertion or interpretation

Trustworthiness

Trustworthiness refers to a set of four criteria that determine the quality of qualitative research: credibility, dependability, confirmability, and transferability (Creswell, 2013). Each of these criteria was addressed in this study.

Credibility

Credibility provides assurance that the researcher's reconstruction and representation of participants' views are in alignment (Schwandt, 2015). In this study, I established credibility through triangulation, clarification of bias, and member checking. I triangulated multiple sources of information to provide evidence to corroborate the main themes. I clarified and mitigated researcher bias through memoing and peer review. I also employed member checking to provide participants the opportunity to review and provide feedback on the findings and interpretations of their respective cases (Stake, 1995; Yin, 2014). I completed this by emailing participants a copy of their setting and participant profiles and a narrative draft of the results for their respective cases. I asked each participant to review these documents and let me know if I presented anything inaccurately or presented information that could compromise his or her confidentiality or make him or her vulnerable in any way (Seidman, 2013). Only two participants responded, both affirming that the documents appeared to be accurate and that they were comfortable with the level of confidentiality.
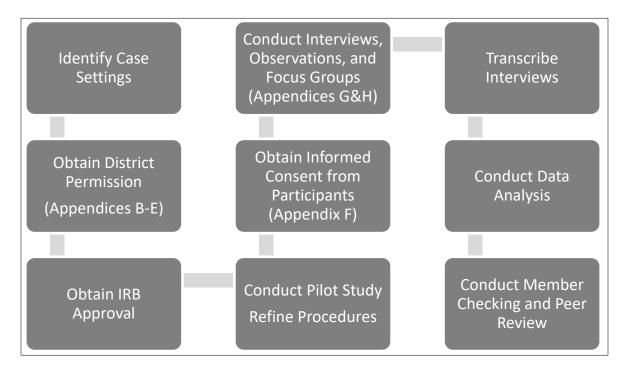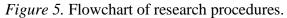
Dependability and Confirmability

Dependability refers to the researcher's responsibility to ensure a logical, traceable, and documented process (Schwandt, 2015). In this study, I addressed dependability by developing and maintaining a case study database and chain of evidence aligned to the study's methods (Yin, 2014). Confirmability demonstrates that the data are clearly linked to the researcher's

interpretations (Schwandt, 2015). To increase confirmability in this study, I requested a peer review of the study's methods and case study database to assess the accuracy of the process and product of the study (Yin, 2014). A colleague who holds an Ed.D. from the School of Education in which I work conducted this review. She reviewed my case study database, which included a detailed timeline of IRB approvals and data collection for each setting. I also shared with her my data analysis procedures, demonstrating how I coded data within Atlas.ti to find categories and themes. I then discussed how I worked to mitigate bias, sharing my reflective journal with her. After concluding her review, she stated that it appeared I had been very thorough in my data collection and analysis procedures.

Transferability

Transferability addresses the issue of generalizability regarding case-to-case transfer (Schwandt, 2015). In this study, I addressed transferability through the literal replication of multiple, representative cases and the use of thick, rich descriptions for each case (Stake, 1995; Yin, 2014). The flowchart in Figure 5 summarizes the order of procedures for this study.

Identify Case Settings	Conduct Interviews, Observations, and Focus Groups (Appendices G&H)	Transcribe Interviews
Obtain District Permission (Appendices B-E)	Obtain Informed Consent from Participants (Appendix F)	Conduct Data Analysis
Obtain IRB Approval	Conduct Pilot Study Refine Procedures	Conduct Member Checking and Peer Review

Figure 5. Flowchart of research procedures.

Ethical Considerations

I addressed ethical issues throughout the study. First, I obtained permission letters from each school district and approval from Liberty University's Institutional Review Board prior to implementing the study. I clearly articulated the purpose of the study to participants and asked them to sign informed consent forms prior to engaging in data collection. I provided participants the opportunity to opt out of the study at any time and protected their confidentiality through the use of pseudonyms. I replaced the generic acronyms used for settings and participants in the interview and focus group transcripts with pseudonyms. I maintained a list of pseudonyms used for each setting and participant in print format and electronically on a Universal Serial Bus (USB) drive. These were stored securely in a location that was separate from the raw data: a locked safe in my home. I stored data in password-protected electronic files and locked cabinets and will retain it for a maximum of three years. I will destroy the data at the end of this period or if there is a need to discard the storage receptacle at an earlier date (Creswell, 2013; Yin, 2014).

I clarified my bias in favor of the employment of teacher librarians by explaining how my past experiences, education, and the nature of my current position might shape my interpretation and approach to the study. To minimize how this bias might affect data collection and analysis, I strove to present myself an anonymously as possible to participants. I introduced myself as both an Ed.D. candidate and a professor who works in teacher training in a school of education at a private university in California. I sought to identify participants with whom I had no previous association and who were known for representing typical cases in both Case One and Case Two. To remain open to what I might learn through data collection, I strove to maintain empathetic neutrality with each participant. Following each instance of data collection, I engaged in memoing in a physical reflective journal to enable me to become more aware of feelings or biases that could influence my analysis and interpretation of the data. I also maintained integrity in my sampling procedures, data collection and analysis, and reporting by keeping a case study database with a clear chain of evidence, requesting a peer review to confirm the accuracy of my findings, interpretations, and conclusions, and honestly reporting my findings (Yin, 2014).

Summary

This chapter has provided an overview of the methods that were used in this collective case study to develop an understanding of why California K–12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA. It opened with a description of the collective case study design and procedures for identifying and selecting the case settings and participants. The chapter then outlined procedures for the collection of data through multiple sources of evidence and within-case and cross-case analysis. Finally, the chapter discussed the researcher's role, methods for maximizing

trustworthiness, and plans to address ethical considerations.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this chapter is to present the results of this collective case study designed to develop an understanding of why and how California K–12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA. The chapter opens with descriptive portraits of each of the study's participants. Results are then presented by theme within the context of each research question for Case One and Case Two and the cross-case analysis. The chapter concludes with a summary of the meaning of the cases.

Participants

There were 18 participants in this study, nine in Case One and nine in Case Two. In each case, there were three district administrators, three site administrators, and three instructional coaches or teacher librarians. The following profiles describe the participants by case as listed in Table 12.

Alice

District Administrator (DA) Alice has been the Director of Professional Development for Adams USD for six years. She holds three California credentials: Multiple Subject Teaching, Specialist Instruction in Special Education, and Administrative Services; and one added authorization: Resource Specialist. She also holds master's and doctoral degrees in education. Prior to her current role, Alice served as an elementary teacher, Reading Recovery teacher, resource specialist, assistant principal, and principal. She originally decided to pursue a career in education because of the impact that her teachers had upon her. She shared that her career path

evolved as doors to new opportunities she had not previously considered were opened to her. One of her most notable professional learning experiences included participating in an intensive, clinical method for teaching reading; this enabled her to feel empowered as a teacher and "like I could teach anybody how to read." Alice feels that her variety of teaching and administrative experiences have greatly benefitted her in her current role in developing and directing the district's instructional coaches.

Angela

Site Administrator (SA) Angela has been the Principal at Acacia Elementary School in Adams USD for eight years. She holds two California credentials: Multiple Subject Teaching and Administrative Services; she also holds a master's degree in education focused on curriculum and instruction. Prior to her current role, she served as an elementary school teacher and assistant principal. Angela knew from an early age that she wanted to be a teacher. She has a passion for curriculum and instruction and considers the instructional leadership role to be her favorite part of the job as a principal because it enables her to make a difference in the lives of the students. She emphatically stated, "I love kids and that's why I'm here. I think that's why I'll stay at a site. I don't ever want to leave a site because I think you lose sight of the kids when you do."

Audrey

Instructional Coach (IC) Audrey has worked with SA Angela at Acacia Elementary School for four years in a half-time capacity; she also serves half-time at another site in the district. She holds a California Multiple Subject Teaching Credential and previously served as an elementary teacher for 13 years. Audrey was inspired to move into an instructional coach position after learning new techniques from others and successfully implementing them in her

classroom. Speaking of this experience, she noted: "That put me in a position of feeling, first of all, more professionally satisfied, and secondly, pleased with the student outcome I was seeing and wanting to share that with others."

Jeanette

DA Jeanette has been the Director of Curriculum and Instruction for Jefferson USD for five years. She holds two California credentials: Multiple Subject Teaching and Administrative Services, and a master's degree in educational psychology. Prior to her current role, Jeanette served as an elementary teacher, curriculum coordinator, instructional coach, principal, and district manager. She greatly enjoyed her role as an elementary teacher but realized "the more [time] I spent in the role and realizing the issues in education, the more I got sort of – felt the need to get more involved and kind of up my game." She shared that she didn't seek out the leadership roles in which she's now served, admitting, "It was sort of one someone encouraged me to do so, therefore, I can't back down on that challenge, I need to try it." Jeanette is "very passionate about getting the work done" and feels that on-the-job training is sometimes more valuable than formal coursework.

Joanna

SA Joanna has been the Principal at Juniper Elementary School in Jefferson USD for two years. She holds two California credentials: Multiple Subject Teaching and Administrative Services; she also holds a master's degree in educational leadership. Prior to her current role, she served as an elementary school teacher and an instructional coach at both the site (elementary) and district levels. Joanna loves working with kids and teaching. She never thought she would move into an administrative role but conceded, "you have those doors open up and one thing led to another…it actually is a really good fit and I love being at a site." She

feels that being an instructional leader at a site is very important.

Julie

IC Julie has worked with SA Joanna at Juniper Elementary School for one year. She holds a California Multiple Subject Teaching Credential and previously served as an elementary teacher. She also holds a master's degree in child and adolescent development and is working toward obtaining National Board Certification and a California Administrative Services Credential. Julie was inspired to become an instructional coach because she wanted to help teachers. She described:

> …an instance where my previous principal at my old site had asked me to mentor a teacher who was struggling, and I really enjoyed that experience of working with her and seeing her get really excited when it finally clicked. It's kind of like how I experienced it with students but then with adults.

Julie greatly values the training she has received as an instructional coach and feels that she's "going to be so knowledgeable" if and when she returns to the classroom as a teacher.

Laurel

DA Laurel has been the Director of Educational Services for Lincoln USD for five years. She holds two California credentials: Multiple Subject Teaching and Administrative Services and a master's degree in educational administration. Prior to her current role, Laurel served as an elementary and middle teacher, adult education teacher, resource teacher, and principal. After exploring other career fields, she decided to pursue education partially because she recalled how much she enjoyed helping her mother, who had been a classroom teacher and administrator. Laurel also shared how a previous role prepared her for her current role as an administrator: "Because as a resource teacher, you sort of do a lot of that type of working with teachers.

You're not just by yourself any more like a teacher in a classroom. So I liked that, so I pursued that."

Leon

SA Leon has been the Principal at Lemon Middle School in Lincoln USD for three years. He holds two California credentials: Single Subject Teaching in Biological Sciences and Administrative Services; he also holds a master's degree in education. Prior to his current role, he served as a middle school teacher. Though he originally did not want to go into education, he found himself following his father's footsteps in becoming a middle school educator and part-time college professor. He is passionate about putting the needs of students first and feels strongly that educators absolutely must like children, declaring:

> I have teachers who don't like children and it's the wrong job. Go do something else. Go sell insurance – if you don't like children – if right now you're like, "I don't really like children, but I love English," it's not going to be enough for you.

Lynn

IC Lynn has worked with SA Leon at Lemon Middle School for three years. She holds a California Multiple Subject Teaching Credential and previously served as an elementary teacher for 10 years and has been the instructional coach at Lemon Middle School for five years. Lynn was encouraged to move into the instructional coach position by a district administrator, who appealed to her desire to make a difference by explaining:

> …you could make a difference on a greater level. You may not be able to look at it and monitor it the way that you can see that growth and progress with a student, but you're going to see it with your teachers.

Lynn greatly enjoys providing support to her site's teachers, stating, "I would do anything for

them."

Manuel

DA Manuel has been the Director of Curriculum and Instruction for Madison HSD for three years. He holds two California credentials: Single Subject Teaching in Science and Administrative Services; and two added authorizations: Social Science and Psychology. Manuel also holds master's and doctoral degrees in education. Prior to his current role, Manuel served as a high school teacher, department chair, instructional coach, local district administrator, assistant principal, and principal. He loves teaching and shared that he has been influenced by "great mentors that have prodded and pushed me to challenge myself and grow" and has a passion for serving his home community. Speaking of his time as a principal, he shared, "That was an incredible time for me. I really enjoyed the diving in, not just to the school community, but the whole broader community to see really firsthand the role that a school plays as a foundation in the community. That really played a big impact in shaping my perspective."

Michael

SA Michael has been the Assistant Principal of Curriculum at Magnolia High School in Madison HSD for two years. He holds two California credentials: Single Subject Teaching in English and Administrative Services. Prior to his current role, he served as a high school teacher and curriculum specialist. Michael moved into administration when he realized he could have a bigger impact, declaring, "I'm going to retire once I impact a million kids." He enjoys being able to focus on curriculum and systems of support at his site and finds the role to be mentally stimulating.

Monica

Teacher Librarian (TL) Monica has worked with SA Michael at Magnolia High School

for two years. She holds two California credentials: Single Subject Teaching in English and Spanish and Library Media Teacher Services; she also holds two master's degrees, one in education and the other in library and information science. She previously served as a high school teacher and has been the teacher librarian at Magnolia High School for 10 years. Monica enjoys providing teachers with resources to integrate into their curricular programs and is always looking for opportunities to help them.

Rachel

DA Rachel has been the Director of Instructional Services for Roosevelt HSD for two years. She holds two California credentials: Single Subject Teaching in English and Administrative Services. Prior to her current role, Rachel served as a high school teacher, dean, and principal. From a young age, she knew she wanted to be a teacher. She didn't plan on going into administration but gradually transitioned into it after finding herself taking on more administrative duties. Though she is now served in several administrative roles, she really likes her current position of overseeing professional development for the district, admitting, "I like administration, but I do like working with the teachers more."

Richard

SA Richard has been the Principal at Redwood High School in Roosevelt HSD for two years. He holds two California credentials: Single Subject Teaching in Social Science and Administrative Services. Prior to his current role, he served as a high school teacher, dean, assistant principal, and director. He hails from a family of educators and embarked on a career in education after pursuing another field. Richard believes it is important to serve as an instructional leader by listening to the needs of teachers and allowing those with appropriate expertise to lead their peers in providing professional learning, stating, "With professional

development we try to ask our teachers what they want to see, as opposed to this is what I think you should see. I've been there before and that doesn't go over very well."

Roxanne

TL Roxanne has worked with SA Richard at Redwood High School for two years. She holds two California credentials: Multiple Subject and Library Media Teacher Services; she also holds a master's degree in education, focused on library science. She previously served as an elementary teacher and has been the teacher librarian at Redwood High School for nine years. She is the child of a librarian and has a passion for literacy, declaring, "I want my library and I see my library as a place for teaching and learning and the side benefit is the checking books in and out and being that advocate."

Tanya

DA Tanya has been the Assistant Superintendent of Educational Services for Taft USD for three years. She holds three California credentials: Multiple Subject Teaching, Library Media Teacher Services, and Administrative Services. She also holds two master's degrees, one in library media and the other in applied cognitive studies. Prior to her current role, Tanya served as an elementary and middle school teacher, instructional coach, coordinator, assistant principal, principal, and director. Throughout her many roles, she has strived for balance by developing specializations in literacy, technology, science, and math. She shared, "While I haven't become an expert in any one vein, it's prepared me well to be a director of curriculum, instruction, staff development, and therefore now this role because I can see things from a lot of perspectives and I feel confident to be able to lead."

Tomas

SA Tomas has been the Principal at Torrey Elementary School in Taft USD for five

years. He holds two California credentials: Multiple Subject Teaching and Administrative

Services, and a master's degree in educational leadership. Prior to his current role, he served as

an elementary and middle school teacher, instructional coach, and learning director. His passion

is being in the classroom, often seeking to "kind of invite myself to come in and do lessons and

things like that and engage in a conversation with my teachers, just so I know." Tomas also

believes that educators need support, especially via collaboration, stating, "Some things you can

do by yourself, but sometimes you need that collaboration. Let's bounce some ideas off each

other."

Tracey

TL Tracey has worked with SA Tomas at Torrey Elementary School for three years in a

half-time capacity; she also serves half-time at another site in the district. She holds two

California credentials: Multiple Subject and Library Media Teacher Services; she also holds a

master's degree in education focused on library science. She previously served as an elementary

teacher and has been a teacher librarian in Taft USD for 21 years. She greatly enjoys working

with students, stating, "my number one goal every day is just to inspire that love of literacy, so

that's my guiding force." She also values providing support to both students and teachers

through collaboration and co-teaching, declaring, "It's the power of having two teachers in the

room." Table 17 summarizes the participants' experience and education.

Table 17

Summary of Participants' Experience and Education

Setting	Participant	Previous Roles	CA Credentials and Authorizations	Degrees above Bachelor's
Adams USD	DA Alice	Elementary Teacher Reading Recovery Teacher Resource Specialist Assistant Principal Principal	Multiple Subject Teaching Resource Specialist Authorization Specialist Instruction in Special Education Administrative Services	Master's Doctorate
	SA Angela	Elementary Teacher Assistant Principal	Multiple Subject Teaching Administrative Services	Master's
	IC Audrey	Elementary Teacher	Multiple Subject Teaching	
Jefferson USD	DA Jeanette	Elementary Teacher Curriculum Coordinator Instructional Coach Principal District Manager	Multiple Subject Teaching Administrative Services	Master's
	SA Joanna	Elementary Teacher Instructional Coach	Multiple Subject Administrative Services	Master's
	IC Julie	Elementary Teacher	Multiple Subject Teaching	Master's
Lincoln USD	DA Laurel	Elementary and Middle School Teacher Adult Education Teacher Resource Teacher Principal	Multiple Subject Administrative Services	Master's
	SA Leon	Middle School Teacher	Single Subject: Biological Sciences Administrative Services	Master's
	IC Lynn	Elementary Teacher	Multiple Subject Teaching	

Table 17 (continued)

Madison HSD	DA Manuel	High School Teacher
		Department Chair
		Instructional Coach
		Local District
		    Administrator
		Assistant Principal
		Principal
			Single Subject: Science
			Social Science &
			    Psychology
			    Authorizations
			Administrative Services
				Master's
				Doctorate

	SA Michael	High School Teacher Curriculum Specialist	Single Subject: English Administrative Services	

	TL Monica	High School Teacher
		Teacher Librarian
			Single Subject: English &
			    Spanish
			Library Media Teacher
			    Services
				Master's
				(2)

Roosevelt HSD	DA Rachel	High School Teacher Dean Principal	Single Subject: English Administrative Services	
	SA Richard	High School Teacher Dean Assistant Principal Director	Single Subject: Social Science Administrative Services	Master's
	TL Roxanne	Elementary Teacher	Multiple Subject Teacher Librarian Services	Master's
Taft USD	DA Tanya	Elementary Teacher Teacher Librarian Instructional Coach Coordinator Assistant Principal Principal Director	Multiple Subject Library Media Teacher Services Administrative Services	Master's (2)
	SA Tomas	Elementary Teacher Middle School Teacher Instructional Coach Learning Director	Multiple Subject Administrative Services	Master's
	TL Tracey	Elementary Teacher	Multiple Subject Library Media Teacher	Master's

Results

To identify patterns and themes of administrators' perceptions, I first conducted within-case analyses of the data collected in Case One and Case Two. I interpreted those themes to develop naturalistic generalizations of why and how administrators distribute instructional

leadership responsibilities to instructional coaches or teacher librarians in the implementation of the CCSS ELA.

Theme Development: Case One

After I completed data collection and finalized all documents in electronic form as outlined in the Procedures section of Chapter Three, I uploaded the files for each Case One setting into Atlas.ti. I grouped each of the files by setting; each group included the following: three transcripts, one observation, one job description, one evaluation form, one LCAP, and one SPSA. I began my analysis by printing out and reading each of the nine transcripts. As I read, I underlined and annotated information to help me determine how to best code the data (Yin, 2014).

First cycle coding. For first cycle coding, I decided to employ the elemental method of Structural Coding and the affective method of Values Coding during a horizontal review of the interview and focus group transcripts for each setting within Atlas.ti. According to Saldaña (2016), Structural Coding is suitable for interview transcripts and consists of applying a content-based phrase to a block of data that relates to a specific research question. This type of coding acts as an indexing device, enabling the researcher to examine relationships between segments of data. In this situation, this entailed reviewing all of the district administrator interview transcripts, and then all site administrator interview transcripts, and then all focus group transcripts. Within each transcript, I first coded the blocks of text for each interview question response to match the research question(s) as listed in Tables 13 and 14 (see Table 18 for list of codes used). I then carefully reviewed each response and applied Values Coding to relevant text. Values Coding is described by Saldaña (2016) as "the application of codes to qualitative data that reflects a participant's values, attitudes, and beliefs, representing his or her perspectives or

worldview" (p. 131) and is suitable for interview transcripts and field notes. Since I was focusing upon the examination of administrators' perspectives, this appeared to be the most appropriate coding method to employ. Saldaña (2016) defines a Value as "the importance we attribute to ourselves, another person, thing, or idea" (p. 131), an Attitude as "the way we think and feel about ourselves, another person, thing, or idea" (p. 131), and a Belief as "a part of a system that includes our values and attitudes, plus our personal knowledge, experiences, opinions, prejudices, morals and other interpretive perceptions of the social world" (p. 132). As I coded the data, I labeled each with a "V" to indicate a Values code, an "A" to indicate an Attitude code, and a "B" to indicate a Belief code (see Table 18).

I then conducted a second, vertical review of the data by examining the three transcript files and four document files (LCAP, SPSA, job description, and evaluation form) within each setting. I reviewed and added additional Values codes to the transcript files and then applied Descriptive Coding to the four documents to identify topics (Saldaña, 2016) that related to the administrators' perspectives (see Table 18 for list of codes used). Since these documents partially served to corroborate data collected in the interviews (Saldaña, 2016; Yin, 2014), I added notes to the codes if they indicated disparities to administrators' perspectives. Overall, I identified a total of 261 codes during First Cycle Coding.

Table 18

Case One First Cycle Coding Methods

Method	Code Labels Used
Structural	RQ1
	RQ3
	RQ5
Values	V
	A
	B
Descriptive	LCAP
	SPSA
	Job Description
	Evaluation
	Model
	Standards & Guidelines

As I reviewed the data, I engaged in analytic memo writing in a reflective journal, noting

significant thoughts relating to potential categories, themes, cross-case analyses, and

implications. I also kept a copy of the study's research questions in front of me as I worked to

keep me focused on identifying administrators' perspectives (Saldaña, 2016).

Second cycle coding. The purpose of second cycle coding is to develop categorical and

theoretical organization from the first cycle codes (Saldaña, 2016). Consulting my analytic

memos, I found that I had already begun to identify categories. Within Atlas.ti, I thus engaged in

Pattern Coding: "Pattern Codes are explanatory or inferential codes, ones that identify an

emergent theme, configuration, or explanation" (Saldaña, 2016, p. 236). This type of coding is

appropriate for developing major themes and establishing a foundation for cross-case analysis

(Saldaña, 2016). I reviewed and organized codes by renaming them with a category prefix. I

identified a total of 11 categories, from which three themes emerged: Challenge, Relationships,

and Values (see Table 19). I then added a theme prefix to each code within Atlas.ti and created

color-coded groups for each theme (See Appendix K for example of prefixes and color coding).

Table 19

Case One Second Cycle Coding Methods

Method	Category	Theme
	Accountability	Challenge
	Evolving Role	
	Limitation	
	Needs	
Pattern	Communication	Relationships
	Extension	
	Support	
	Trust	
	Disposition	Values
	Prior Experience	
	Satisfaction	

To determine how the themes related to the research questions, I opened each of the Structural Codes—RQ1, RQ3, and RQ5—in the Atlas.ti Network Editor and imported co-occurring codes. This generated a visual network of all codes that co-occurred with the selected research question. Since several of the interview questions served to provide data for multiple research questions, not all codes were relevant to each question. Consequently, I removed the codes that did not directly apply to the selected question. I then grouped the remaining codes to visually organize how each theme related to the question (see Appendix K for a sample network). After completing this for each of the three research questions, I then vertically reviewed all data files by setting one final time, in this instance closely examining and coding the observation field note files to corroborate my findings regarding administrators' instructional leadership perceptions. I did not find any disparities in the data nor find a need to generate any new codes. The following section discusses the themes of Challenge and Relationships within the context of responses to research questions 1, 3, and 5 for Case One. The Values theme was embedded throughout all research question responses and will be addressed in the cross-case analysis.

Research Question Responses: Case One

      Question 1. The administrators in Case One were unanimous in sharing that their decision to select instructional coaches to help them provide instructional leadership in ELA was in response to needs created by similar challenges they've experienced within their school districts.

      Challenge: Student achievement in ELA. Without fail, all administrators noted that their ELA instructional leadership decisions are driven by student achievement data. DA Alice shared, "If we are not driven by data and using data to make instructional decisions, I just really in my heart don't feel that we can get our students to achieve where they need to." Administrators noted grave concerns in two areas – first, that even though the CCSS ELA have been in place since 2010, students are still not close to achieving the expected level of proficiency on the state's Smarter Balanced ELA assessment. Regarding the most recent assessment data, SA Joanna noted,

> My greatest concern is just our struggling readers. We definitely have a good percentage of kids who are not at grade level in reading and writing and so our focus really—since I have been here, our focus has been on Early Literacy.

SA Angela also communicated her concerns about student achievement in ELA:

> We have about – I think it was 30% proficient last year, and our projections again for next year show the exact same, which means we've had no growth, which is very concerning. As you look, we are now starting to pinpoint where it happens, what grade level and where it happens.

      Secondly, administrators shared a concern that teachers do not adequately comprehend the depth of rigor required by the CCSS ELA and are not implementing the standards as intended

in their classroom instructional programs. SA Leon shared his frustrations with this:

> It's trying to get them [teachers] to understand they have to be able to go deep with them
>
> [CCSS ELA] and they have to be able to understand and comprehend the Lexiles and
>
> they have to be able to pull that stuff out themselves.

SA Angela echoed SA Leon's concerns:

> We're seeing that the kids are not grasping the standard to the rigor that they need to and
>
> when we look at our projections for Smarter Balanced, look at our last year's data, the
>
> year before data, we know our kids are not meeting the needs that the standards are
>
> saying you will do this. They're not getting there…It's been a challenge, it really has,
>
> because I still don't think we have a clear understanding of what an ELA standard is. As
>
> much work as we try to put into that area, I don't think that we completely grasp that.

These data-driven concerns thus created a secondary challenge – a need to provide
embedded instructional support so that teachers can effectively implement high quality academic
programs in ELA.

Challenge: Need for embedded instructional support. Each of the three settings had
instructional coaches in place prior to the implementation of the CCSS ELA standards in 2010.
However, the district administrators noted that the role of the instructional coaches changed
considerably in response to the shifts in teaching and learning required by the CCSS ELA.
Previously, the role of the instructional coaches in Adams USD had been to deliver professional
development from the district office in a traditional stand-alone workshop format. With the shift
to CCSS, DA Alice called out the need to repurpose the role of the coaches and "grow the
department so there's support out at the school sites." DA Laurel shared a comparable view of
the need for embedded instructional support in Lincoln USD, stating,

> We wanted – not the PD to be outside of what they're doing. You can have a
>
> foundational type, this is what we're doing, but we really wanted them to go in and help
>
> with the teacher while they're teaching because that's where it happened.

She also emphasized the need to address:

> …the instructional shifts that come with Common Core with ELA, a lot of the writing,
>
> the informational text, just the shifts that you need to do not just in the standards, because
>
> a lot of the standards are the same, but how we're teaching them and how we're
>
> expecting the kids to respond back to us is different. So really working with the teachers
>
> in making those shifts.

A similar perspective was noted in Jefferson USD, with DA Jeanette remarking:

> It was recognized by everybody that the coach was necessary in order to make that
>
> change. As we were implementing Common Core, obviously it went hand in hand. It
>
> was already happening, so as we're providing the training, the coaches had the
>
> expectations that they would be providing that support for the teachers and implementing
>
> and making the shift. We still are struggling even with that because we created the scope
>
> and sequence for Language Arts that clearly shows how you break down the learning
>
> week by week and so many people looked at it. I get it, but they don't go back and
>
> actually read the document. When they're doing their planning, they're really still
>
> thinking about, "this is how I've always done it and I'm just going to make this tweak for
>
> Common Core," instead of "I'm going to actually teach the way it's supposed to happen,"
>
> which is typical. That's where the coaches come into play.

She went on to share that each site's instructional coach provides this embedded support by

scheduling collaborative planning days with the teachers. During these days, they provide brief,

targeted professional development to remind them of the CCSS shifts and then dive into the ELA scope and sequence to collaboratively plan their instruction.

DA Alice summarized why instructional coaches are selected to provide instructional leadership in Adams USD in response to the challenges of improving student achievement in ELA and providing embedded instructional support:

> We are constantly polling teachers for what they want and what they need and trying to connect back to the instruction, but we don't always get a clear picture, so it's good to continuously get the data. As we go on through why do we have the coaches, at the end of the day we know that the best professional development is coaching and we want teachers to be more effective and kids to achieve better, that's why they're out there.

Question 3. Relationships were a prominent theme in addressing how administrators and instructional coaches work together to provide professional learning within instructional practice. SA Angela summarized this essential quality by emphatically stating, "You have to have relationships with people, because you can't change anything. You can't do anything unless you build that relationship with people. You have to listen to their concerns and their needs as well."

Relationships: Instructional coach as extension of site administrator. The site administrators consider their instructional coaches to be extensions of themselves, using terms such as "my left hand," "another pair of eyes," "my eyes, ears," and "speaks with my voice" to describe their significance. The site administrators shared that since they are limited in their ability to provide instructional leadership, they greatly appreciate having another individual on site that can function as an instructional expert; especially one that has time to provide necessary support to teachers. The instructional coach can spend extended time in classrooms and see things that the site administrator might not see. The instructional coach is then able to bring it to

the attention of the site administrator so that as a team they can, as SA Joanna noted, "come up with overarching trends and patterns we're seeing that we can provide professional development around or kind of focus on school-wide." The instructional coaches can follow through and work in-depth with teachers in the classroom on implementing "sit-and-get" professional developments via modeling, co-teaching, reflection, and feedback. SA Leon shared that he also appreciates how his instructional coach can provide a "softer touch" in sharing constructive criticism with teachers, noting, "A lot of times there's certain things if I say something to a teacher it comes across one way, so I need her to go say it to a teacher."

The site administrators view their relationships with their instructional coaches as the key to enabling them to realize their instructional visions for their school sites. This is reflected most clearly in SA Angela's words:

Now that we have [IC] Audrey, it's been fabulous because we – I can say, "Audrey, I have this idea. I read this article. I really want to see if we can get some more information on this," and she'll go out and do that for me. Before, it was me trying to do that. It might not have been at the level that I wanted it to be, because you didn't have the time because you're dealing with all the other tasks as an administrator. Now I feel if I have a vision, I can share it with her and it takes off.

The instructional coach serves as a reminder to site administrators; he or she is able to continually revisit the established plans, goals, and expectations and let the administrators know if they are on track or need to change direction. The site administrators also value how the instructional coach can collaborate with coaches at other district sites and bring resources back to their home sites that will enable them to meet the professional learning needs of their teachers.

Relationships: Trust. All administrators, both district and site-level, noted that trust

must first be built between instructional coaches and classroom teachers to realize successful

embedded professional learning. DA Alice shared,

> Teachers need to have a voice and feel cared about; they want to be acknowledged as good
>
> teachers. They do not want to be criticized. When they're told they need a coach, they
>
> think they are not up to standard; that is tricky to navigate.

Fear is often the first response to instructional coaching initiatives; teachers do not want

to feel like they are bad teachers or that they will be subject to evaluation by a peer. To address

this, administrators must first set the stage by "getting teachers on board" with professional

learning. They need to continually poll teachers for what they want and need and explain why a

particular program or activity is being implemented. Secondly, the site administrator needs to

support the instructional coach by promoting him or her to the faculty, establishing procedures

for the coaching relationship, and gently discussing the possibility of coaching with individual

teachers when needs arise. Finally, since instructional coaches do not serve in an evaluative

capacity, administrators must take care to protect confidentiality. This was strongly emphasized

by SA Angela:

> I want her [IC Audrey] to be a link from the teachers to me if there needs to be one. Not
>
> anything like – no gossiping kind of thing. They're saying they need help with this, can
>
> you help with that, things like that. … This is some of the things I noticed when I was on
>
> walk-throughs. Can you maybe reach out to the teacher and just have a conversation?
>
> I'm not sharing confidential things. I'm just saying, "Can you reach out and see if
>
> everything is okay?" We have to be cautious of that. You can easily fall into a situation
>
> where she's now becoming an administrator role. We never want to breach that peer-to-
>
> peer kind of situation.

During the focus group interviews, both site administrators and instructional coaches indicated that it is also important for the coach to build trust by establishing credibility with the classroom teachers. Teachers must first value what the coach has to offer before they will let him or her into their classrooms. IC Julie accomplishes this by first implementing activities with small groups of students so that she can better inform and coach teachers. IC Audrey establishes this by:

> Being willing to be patient because what I want to do is get in, get in, get in. I think the whole staff meetings that we have, the whole group staff developments that [SA] Angela has created opportunities for me to provide for the staff has allowed them to value me. They wouldn't have seen me as a valuable resource if I wasn't sharing them information as a whole. And through that, then teachers are saying, "Could you show me that? Help me understand this or that." Then I could say, "Would you like me to come and demonstrate that piece?" and then that opens that door too.

Finally, IC Lynn shared that she works on being visible and approachable with the teachers. She lets them know that she would do anything for them and provides them with her cell phone number so that they can reach her at any time.

Challenge: Limitations. Several barriers or limitations were identified by both administrators and instructional coaches as challenges to the successful implementation of embedded professional learning. These include teacher resistance and multiple responsibilities.

Teacher resistance. Until positive relationships have been established, classroom teachers are unlikely to allow instructional coaches into their classrooms to provide instructional support. The administrators shared that the roles of instructional coaches prior to implementation of the CCSS ELA have affected teachers' current views of instructional

coaching. Teachers were used to the previous format of "sit-and-get" professional development and thus do not expect or desire follow up. DA Jeanette shared that veteran teachers in her district often hold a negative connotation of instructional coaches as the previous manifestation of the role made them feel:

>…like we were telling them they were bad teachers, and that's why we needed to change, and we didn't— at the time we did not do a good job of rolling it out, explaining the why, getting them on board before doing all this.

Some teachers just do not want to be coached; they do not share when they've attended professional development sessions, refuse to schedule time with an instructional coach for follow up, and do not welcome coaches into their professional learning communities.

Multiple responsibilities. "Our teacher leaders end up doing a lot of pieces" – DA Jeanette's words sum up the challenge faced by all administrators and instructional coaches – responsibilities that compete with the coach's ability to focus and work in-depth with teachers. Though instructional coaches may be hired to focus upon a particular subject area, such as literacy, they often end up taking on other subject areas or activities. SA Angela shared, "They [instructional coaches] kind of all have to be 'jacks of all trades' per se, but then they also— everyone seems to have a little edge on something, whether it's early literacy or mathematics or science or whatever or technology." Instructional coaches may be expected to follow up on multiple concepts and initiatives with teachers, which could include instructional shifts, mapping of essential standards, implementation of new curriculum, data analysis, and Kagan strategies. DA Laurel lamented:

>The issue that we run into a lot is having the literacy coaches get sucked up into a lot of the stuff that has to happen in schools and it takes them away from what their primary

responsibility is and that's in the classroom with teachers coaching them. And all of a sudden, I become the spelling bee organizer or the science fair— that is always a challenge for us and it's a challenge for the coaches. I understand where the site admin is coming from because there's a lot of stuff that needs to get done and here you have someone who doesn't have a class.

Limited, absent, and new personnel were also noted by administrators as a challenge that limits instructional coaches from engaging in their primary work. Coaches are sometimes asked or expected to fulfill the responsibilities of absent classroom teachers and site administrators. Instructional coaches are also often pulled off-site to attend district meetings and professional development or to serve at other school sites. IC Julie shared,

That makes it really hard to be able to be consistent. I'm off like a week, then I'm back, then I'm gone. That definitely does get into the way. I wish I could be here more consistently. Again, I also said that's really nice to have that opportunity because then I can see lots of different ideas. There have been times where I've been in a coaching cycle and a teacher says, "Oh, you know I saw a teacher at another site do it this way, let's try it." That's kind of like a double-edged sword, that barrier. Sometimes there's not enough hours in the day.

Working with new teachers can take up much of an instructional coach's time. In Jefferson USD, all new teachers are required to participate in two coaching cycles in their first semester and one cycle in the second semester. This necessitates that the coach fit these teachers into her schedule before other more veteran teachers. Lincoln USD has hired large numbers of new teachers in recent years; many are interns that have never been in a classroom. As a result, both SA Leon and IC Lynn shared that her primary focus is working with the new teachers.

Though both administrators and instructional coaches shared that it can be easier to make inroads with new teachers than with veteran teachers, working with new teachers often requires that significant time be spent on developing classroom management skills. This again limits the instructional coach's ability to fulfill his or her primary responsibilities. DA Laurel noted:

I would say a lot of their [IC] time is spent with new teachers, trying to get them caught up on all that. And then with that comes other things like classroom management, because you can't teach that if you can't – so they do work some on that kind of stuff. But that's not their focus. That's sort of a byproduct of what they're trying to do in the classroom.

The need to address classroom management was also highlighted by DA Alice:

…one of our coaches is playing with the idea of teaching one period a day and that way she'll be a model class for all the new teachers for classroom management on developing routines in classroom management. We're still working with people on classroom management.

Question 5. The role of the instructional coach within a district proves to be an evolving one. This can present challenges when administrators seek to evaluate the effectiveness of the instructional coaches' instructional leadership role.

Challenge: Evolving role. As noted by administrators when discussing teacher resistance to instructional coaching, the expectations for instructional coaches are continually evolving according to each district's needs. DA Jeanette shared that the barriers realized by the district's previous model of providing intensive trainings led them to develop their current model:

We moved everybody to a coaching role with the understanding that if you're going to—

research says if you're going to provide professional development, you've got to have

something on the site where they're actually trying to implement it and have them hold

the hand and do the walk-through and the reflective conversation. If you don't do that,

you're not going to get anywhere. We've already spent so much money in doing this

training and realizing that it still took us two years beyond that to get through the whole

framework, so they could actually get to the collaborative days, and we're still working

on a very – we have a long way to go still.

Administrators acknowledge that they still have work to do in achieving their goals for

instructional coaching, which include the full implementation of a coaching model. DA Alice

highlighted this by sharing,

What's finally happening in the systematic and prevalent way is the demo lessons. We're

still at that low level. Doing number talks, demo lessons; co-plan/co-teaches are coming.

That's a little easier to slide into, but the observation feedback are few and far between.

Each district has implemented or continues to implement various coaching models, which

include Jim Knight's Big Four model, Elena Aguilar's transformational coaching model, and

Direct Interactive Instruction. Administrators would like to see their instructional coaches

consistently utilize these models to enable classroom teachers to fully implement their district

ELA scope and sequences and new ELA curriculum adoptions.

Job descriptions define the expectations by which instructional coaches will be formally

evaluated in each of the districts. Each of the districts outlines differing requirements regarding

desired knowledge and skills. DA Jeanette pointed out, "We try to rate our job descriptions

somewhat loose, so we don't have to change them every year." However, all districts are similar

in requiring their instructional coaches to hold a current teaching credential and from three to

five years of classroom teaching experience.

Each district provides their instructional coaches with frequent and varied training to fulfill their duties as outlined in the job descriptions, though this differs by district and by year. This may include train-the-trainer models in which instructional coaches are sent out for training and then return to their sites to implement it, providing coaches with district-level trainings focused on coaching resources, observation of district coaches, observation by and feedback from district coaches, and regular collaborative meetings with the district administrator and fellow instructional coaches.

Differing formal evaluation processes. This evolving role is evident in each of the three districts' differing formal evaluation processes. In Adams USD, instructional coaches are under the direction of and are formally evaluated by the district administrator. A two-step (interim and final) specialized evaluation process is in place for nonteaching certificated staff such as instructional coaches. It allows for a self-evaluation and the ability for the instructional coach and district administrator to set goals and assess progress via a rubric that is based upon standards that are similar to the California Standards for the Teaching Profession. Instructional coaches are also eligible to participate in an alternative evaluation process that can include personalized project design.

Jefferson USD also established a specialized formal evaluation tool for instructional coaches that consists of performance standards, criteria, and descriptive examples. Instructional coaches are formally evaluated by DA Jeanette and her managers, who spend significant time collecting "evidence that we observed and then impact to teacher learning or student learning and then a judgment." Instructional coaches are expected to engage in either a full evaluation cycle, which utilizes the formal evaluation tool, or a professional growth cycle, which is primarily

driven by the instructional coach and consists of a personalized process of setting professional learning goals for the year.

In Lincoln USD, the site-based instructional coaches are evaluated by their site principals according to the standard certificated teacher evaluation process. The evaluation form consists of a check-off list of the teaching standards that all certificated staff are expected to meet every other year.

Relationships: Communication. Informal evaluation processes exist within the context of the relationship between site administrators and instructional coaches, primarily in the form of regular communication. All site administrators indicated that they meet regularly with their instructional coaches, sometimes daily, to discuss goals and progress. SA Angela shared the importance of this:

> Audrey and I meet every week. She comes in— I have her Wednesdays and Thursdays. She comes in on Wednesdays, we sit down in the morning and we debrief every week…. but we make a point of having that communication with each other. I think that's probably one of biggest success stories with us, because we have that communication with each other and it's regular.

SA Joanna's perspective echoes SA Angela's thoughts and adds how her own observation of the instructional coach and the feedback provided by teachers is important to consider in evaluating the effectiveness of the coach:

> I pop in at times when she's in classrooms in her coaching cycles. We meet, like I said, and talk. We kind of just did an informal strengths and areas of next steps recently where we just talked through what's going really well and areas where I think she could move forward. I don't sit in on her coaching debriefs, because we try to keep those really

confidential. But the feedback— I think feedback from teachers has been really positive.
If there was an issue, if I was hearing feedback that maybe wasn't as positive, I would
have a conversation with her, but she's very good.

    Naturalistic generalization. Administrators consider instructional coaches to be
extensions of themselves as instructional leaders in the implementation of the CCSS ELA. They
are making a significant investment in the role in response to a data-driven need to increase
student achievement in ELA. The intentional building of relationships and regular
communication contributes to the successful provision of embedded professional learning,
though limitations or barriers can present challenges. One such challenge is the need to
continually implement and refine instructional coaching expectations, training, and evaluation
processes. Therefore, this proves to be an evolving role.

Theme Development: Case Two

    After I completed data collection and finalized all documents in electronic form as
outlined in the Procedures section of Chapter Three, I uploaded the files for each Case Two
setting as a new, separate project in Atlas.ti. As with Case One, I grouped each of the documents
by setting; each group included the following files: three transcripts, one observation, one job
description, one evaluation form, one LCAP, and one SPSA.

    First cycle coding. I followed the same procedures for First Cycle Coding as in Case
One, the only difference being the codes used for the Case Two research questions (see Table
20). Overall, I identified a total of 417 codes during first cycle coding.

Table 20

Case Two First Cycle Coding Methods

Method	Code Labels Used
Structural	RQ2
	RQ4
	RQ6
Values	V
	A
	B
Descriptive	LCAP
	SPSA
	Job Description
	Evaluation
	Model
	Standards & Guidelines

Second cycle coding. I applied the same analysis procedures as Case One to my Second

Cycle Coding of Case Two data. In this case, I also identified a total of 11 categories, nine of

which were the same as Case One. There were two differences: the categories of Ignorance and

Resource instead of Evolving Role and Extension (see Tables 19 & 21). The same three themes

emerged from the categories: Challenge, Relationships, and Values (see Table 21).

Table 21

Case Two Second Cycle Coding Methods

Method	Category	Theme
	Accountability	Challenge
	Ignorance	
	Limitation	
	Needs	
Pattern	Communication	Relationships
	Resource	
	Support	
	Trust	
	Disposition	Values
	Prior Experience	
	Satisfaction	

To determine how the themes related to the research questions, I opened each of the

Structural Codes: RQ2, RQ4, and RQ6, in the Atlas.ti Network Editor and imported co-occurring

codes. This generated a visual network of all codes that co-occurred with the selected research question. Since several of the interview questions served to provide data for multiple research questions, not all codes were relevant to each question. Consequently, I removed the codes that did not directly apply to the selected question. I then grouped the remaining codes to visually organize how each theme related to the question (see Appendix K for a sample network). After completing this for each of the three research questions, I then vertically reviewed all of the data files by setting one final time, in this instance closely examining and coding the observation files to corroborate my findings regarding administrators' instructional leadership perceptions. I did not find any disparities in the data nor find a need to generate any new codes. The following sections discuss the themes of Challenge and Relationships within the context of responses to research questions 2, 4, and 6 for Case Two. The Values theme was embedded throughout all research question responses and will be addressed in the cross-case analysis.

Research Question Responses: Case Two

  Question 2. All administrators acknowledged a need to provide strong instructional leadership in ELA in response to challenges they've encountered with student literacy. However, though each district has employed teacher librarians at the site level for many years, administrators have not necessarily selected or fully utilized them to provide this instructional leadership. This is due to the challenge of ignorance, lack of knowledge and understanding of the instructional role of the teacher librarian.

  Challenge: Student literacy. Across the board, administrators shared that their primary instructional goal is to improve student achievement in literacy across all subject areas. SA Richard emphasized this by clearly stating, "Our goal really is literacy and really increasing the literacy rate for our students, identifying where they are when they enter with us and having

them exit better."

SA Tomas similarly shared,

> Our goals are to promote literacy. They're the district ones. They're the ones the board has most recently adopted, and writing. When I say that's not just ELA, it's in math, it's in science, it's in social sciences. Our kids are writing across the curriculum. Language is so rich now with Common Core across the curriculum that they have to— they have to.

DA Manuel also noted that the CCSS ELA applies to all subject areas, which has created a need for additional instructional support for teachers:

> What does Common Core mean? It's my belief, as a curriculum director, that it's very much— I think this is consistent with the Common Core, this isn't an ELA initiative. This is literacy and science, literacy and technical subjects, literacy and history. And our science teachers, our history teachers, our technical subject teachers, they weren't necessarily adequately prepared for that type of paradigm shift.

> Only one of the three settings in Case Two, Taft USD, has intentionally selected teacher librarians to help provide instructional leadership in addressing these CCSS student literacy needs. DA Tanya disclosed the reasoning for this:

> We selected teacher librarians for a couple of reasons. One, we have a history of valuing that role. That role as a trained role, not simply a classroom teacher who is a literacy teacher and passionate about reading and a lot of books, but somebody really who has the training and certification that comes with it. That's our history. We know that previously they made a difference for every stakeholder group that you can imagine…That there's that role that is there to manage the library on the day-to-day management level, but then to oversee those management operations and then to be able to provide instructional

support is above and beyond… Because of that grounding in literacy, when we look at that teacher librarian role, their role— they're the champions of the humanities and the fine arts, but they also champion that literacy component with their STEM [Science, Technology, Engineering, and Math] partner. That technology piece is shared equally. Since the district focus is upon improving student literacy, assigning teacher librarians to meet that need was a natural fit for Taft USD.

Challenge: Ignorance of teacher librarian role. All administrators acknowledged that the role of the teacher librarian has changed over the years. However, not all school personnel understand or have implemented those changes. DA Rachel shared,

For as long as I've been in the district, and that's been 30 years, we've always had teacher librarians…And you should know that at first, we called them librarians. I forget where we changed it to teacher librarians because we want their role to change. Now can I say that their roles have changed like everybody has understood how their roles changed, I don't think that is so. I think the newer ones are beginning to be more teacher librarians.

Many administrators hold a traditional view of the teacher librarian that was shaped by their prior experiences and interactions with teacher librarians at the site level. This view is of the teacher librarian as a "keeper of the books," not an instructional leader. DA Manuel recalled his experience:

As I became an assistant principal in this district and principal, the interactions that I had I could pretty objectively tell you that I didn't see a large instructional role in our librarians -- with our librarians. They're very much advocates for the library and advocates for student literacy but not necessarily a support to staff. That was very much secondary, far second.

SA Richard reported a similar view:

> My first teaching assignment at [another Roosevelt HSD site] we had a teacher
> librarian and Roosevelt HSD has had a history of having teacher librarians at their
> sites. She was an older lady and I like found her to be more like the keeper of the
> books and I was kind of scared of her, to be honest with you, as a teacher. She'd get on
> you, and there was no messing around in the library. Then I've been around one before
> where I would say it was almost too old school and traditional. "We're going to go over
> the Dewey Decimal system and here it is," and it was as dry as it could be, and it's the
> same one that I probably went through when I was like in fourth grade…The norm in
> most of the schools I've been at is the check out, manager of the library, not the
> teacher.

SA Michael also revealed his lack of understanding of the role of the teacher librarian:

> When I was a teacher, I knew that our librarian was credentialed and had a master's
> degree in library sciences. I remember asking, "What is library sciences? It's so
> fascinating." Maybe before I became a teacher when I was finishing my undergrad in
> college I remember just thinking about that but knowing what they do beyond what we
> consider a librarian in societal terms, I've got to be honest with you, I didn't know except
> for the operational things I see.

DA Manuel pointed out that the teacher librarians in Madison HSD helped to perpetuate this
perspective of their role. He explained that they managed to avoid having their positions cut
during lean budget years by promoting their position as "keeper of the books":

> Historically, many districts had librarians in the past, and as the nature of our industry
> evolved and as budgets grew tight, many districts ended up moving away from teacher

librarians. And we had a very rich history and a very organized group of librarians and they ultimately made more of a fiscal argument -- because they not only oversaw the libraries, but they very much were responsible for textbook inventories, along with the textbook classified person.

The administrators acknowledge that there is a need to improve how teacher librarians are utilized within their districts, especially in addressing student literacy. Currently, Madison HSD has planned for teacher librarians to continue to provide support to teachers with the district's adopted curriculum and use of technology. DA Manuel shared:

> There is a paradigm shift with the Common Core, with literacy, technology, our one-to-one initiative, so the librarians have very much been part of our strategic plan in supporting teachers on implementation of our new curricular documents and of our new technology landscape…I really think the work on supporting teachers with the Common Core and with literacy development, that still needs to happen.

DA Rachel shared a similar concern:

> I always think of the library as the hub of the school. That's where things happen. If you want to promote a reading program, if you want to promote ELA, if you want to promote learning on that kind of scale, it's got to happen at the library, and I don't know that it efficiently is so, but that is one thing we're working on.

Because of this lack of knowledge and understanding of the role of the teacher librarian, the administrators acknowledged that other personnel such as part-time curriculum specialists, resource teachers, and Teachers on Special Assignment have been assigned to provide embedded instructional support to their classroom teachers. At Magnolia High School, SA Michael serves as the Assistant Principal that oversees curriculum and instruction and works with the part-time

site Curriculum Specialists to provide professional learning in the core subjects. Speaking of TL Monica, SA Michael revealed,

> I know she's very hands-on and she loves putting on different projects and— I don't know exactly what those are. She puts on the visual and performing arts showcase. She's very supportive, but again, I don't know exactly what she does in that respect.

He went on to share that he had not "included her as part of my systems" because of his lack of knowledge of the role of teacher librarian. SA Michael indicated it was an eye-opening experience for him to consider that the teacher librarian should be included in providing support for instructional initiatives focused on literacy:

> I think the thing that's shocking to me is we don't have the institutional culture to really defer to you on the subject of literacy. I know we're talking about libraries. It's obvious here. I don't think it's a recent thing either, and I've been on the current administration, myself, it's not cultural -- it's not part of our culture, Americans even, to connect the school library maybe the past 20 years, 30 years to literacy, truly to literacy.

> Even within Taft USD where teacher librarians are expected to serve as instructional

leaders in literacy, DA Tanya expressed a concern that existing teacher librarians must remain current in the field or risk becoming irrelevant and ineffective:

> My other concern is that how the people in this role see themselves and continue to evolve with the need. And I say that because I'm seeing that happen…we know that being literate, the definition might slide here and there a little bit, literate in what, right? But, communication literacy, written literacy, that's human nature. That's not going to change. It's how you do it and the modes in which you communicate that change. So my concern is that this role also moves with that and that those practitioners see that so it doesn't

disappear.

Question 4. Given the lack of knowledge and understanding of the instructional role of the teacher librarian, administrators spend little time working together with their teacher librarians to provide professional learning within daily instructional practice. For those that do, it is most evident within the context of relationships.

Relationships: Teacher librarian as resource. Administrators generally view the teacher librarian as a resource in providing occasional instructional support to teachers. SA Tomas summed up his relationship with TL Tracey and her relationship with their teachers:

> I know she's a resource that a lot of teachers have come to realize that they have, and some use her more than others. I value that she can— that she has a flexible schedule and that she can be a resource to the staff in reading, language arts. She has a wealth of knowledge about books, what's out there, and she's done extensive work on that kind of stuff, so she can give you a list of books for whatever. I think I go to her more as a resource. I put the idea in her head and she goes with it. I think that whole process of when you come in and you don't know a staff or anything, there's that time but then as they get to know her and as a person, as a resource that's here available, now she's always occupied. She's back today and she's full. They know— they've come to know her as another resource and someone that can help them with the areas in ELA, especially in research.

He also shared that "she knows that she needs to be in classrooms. She needs to be working with kids and teachers," especially in providing support in implementing the new district-adopted ELA curriculum.

SA Richard believes that in providing instructional leadership, it is important to ask "what the teachers need and then being able to provide it for them as opposed to us saying this is what you need. We want to get their input and tailor our professional development to what their needs are." He feels that TL Roxanne exemplifies this in her relationship with the teachers and details how she provides instructional support for them:

She wants to be very involved and she wants to teach. So, it's typical to see her run English classes through her library all the time, all the time, whether that be just teaching a lesson on research or maybe it's teaching kids a lesson about a particular book they may be reading and our teachers are used to it and they're very open it… attends the PLC time with teachers, sends out a schedule for visitation to the library…One thing we talked about the other day is [TL Roxanne] being out and visiting those other departments [science, math, social studies, languages] and showing them the resources that are available to them through the library is very important, and I've seen her do that before. That's what I appreciate.

Challenges: Limitations. Within the focus groups, all teacher librarians proclaimed that they would like to be more engaged in their school sites' instructional programs but are prohibited from doing so because of challenges relating to administrative support and limited time.

Lack of administrative support. The lack of administrative support stems from the challenge of ignorance; administrators that do not understand the instructional role of the teacher librarian are not able to fully support or promote it. This was most evident in Madison HSD. Though SA Michael oversees curriculum and instruction for his school site, he admitted that he is not the direct supervisor of TL Monica:

I'm not her supervisor so I don't really have a hand in what she does…she does our

electronic book checkout and she also does our electronic device checkout. I have a

feeling knowing her that she would love to be more involved in some sort of instructional

work.

The assistant principal (AP) in charge of facilities instead serves as TL Monica's supervisor. SA

Michael surmised this is most likely because the AP of Facilities oversees technology and the

teacher librarian is expected to provide support in the circulation, maintenance, and inventory of

student technology devices. TL Monica shared her perspective on this:

A lot of it is district vision. The district doesn't have a good vision for what librarians

can do. They keep us with a lot of materials management, which is fine, but it's a big job

and it consumes a lot of our time when our techs can handle way more of the material

management, so we can do a lot more instructional things…I think admin doesn't know

what we can do. A lot of times they don't even think that we are able to help with certain

things.

SA Michael agreed "100 percent" with TL Monica's assertion that administrators do not

understand what teacher librarians do, adding that the teacher librarians also appear to lack

advocacy. TL Monica offered this in response:

I think district-wide, we don't have a teacher librarian at the district, so we don't have an

administrator librarian that kind of guides the vision of what a library can do so we don't

have that… the people that supervise us directly is the director of curriculum. Every

director of curriculum that we've had—the last three—has not known what we do. We

have to kind of teach them every time, and then they leave, and then we teach them, so

that's hard.

This soon became the reality again for Madison HSD, as DA Manuel shared that he would be moving to another position within the district at the beginning of the next school year. However, he did acknowledge that changes need to be made regarding how teacher librarians are utilized within the district:

> I've been trying to make the case to get our librarians— I've talked to cabinet about this, the superintendent, to get them out of the textbook and inventory of iPad business and really focus on the teacher part of teacher librarian.

> The lack of vision and support for teacher librarians at the district level was also evident

in Roosevelt HSD. Though she oversees professional development for the district, DA Rachel shared that she does not actually provide direction for the district's teacher librarians. That responsibility belongs to another director with whom her department works, who happened to be new to the position. As such, her knowledge of the current role of teacher librarians in the district is limited. Regarding district vision for teacher librarians, DA Rachel admitted:

> There isn't the kind of formal execution as you would think. I mean, we want our librarians again to engage the students in the learning, to engage the other teachers to be part of the library, to collaborate in lesson building, but I don't know how much that happens. So, they are not as integrated into the process— they're not as integrated in the process as we would like or at least I would like.

She also acknowledged that there are challenges in administrative support for teacher librarians at the school sites:

> It's based on their relationship. I'm sure this is so, some of our librarians are very close to their principals and engaged in how their libraries can change and at other times, I think it's more maybe dictated. It's a little difficult, little difficult.

The teacher librarians also highlighted this as a challenge, lamenting how difficult it is to gain access to teachers to establish collaborative instructional partnerships without administrative support. TL Monica noted that teachers do not often tell her what they are working on and rarely seek her out for help:

Most of the time teachers don't tell me what they're doing. I find out through other means or a kid comes in and asks for another book. They're doing this in class, then I start looking for things to give them. On occasion, I've had teachers who've come in and "Can you help me with this?" Real surprised when I say, "Of course, I can help you with this. I can find it for you." I find articles for people or things to help with the teaching of the lessons. I have done that. I don't get it as often as I could, and I would be happy to get them.

She also shared, "I don't get to do a lot of co-teaching, but I do— what I do if I can stealthily, I try to provide things." These things might include resources to support a class novel study, a curriculum matrix, research resources posted on the library website, and a technology blog.

SA Richard noted that administration doesn't necessarily initiate or direct professional learning between the teachers and the teacher librarian at his site. TL Roxanne typically seeks out opportunities by requesting time to speak with teachers at staff meetings and visiting Professional Learning Communities (PLCs). At his site, SA Tomas commented that he doesn't need to encourage teachers to work with their teacher librarian because "it's already happening." TL Tracey agreed, affirming that she is always in demand for lessons at the site. However, during their focus interview SA Tomas did learn that he needs to provide more support to TL Tracey by ensuring that classroom teachers understand why they must remain present while she is teaching lessons to their students. She shared the following:

There are a few [teachers] that they see when I come into the classroom as an opportunity to grade papers or run off to the workroom or something and that's where I need to say something and let them know the importance of hearing what I'm sharing with their students so they can carry on— especially with note-taking skills, how to determine what to take for notes, so that they can continue…. It's the power of having two teachers in the room. That's what I explained too, they know which students needed help and they can be there to support.

Limited time. An additional challenge that inhibits teacher librarians from fully engaging in their school site's instructional programs is limited time. TL Tracey is responsible for two school sites and finds it difficult to adequately meet the instructional needs of both: "There's such a demand for lessons here that I even come from my other school. I'll come over here for an hour trying to meet, but then I'm not being fair to my other school." She shared that difficulty is compounded when she's expected to be available for and attend spontaneously scheduled district meetings; this disrupts established instructional schedules and makes rescheduling extremely challenging.

TL Roxanne also noted that scheduling can be challenging. The library is constantly booked for lessons with the English teachers; she would like to do more with classes in other subject areas but does not have enough time to work with every teacher and class on campus. She already often hosts two or more classes in the library at a time to try to meet everyone's needs. In addition, the need to use the facility as a testing site can disrupt their established instructional schedule. Substitute teachers can also pose a challenge as students generally exhibit major behavior issues with them, making it impossible to work with the students. As such, TL Roxanne generally reschedules or cancels lessons when the scheduled classroom

teachers are absent. SA Richard is aware of these challenges and shared that they do their best to not utilize the library for other activities. TL Monica additionally remarked that the management of materials can prohibit teachers and students from scheduling time in the library:

> Materials management is the big barrier for us here at the library. You have to deal with the iPads, a week dedicated to collecting iPads. That's the biggest shame because this is when a lot of teachers want to do research projects, and this is when I have to turn them away.

Question 6. The challenge of ignorance, or lack of knowledge and understanding of the TL role, is again present in each of the three districts' differing formal evaluation processes. Though all districts require their teacher librarians to hold the California Teacher Librarian Services Credential, none of them is able to formally evaluate teacher librarians according to the current California standards for the teacher librarian profession. As such, administrators' ability to formally evaluate the effectiveness of the teacher librarian's instructional leadership role is limited. However, informal evaluation of this role can take place in the form of communication within relationships between the administrators and their teacher librarians and classroom teachers.

Challenge: Ignorance. Job descriptions define the expectations by which teacher librarians will be formally evaluated in each of the districts. In both Madison HSD and Roosevelt HSD, teacher librarian job descriptions have not been updated since 1999. Only Roosevelt HSD utilizes a specialized evaluation form that is aligned to the job description. DA Rachel acknowledged that these documents need to be updated:

We need to change that, but we just haven't. I should say I am the we, I am the we, but

there's been conversation on how we might restructure this, loose conversation, not

formal conversation, but it doesn't always fit what we need.

Likewise, in Madison HSD, DA Manuel shared,

There's a job description, it pretty much defines the minimal job description. For the

most part that's an area that I see of needed improvement in establishing clear criteria,

because right now it's pretty much left to the discretion of the principal, but they use the

same contractual expectations.

The Madison HSD job description indicates that the teacher librarian receives general direction

from the site principal and technical direction from the Director of Curriculum. DA Manuel

clarified that teacher librarians are formally evaluated according to the standard teacher

evaluation process by the site principal.

Taft USD recently updated its teacher librarian job description to place greater emphasis

upon their instructional role. DA Tanya stated, "proportionately, you'll see a difference in what

is management and administrative duties and what are the instructional duties. It should be

about one third to two thirds, which we felt was manageable." However, teacher librarians are

formally evaluated according to the standard teacher evaluation process, which is aligned to the

California Standards for the Teaching Profession. DA Tanya shared that the teacher librarians

"are evaluated by one of the two site principals that they're assigned to and yet the other site

principal gives input. We wish that it would be a little more aligned to their unique assignment."

Challenge: Need for ongoing training. Though all teacher librarians are prepared to

fulfill the duties of their positions by obtaining the California Teacher Librarian Services

Credential, administrators and teacher librarians acknowledge a need for ongoing, specialized

training to maintain and increase their effectiveness. In Roosevelt HSD, DA Rachel admitted, "We haven't had much professional learning for them, professional development for them except for the meetings." The teacher librarians meet regularly throughout the year at the district office with one of the site teacher librarian serving as a subject area facilitator. Monthly meetings for teacher librarians also take place in both Roosevelt HSD and Taft USD, during which each district administrator provides information and addresses concerns.

Professional learning opportunities for teacher librarians vary by district. In Madison HSD, the majority of teacher librarians have participated in comprehensive trainings related to the district's technology initiatives. These included Apple Vanguard Training, a digital certification, and district trainings arranged by the Educational Technology department. In Taft USD, teacher librarians are expected to participate in all of the trainings provided to classroom teachers so that they can learn alongside the teachers. They then receive additional training specific to the teacher librarian role. DA Tanya explained the district's position on this:

Teacher Librarians— because in our district if you are a teacher, you go to everything the teachers go to, which is a little bit of a top-down centralized approach, but if you are in a specialized role, then you get additional. Even our SPED [Special Education] team, they go to everything the Gen Ed [General Education] goes to. That's that same philosophy for teacher librarians, you go to everything the Gen Ed goes to, and then you get above and beyond that. Whether that's specific technology or Follett training, we have a series of trainings formalized this year for both them and their LMAs [Library Media Assistants].

Relationships: Communication. Informal evaluation processes exist within the context of the relationship between some site administrators and teacher librarians, primarily through

regular communication with both the teacher librarian and the classroom teachers with whom he or she works. SA Richard shared how this works in his relationship with TL Roxanne:

> I think it's just basically number one, from talking with her about what she's been doing and how her time is spent. The other one would be from feedback from teachers. I think it's clear if you have a teacher librarian that's being used in that way where teachers are asking her to go out and give them presentations or research materials for kids and giving up that hour that they have to have her out, and then having her library full of classes that teachers could easily say I'm not going to the library that day or whatever, and it's definitely not something where the teacher is taking off during that time period either. The teacher is in there with the librarian as well.

SA Tomas offered a similar assessment of his relationship with TL Tracey and her relationship with the classroom teachers, stating:

> There's that trust in her because she's approachable and they build a relationship. As administrator you hear good comments. This is going good…. Just she provides me with her schedule because she's between me and a middle school. Then she's on all my weekly updates and whatever, so she knows what's going on. We touch base at least once a week, face to face on what's going on…. I think I said I get feedback from teachers, I get feedback from her. Basically, in conversation. I don't have to do anything formally. Sometimes I walk into a room and she's giving the instruction. It's alive and kicking and going well. I know she's a resource that a lot of teachers have come to realize that they have and some use her more than others.

Naturalistic generalization. Despite an expressed need to improve student literacy, administrators underutilize teacher librarians as instructional leaders in the implementation of the

CCSS ELA because most lack knowledge and understanding of their instructional role. Prior experience with the traditional role of a teacher librarian as the "keeper of the books" has negatively impacted administrators' perception of their current role. As such, they generally view teacher librarians as a resource in providing occasional instructional support to teachers regarding access and use of materials and technology resources. Lack of leadership, vision, support, and training were noted as challenges that affect teacher librarians' ability to engage in providing embedded professional learning.

Table 22 provides a summary of how the themes of Challenge and Relationships correspond to the research questions in Case One and Case Two.

Table 22

Summary of Themes by Research Question

Research Question	Case One	Case Two
1, 2	Challenge: Student Achievement in ELA	Challenge: Student Literacy
	Challenge: Need for Embedded Instructional Support	Challenge: Ignorance of Teacher Librarian Role
3, 4	Relationships: Trust	Relationships: Teacher Librarian as Resource
	Challenge: Limitations	Challenge: Limitations
5, 6	Challenge: Evolving Role	Challenge: Ignorance
		Challenge: Need for Ongoing Training
	Relationships: Communication	Relationships: Communication

Cross-Case Analysis

Following the within-case analyses of Case One and Case Two, I conducted a cross-case analysis by establishing word tables that displayed each case's categorical data (see Tables 22 and 23) to identify similarities and differences within the themes (Yin, 2015). I also noted areas of similarities and differences in my reflective journal as I analyzed each case's data.

Table 23

Comparison of Categorical Data within Themes

Themes	Case One Categories	Case Two Categories
Challenge	Needs	Needs
	Accountability	Accountability
	Limitation	Limitation
	Evolving Role	Ignorance
Relationships	Support	Support
	Trust	Trust
	Communication	Communication
	Extension	Resource
Values	Prior Experience	Prior Experience
	Disposition	Disposition
	Satisfaction	Satisfaction

Similarities. Across the cases, there were three similar categories within each of the themes of Challenge, Relationships, and Values.

Challenge. Within the theme of Challenge, three categories were similar across the cases: Needs, Accountability, and Limitations. Administrators in both districts strongly emphasized the need to improve student achievement in ELA with a targeted focus on student literacy. In both cases, the implementation of the CCSS ELA presented administrators with a related challenge: a need to provide embedded instructional support.

Regarding accountability, administrators in both cases shared similar difficulties in evaluating the effectiveness of instructional coaches and teacher librarians. First, since these individuals are classified as certificated teachers and are subject to the bargaining agreement of the district's teacher's union, administrators can encounter obstacles with the union when seeking to design alternative job duties, evaluation processes, and hiring procedures. Administrators shared that it is important to build a strong relationship with union leaders and work within that relationship to make changes that benefit both parties. Both administrators and

the unions want what is best for their teachers. Secondly, administrators communicated a need to demonstrate how instructional coaches and teacher librarians are directly impacting student achievement. In Case One, DA Jeanette explained that her district's Board of Education is concerned that the district is receiving a return on its financial investment in instructional coaches:

> One of things we have to do is help the Board to see why it's important because it's not cheap. They are looking for data to show we're making growth. If we look at both the framework and we also look at Common Core implementation when we're showing them that.

In Case Two, DA Tracey noted a similar need to utilize data to show how teacher librarians are affecting student achievement:

> We'll do a data dig into our CAASSP [California Assessment of Student Performance and Progress] data and look at then our job, our role as teacher librarian. Last year, what they did from that work we went into the claims, the literacy claims, and they identified that the research inquiry claim was one that they could actually be most impactful and accountable to…I really want to do everything in my power to show through data they impact. Previously in our district we didn't have that. There wasn't a direct correlation for how students did on our state tests. We couldn't differentiate. The people who are making the decisions couldn't differentiate. All we could point to is the affect, which is wonderful. But when you're rubbing two nickels together, affect is going to lose every time.

She went on to explain how they plan to continually revisit the research inquiry claim data point to examine teacher librarians' efficacy over time.

Challenges to the successful implementation of embedded professional learning were evident as limitations in both cases, though mostly in differing ways. One similar limitation noted between cases was that of scheduling conflicts. Given the limited instructional time available in the school day and year, participants in both cases lamented how difficult it is to be able to provide adequate and consistent support to teachers when the instructional coach or teacher librarian is pulled off-site to attend meetings or professional development, temporarily serve at another school site, or is split between schools.

   Relationships. Support, Trust, and Communication were the categories of similarity between cases within the theme of Relationships. Administrators were unanimous in sharing that serving as an instructional leader is a priority for them, but that they are not able to fulfill that role to the degree they would like because of competing responsibilities. In Case One, SA Leon responded that he has been able to engage "not a tenth as much as I would like to" with the instructional program at his site, elaborating, "It's always hard because it's so easy to get bogged down with everything else." In Case Two, SA Richard echoed these thoughts:

   It's not enough.…There's that whole thing about the management part of the school and

   the instructional piece. And then also, too, what I want to spend time on, too, is the

   planning piece in the future. There's never enough time.

   As such, administrators found a need to distribute instructional leadership tasks to other site leaders to provide instructional support. DA Alice of Case One summed this up when explaining why her district repurposed the role of the instructional coach:

   There was no support at all. If it was a high-need school with a lot of discipline, the

   principal would be inundated. It was foreign for them to even get out to classrooms and

   walk through, like couldn't even carve out an hour a day because the needs were so great.

   Coaches were then assigned to schools.

DA Tanya of Case Two provided a similar perspective in speaking of teacher librarians

providing that necessary instructional support:

> That there's that role that is there to manage the library on the day-to-day management
>
> level, but then to oversee those management operations and then to be able to provide
>
> instructional support is above and beyond. Again, we value that. We know that *that*
>
> position affords us that opportunity.

Trust was also evident as a category across both cases: the need to build trust within

relationships to facilitate successful embedded professional learning. Administrators in both

cases noted that teachers need to have a voice and feel valued; professional development should

be based upon their needs and wants. SA Richard explained the importance of:

> …asking what the teachers need and then being able to provide it for them as opposed to
>
> us saying this is what you need. We want to get their input and tailor our professional
>
> development to what their needs are.

In addition, administrators in both cases value being able to provide support to their teachers.

Speaking of the instructional coach, SA Joanna shared, "I just think it's an incredible opportunity

that our teachers have that they're able to work with someone who can be a second pair of eyes in

their classroom and provide support." Likewise, SA Tomas emphatically declared, "Who can

say no to support? Whether it's a coach, whether it's the LMT [Library Media Teacher], you have

another person it's in their job description to be there to support staff."

Administrators, instructional coaches, and teacher librarians are able to build trust with

classroom teachers by being personable, approachable, visible in the classroom, and available.

Trust is also built by establishing credibility through engaging in the same work as the teachers

and leading by example. SA Angela shared her experience with this: "If you can't wow them or

learn from them— they can't learn from you, they don't— it's shut down. It's completely shut down." SA Leon expanded upon this by emphasizing how important it is "to be coachable in the fact that when you do something, you need to be able to have your teachers to be able to go up to you and tell you, 'You could have done this better.'"

Communication between administrators and instructional coaches or teacher librarians was also a prominent category within the theme of Relationships in both cases, with SA Angela declaring, "Communication is so key in that role because you could easily go into that room and never see that person." Most administrators shared how they valued meeting regularly or being in constant digital contact with their instructional coaches or teacher librarians to discuss expectations, procedures, needs, and to monitor progress. Listening to the needs of the instructional coach or teacher librarian was deemed important alongside verbal communication. Concerning this, SA Richard shared: "My main level of support for her is finding out what her desires are and what her vision is for that library and then just supporting her." All administrators also valued receiving communication from teachers regarding their experiences with the instructional coach or teacher librarian.

Values. Prior Experience, Dispositions, and Satisfaction were three categories of similarity found across both cases, embedded within responses to all research questions. Each of these categories affect how administrators value the role of the instructional coach and teacher librarian.

Prior Experience. All administrators discussed how their prior experiences with instructional coaches and teacher librarians have primarily shaped their knowledge and understanding of these roles. Administrators in both cases had much more experience with the role of the instructional coach, having either served as one or closely worked with one in the

past. As noted in Table 17, DAs Jeanette, Manual, and Tanya and SAs Joanna and Tomas previously served as instructional coaches. Several district administrators discussed how their prior experiences with Resources Teachers prepared them to understand and work with the role of the instructional coach. DA Alice recalled, "As a Resource Specialist, one of the things that I felt was part of my responsibility was teaching my colleagues." DA Laurel similarly described, "Because as a Resource Teacher, you do a lot of that type of working with teachers." DA Rachel commented on how she supervises her district's population of Resource Teachers, which serve in roles similar to those of instructional coaches: "Our Resource Teachers up here have been out to sites and they do some coaching. [A university consultant] has shown us how to do some coaching. She works with a couple sites…and she actually does coaching with them."

Except for DA Tanya, none of the other administrators had prior experience in serving as a teacher librarian. DA Tanya shared how her experience as a teacher librarian impacted her service:

In that role, it really broadened my understanding and my scope of the field, in particular in what support is needed for a classroom teacher. They do get bound by their walls and by their 24 little cherubs or 32 or what have you and by schedules and things like that. Also, in my experience there isn't ample time for meaningful preparation of content, which includes being able to differentiate. That library role really expanded my vision and my scope to see how I could be of more service. Then it also expanded by understanding of that outreach to community more so than just parent involvement. It really took on a broader definition in terms of firstly the whole school was my immediate community. Every student was one of my students. Every teacher I was there to serve and support.

Like the administrators in Case Two, administrators in Case One shared that they have little experience with the instructional role of a teacher librarian. A few had only encountered the traditional role as "keeper of the books." DA Laurel described her experience:

Most of the librarians that I have worked with— I haven't done that in California at all, but in Arizona, Texas and Ohio, there was one at the school that I subbed a little bit in in Ohio, they seemed to just do book checkout. They didn't do any type of instructional or any standards or anything like that. It was mostly just managing the books, resources.

Two administrators had no knowledge of the teacher librarian position. When asked how she learned about the role of the teacher librarian or if she knew what that was, SA Angela responded, "No, I don't know what that is and I'm not even exactly sure what that is." SA Joanna similarly admitted,

I really don't. What I'm familiar is what we have is our library media tech. When you— when this kind of came our way, your research study came our way, IC Julie and I have been like, "Huh, what is this all about?" Here, our library media assistant and our [International Baccalaureate] instructional coach, their roles are so vastly different and so we've been very curious to learn more about "What is this?" It seems like such a— that it couldn't overlap, but I think it's something that I just don't know about.

Impact of Models. Administrators in both cases also discussed how models have impacted their understanding of the roles of the instructional coach and teacher librarian. Several administrators commented on how their experiences with coaching within the Reading First and Reading Recovery programs impacted their understanding of the role and implementation of coaching within their districts. SA Tomas recalled how his experience with Reading First shaped his understanding of the instructional coach:

I was a part of that change agent kind of thing to what are we doing as a staff as a school to help our students move in the right place and then soon after that came Reading First Initiative…They [coaches] would offer— as a Reading First, later when I became one, I understood that there was a nice— some nice training from Sacramento that you knew our teachers need this. This is a good module. This is— working with fellow coaches and looking at the module, how do we tweak it, so it fits these teachers' needs. That collaboration piece was important. Some things you can do by yourself, but sometimes you need that collaboration. Let's bounce some ideas off of each other.

DA Laurel similarly shared how her district's experience with instructional coaches began with Reading First: "I think the first time we started having instructional coaches was with Reading First. If I'm not mistaken that's when we first made up the job descriptions."

Previous working relationships with an instructional coach or teacher librarian served as positive or negative models for administrators. DA Manuel shared how an instructional coach positively modeled the role for him when he was a new classroom teacher:

The coach that was assigned to me, our school was—along with one other school— was assigned a [local university] science coach. It was— my relationship with her I think led to the most transformative time pedagogically that I've ever experienced. Because she began very strategically with the assumption that I very much wanted to improve, and she really allowed me to do deep work around areas that I felt were important for improvement, and she very much took the approach of gathering evidence and debriefing in a nondirective inquiry-based way. I just remember that year and a half just thinking about my practice, the types of questions I'm asking, who has access to the thinking involved with those questions, the level of depth in those

questions, the wait time that I was giving the students, the methods I was using to elicit

responses. The climate— I was ultimately in a classroom that gave students that were

predominantly English learners to practice in a safe space before they perform with

their colleagues. All of that deep meaningful work that was in my early— towards the

end of my second and third year with this coach had a profound impact, and I was a

science teacher that really didn't have too much educational pedagogy in my training,

and I think it was just real timely. Along with my credential, I saw that the real

learning was going on with my coach and my classroom.

DA Alice of Case One similarly shared how a negative model impacted her perception of the

role of the teacher librarian:

When I first came to this district, we were out of compliance and we were assigned a

retired teacher librarian, and no offense, she was like 100 years old and she was all about

the Dewey Decimal System and keeping track of our collection. That is not what we're

after. We can't have that.

She also revealed that after working with a new consulting teacher librarian, her view changed to

the point that she "would like to see us restore teacher librarians." However, she found that

others in her district do not share this view, lamenting, "I brought that up to LCAP meetings time

and time again and nobody sees the value in it."

SA Angela described how their district's model of formal teacher evaluation has

influenced her view of instructional coaching:

There was a point where evaluation shifted to coaching, like having a coaching mind-set

to do an evaluation. We started learning more about that when we were starting to look at

evaluating a teacher, the purpose of what your walk-through is. We're not doing for

evaluation purposes, we're doing it to improve instruction in your classroom. It's meant to coach basically.

SA Michael similarly shared how district expectations and models have influenced his understanding of instructional coaching:

Also as part of my job duties, I observe teachers and I've implemented a coaching model that is pretty unique that I learned from my principal. That is, I call in teachers individually and give them ten minutes to talk and I talk for ten minutes. My English department, I tested it with them and it works really well. I meet with each person once every three weeks and that's based on what I observed in their classroom. I get to see and it's building trust and relationship things.

Models of training have also influenced administrators' understanding of the roles of the instructional coach and teacher librarian. Two administrators, DA Alice and DA Rachel, shared how excited they were to receive training focused on Elena Aguilar's (2013) book, *The Art of Coaching,* and how they would like to implement her coaching model in their districts. DA Tanya recalled how "even in my undergraduate work, there were instructional coaches in place in various capacities and duration" and that her teacher education program included assignments that required candidates to consider how they might work with an instructional coach. DA Manuel summarized his training experiences with both roles:

In terms of— not specific to librarians, but I have received pretty extensive training on different models of support and coaching. I attended an 8-day cognitive coaching training. I've attended numerous coaching sessions throughout my career. My master's thesis was on instructional coaching. I would say that I have received quite a bit of training on coaching, but not the role of the teacher librarian as a professional developer

or someone that helps with teacher professional growth.

Dispositions. DA Alice noted, "It takes a certain personality and a certain skill set" to serve as an instructional leader. All administrators discussed dispositions that they believe to be essential to the role of an instructional leader, whether they serve in that role themselves or it is fulfilled by an instructional coach or teacher librarian.

Administrators strongly believe that instructional leaders must maintain a goal-oriented focus. It is imperative that they focus upon fulfilling the district's mission and vision and serving students. SA Jeanette summarized her view on this:

> We believe very strongly if you don't believe in what it is we're trying to do here in
>
> Jefferson USD, then you absolutely can't be a teacher leader. There's no— there's room
>
> for discussion about the how we're going to do it, but not what we're going to do. Our
>
> goals are very clear. If you don't believe we can do that and your role is pivotal, then you
>
> probably need to find a different place to be.

Administrators appreciate how focused instructional coaches and teacher librarians can support them in achieving the district's mission and vision. As such, it is important for these individuals to, as DA Jeanette declared, "know your district before you try to do anything other." Additionally, they must believe that students can learn and achieve the district's instructional goals. SA Leon described his concerns with this in implementing the CCSS ELA with his teachers:

> It's trying to get them [classroom teachers] to understand how the kids have to go deep
>
> and they have to be able to do it by themselves. We're afraid to let go because we don't
>
> think they can do it.

Though some of his site's teachers have difficulty in believing their students can succeed, he

believes that they can and continually models a positive attitude about this to his staff.

Administrators discussed how important it is for instructional leaders to continually learn and improve while on the job. SA Angela declared her passion for this:

I always make sure that if we do any kind of professional development, I am sitting right there with them. If I'm not delivering it myself, I'm sitting right there with them learning it …I'm learning it with them or before them.

SA Tomas similarly shared how he strives to remain current in the field:

I kind of need to get my feet wet and know how it goes. I kind of invite myself to come in and do lessons and things like that and engage in a conversation with my teachers, just so I know.

Regarding the need to continually improve, SA Leon offered his thoughts:

It sounds funny, but literally, I can still do stuff better. You can do this better, okay, even when sometimes they're wrong, and you go okay and work on it and improve and find ways to get better. You can always get better.

Self-motivation, the ability take charge of and follow through on tasks with little direction, is valued by administrators. SA Joanna described how she appreciates that IC Julie is "kind of a very self-motivated person. I kind of— we have a conversation, then she really goes with it and we check in and it seems to work well." SA Richard also noted the essential nature of this disposition in connection with meeting instructional goals: "If you don't have somebody that is a self-starter and they have that vision to be really involved in all areas of campus, then it's hard to force that on somebody."

Administrators shared that respectability is a quality that instructional leaders must demonstrate. This is developed by listening to the needs and concerns of teachers and exercising

patience with them; being personable, approachable, flexible, and trustworthy; and modeling in professional development what they expect to see in the classroom. DA Jeanette strongly emphasized the importance of this disposition in an instructional leader:

> You've got to really know how to teach and then you've got to know how to share that with adults who may or may not want to work with you…We're looking for someone…who is respected by their colleagues and has confidence to be able to stand up in front of their colleagues, that's important.

Satisfaction. All administrators affirmed that they love working with K–12 students, are motivated to do "what's best for kids," and find great satisfaction in making a positive difference in their lives. SA Joanna simply stated, "I love working with kids and I love teaching." SA Michael expanded on this thought by explaining why he moved into administration: "I loved teaching, and then I saw that I could have a bigger impact— the way I do things, I could have a bigger impact as an administrator, so I moved in to administration."

Administrators noted that they greatly value having another instructional leader in-house who can continually encourage them in achieving this satisfaction. Speaking warmly of IC Audrey, SA Angela shared:

> This job, you can get lost in some of the negative pieces of the job. It can be very discouraging…if I start feeling down and I'm starting to lose the luster that I always have when I'm here, which it happens, I'm not going to lie, she brings that back out.

SA Leon similarly praised IC Lynn's ability to keep him motivated:

> With her, she keeps me motivated because she's— honestly, she's a cheerleader and she keeps me motivated…she's like, "Come on, we're making a difference, let's go!" When I start to get down, it's like, "You're right, okay, let's go. We're good."

Differences. There were two notable areas of difference across cases within the

themes of Challenge and Relationships that affect how administrators work with instructional coaches and teacher librarians to provide instructional leadership.

   Challenge. The greatest difference in challenges between Case One and Case Two is evident in what inhibits the ability of administrators to distribute instructional leadership tasks to instructional coaches and teacher librarians. This was evident in the categories of Evolving Role, Ignorance, and Limitations. In Case One, the evolving role of the instructional coach requires administrators to invest significant amounts of time in establishing and refining expectations, conducting training, and implementing coaching models. The time required by instructional coaches to be spent off-site in training or fulfilling other responsibilities was noted as a particular area of concern in providing consistent instructional leadership. Additionally, limitations such as teacher resistance, the need to manage multiple subject areas and initiatives, and working with new teachers and classroom management were identified as potential barriers to the effective implementation of embedded professional learning. In contrast, in Case Two, ignorance of the instructional role of the teacher librarian prevents many administrators from viewing and fully utilizing teacher librarians as instructional leaders. This has resulted in limitations unique to the role of the teacher librarian: lack of administrative vision, leadership, support, and on-going training specific to the role.

   Relationships. How administrators view their relationship with their instructional coaches or teacher librarians differed across cases, as seen in the categories of Extension, Resource, and Support. In Case One, administrators consider their instructional coaches to be extensions of themselves as instructional leaders. In Case Two, administrators view teacher librarians as experts in research and the management of instructional materials whom they can call upon as a resource. The types of instructional support administrators expect instructional coaches and teacher librarians to provide to teachers also differed across cases. Administrators

in Case One expect their instructional coaches to continually work in-depth with teachers through coaching models that include modeling, co-teaching, reflecting, and providing feedback. They also expect instructional coaches to regularly examine data, implement instructional strategies, and assist teachers in developing classroom management skills. In Case Two, administrators expect teacher librarians to provide occasional resource-based support to teachers. This might include access to instructional materials and technology resources, assistance with the implementation of new curriculum and technology initiatives, and the teaching or co-teaching of research lessons.

Summary

From the results of the within-case and cross-cases analyses I developed an assertion of the meaning of the cases (Stake, 1995; Yin, 2014). Across cases, administrators expressed a data-driven need to provide embedded instructional support to teachers in the implementation of the CCSS ELA but acknowledged that they are incapable of fulfilling this need by themselves. They value having another instructional leader on site to provide this necessary support, one that possesses particular dispositions and is able to encourage them in meeting their goals. Building strong relationships and engaging in regular communication are considered essential to the successful distribution of instructional leadership.

Administrators' personal values influence their decisions to select and utilize instructional coaches or teacher librarians to provide instructional leadership. Prior experiences with either role have both positively and negatively impacted their ability to understand and work with individuals in these roles. Consequently, instructional coaches are considered to be extensions of administrators as instructional leaders while teacher librarians are considered to be resources that can be called upon to provide occasional instructional support.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this collective case study was to develop an understanding of why California K–12 public school administrators distribute instructional leadership responsibilities to either instructional coaches or teacher librarians and how the two roles compare within the context of the implementation of the CCSS ELA. This chapter provides a summary of the study's results with a discussion of the findings and their implications. It also outlines the study's delimitations and limitations and recommendations for future research.

Summary of Findings

In both Case One and Case Two, administrators acknowledged that they are incapable of providing sufficient instructional leadership by themselves. They value having another instructional leader on site to provide teachers with embedded instructional support, one that possesses particular dispositions and is able to encourage them to meet their instructional goals. Administrators' personal values influence their decisions to select and utilize instructional coaches or teacher librarians to provide instructional leadership. Prior experience with either role has both positively and negatively impacted their ability to understand and work with individuals in these roles.

Research Questions

1. Why do administrators select instructional coaches to help them provide instructional leadership?

Administrators select instructional coaches to help them provide instructional leadership in response to a need to assist teachers in implementing the CCSS ELA in order to improve student achievement.

2. Why do administrators select teacher librarians to help them provide instructional leadership?

Despite an expressed need to improve student literacy, administrators either do not select or underutilize teacher librarians to help them provide instructional leadership in ELA. This is due to a lack of knowledge and understanding of the instructional role of the teacher librarian.

3. How do administrators and instructional coaches work together to provide professional learning within daily instructional practice?

Administrators consider instructional coaches to be extensions of themselves as instructional leaders; they work as a team to achieve the administrator's instructional vision by providing professional learning via embedded instructional support. This support consists of the administrator directing an instructional coach to work in-depth with teachers on the examination of student data, implementation of instructional strategies, and classroom management via a coaching model that includes modeling, co-teaching, reflection, and feedback. The intentional building of relationships and regular communication between administrators, instructional coaches, and classroom teachers contributes to successful embedded instructional support. Limitations such as teacher resistance, the need to manage multiple subjects or initiatives, and working with new teachers and classroom management were identified as potential barriers to the instructional coach's effective provision of support.

4. How do administrators and teacher librarians work together to provide professional learning within daily instructional practice?

Lack of knowledge and understanding of the instructional role of the teacher librarian has prevented many administrators from working closely together with their teacher librarians to provide professional learning within daily instructional practice. Administrators generally view

teacher librarians as experts in research and the management of instructional materials whom they can call upon to provide occasional instructional support to teachers. This support may include access to instructional materials and technology resources, assistance with the implementation of new curriculum and technology initiatives, and the teaching or co-teaching of research lessons. This provision of support can be limited by a lack of administrative vision, leadership, support, and on-going training for the role.

5. How do administrators evaluate the effectiveness of the instructional coaches' instructional leadership roles?

The instructional coach position proves to be an evolving role within districts, one that requires continual implementation and refinement of expectations, training, and evaluation processes. Some districts utilize formal evaluation processes that allow an administrator to specifically evaluate the effectiveness of the instructional coach's instructional leadership role. However, regular communication between administrators and instructional coaches is a common method of informal evaluation in all settings.

6. How do administrators evaluate the effectiveness of the teacher librarians' instructional leadership roles?

Lack of knowledge and understanding of the teacher librarians' instructional leadership role inhibits administrators from evaluating the effectiveness of this role. Since none of the districts' formal evaluation processes are aligned to the current California standards for the teacher librarian position, administrators are not able to specifically evaluate the effectiveness of the teacher librarian's instructional leadership role. Some administrators informally evaluate teacher librarians via regular communication with them and the feedback provided by the classroom teachers with whom they work.

Discussion

This study's findings corroborate, extend, and diverge from the prior theoretical and empirical research in the field.

Theoretical

This study's findings corroborate the previous research on instructional leadership and distributed leadership (Hallinger, 2005; Hallinger & Murphy, 2013; Spillane, 2006). Within the context of the implementation of the CCSS ELA, administrators in both cases affirmed that they need and want to provide strong instructional leadership. However, they acknowledged that they do not possess the capacity to fulfill this role. This necessitates that they distribute instructional leadership tasks to other school site leaders that possess particular skill sets and dedicated time to focus upon engaging in curriculum and instructional improvements (Neumerski, 2013; Spillane 2006): instructional coaches and teacher librarians. These tasks primarily include the implementation of a valued form of professional learning to achieve the school's mission (Hallinger & Murphy, 2013): embedded instructional support (Darling-Hammond et al., 2017).

Distributed leadership theory served as a lens for generating insights into how leadership might be practiced more effectively within the implementation of the CCSS ELA in this study. It provided a foundation for considering how the aspects of this situation enabled and constrained leadership through the cooperative interactions of leaders and followers (Johnston, 2015; Spillane, 2006; Tian et al., 2016). As seen in this study's findings, the distribution of instructional leadership tasks to instructional coaches or teacher librarians was heavily influenced by administrators' prior experiences with these roles. This also affected how well an administrator was able to cooperatively work with an instructional coach or teacher librarian. A mutually supportive relationship that was focused on achieving a common vision was found to

enable the successful distribution of instructional leadership. Intentional building of trust and regular communication were considered essential to establishing mutually supportive relationships. Limitations were found in both cases to constrain the effective provision of embedded professional learning.

Empirical

In both cases, administrators noted that they consider embedded instructional support to be the most effective form of professional learning (Darling-Hammond et al., 2017) and desire to consistently provide this to their faculties.

Case one. The Case One findings corroborate much of the prior research on instructional coaches, with two exceptions. The finding that the instructional coach position is an evolving role within K–12 school districts confirms the research that there is no common definition, model, or certification for instructional coaches (Neumerski, 2013). The finding that instructional coaches are expected to serve as non-supervisory experts that provide personalized individual support to teachers with the expressed purpose of encouraging sustained implementation of new instructional behaviors was also confirmed (Galluci et al., 2010; Knight, 2007; Kretlow & Bartholomew, 2010). In addition, the finding that districts in Case One do not require their instructional coaches to hold an advanced credential or degree above their basic teaching credential but expect them to have knowledge of a variety of instructional practices and possess certain skills and dispositions confirms previous research (Aguilar, 2013; Galluci et al., 2010; Knight, 2007). Finally, several barriers to instructional coaching identified in the existing research were confirmed in this study: teacher resistance, lack of time, and competing responsibilities (Bean et al., 2010; Galluci et al., 2010; Lowenhaupt et al., 2014; Lynch & Ferguson, 2010).

There were two areas in which the findings of Case One either extended or diverged from the prior research on instructional coaching. First, the Case One findings serve to extend the limited research that demonstrates why administrators value the instructional role of the instructional coach (Selvaggi, 2016). Secondly, the Case One findings demonstrate that two barriers to instructional coaching identified in prior research were not present in these settings: limited support from administration and lack of training (Stock & Duncan, 2010). On the contrary, administrators in Case One provided a high level of support and frequent training opportunities for their instructional coaches.

Case two. The finding that administrators lack knowledge and understanding of the instructional role of the teacher librarian and that they primarily learned about this role through prior experience corroborates the previous research in the field (Church, 2008, 2010; Levitov, 2013; Shannon, 2012; VanTuyle & Watkins, 2012). The Case Two findings extend the prior research by providing an in-depth understanding as to why administrators lack this knowledge and understanding.

Implications

The results of this study have generated theoretical, empirical, and practical implications for various stakeholders related to California's K–12 public schools.

Theoretical

This study's findings demonstrate that there is a need for administrators of California K–12 public schools to distribute leadership to other leaders, especially when faced with a new initiative. The implementation of the CCSS ELA requires major instructional shifts and new curriculum, which in turn has necessitated large-scale professional learning efforts with classroom teachers. Administrators agree that embedded instructional support provided by site-

based teacher leaders is the best form of professional learning. As such, school districts need to make it a priority to employ site-based teacher leaders such as instructional coaches and teacher librarians, even during lean budget years. However, district personnel should seek to make meaningful, reflective hiring decisions when selecting such teacher leaders to meet specific needs. As evidenced in this study, instructional coaches and teacher librarians were not intentionally selected by the participating districts to implement the CCSS ELA. Instead, the roles of existing personnel were slowly adapted or occasionally called upon to provide the necessary support.

To minimize limitations that can inhibit the effective provision of embedded instructional support, school districts also need to set the standard for how instructional leadership will be distributed at the site level. Since an administrator's prior experience impacts how he or she will work with an individual in this role, districts must seek to employ district-level administrators that have prior experience working as a site-level instructional coach or teacher librarian who can develop a vision and provide appropriate support for the population and the site-based administrators and teachers with whom they work. This district-level support should include (a) organizing the instructional coach and teacher librarian populations within the district's divisions of Educational Services, Curriculum and Instruction, or Professional Development; (b) establishing and maintaining job descriptions and formal evaluation processes that are aligned to current professional standards; (c) clearly identifying within the district's LCAP how the population will serve as instructional leaders; and (d) providing on-going specialized professional learning opportunities for the population.

In addition, districts and organizations that prepare instructional coaches and teacher librarians for their positions need to focus upon teaching trainees how to work with

administrators in providing effective instructional leadership. Trainees should be taught the importance of developing a mutually supportive relationship with an administrator. Strategies to accomplish this include: (a) learning the administrator's values by inquiring about his or her professional experience and the dispositions he or she values in leadership; (b) building trust with the administrator by striving to develop those dispositions in himself or herself; (c) learning the administrator's instructional vision and continually supporting him or her in achieving it; and (d) engaging in regular communication with the administrator.

Trainees should also be taught the importance of keeping a data-driven mindset by continually reviewing the district and school mission statements, LCAP and SPSA goals, and student achievement data. They should learn to connect all instructional activities to these sources and work on incorporating research-based professional learning standards and strategies such as the CDE's Quality Professional Learning Standards into their daily practice. Finally, trainees should be advised to keep a servant-minded attitude in working with administrators and classroom teachers.

Empirical

To minimize limitations that can inhibit the effective provision of embedded instructional support in ELA, district administrators that oversee instructional coaches and teacher librarians should regularly consult with the professional organizations that develop standards and provide specialized professional development and on-going support for these populations. These organizations include the California School Library Association, American Association of School Librarians, International Literacy Association, and International Society for Technology in Education.

Since administrators are under pressure to increase student achievement in a high-stakes

testing environment, there is a tendency for districts to reduce or eliminate funding for positions that do not directly impact student achievement. Thus, there is a need to establish a clear causal relationship between the work of instructional coaches or teacher librarians and student achievement in ELA.

Practical

This study presents practical implications for a variety of stakeholders.

Administrators. Administrators should carefully consider the needs of their schools when choosing between a teacher librarian and an instructional coach. If the priority is to improve student achievement in ELA or student literacy across all subject areas, a credentialed teacher librarian might be a better choice considering that he or she is a certified expert in collaborating with teachers to integrate 21st century skills and multiple literacies into the curriculum, which closely aligns to the CCSS ELA. Therefore, when seeking to distribute instructional leadership to a site-based teacher leader, it would be wise to explore either hiring or fully utilizing a teacher librarian currently employed at the site. Fully utilizing a teacher librarian to provide embedded professional learning in ELA may eliminate the need for districts to employ additional personnel such as part- or full-time ELA instructional coaches, curriculum specialists, or teachers on special assignment.

Though the teacher librarian provides added value to a school site by administering the school's library program, his or her ability to fully engage in the school's instructional role is restricted by the absence of adequate library support personnel. When support personnel are missing, the teacher librarian must default to managing the library's physical space rather than engaging in the instructional program. Therefore, administrators must ensure that appropriate classified personnel are in place to take care of the site library program's daily operational tasks

so that the teacher librarian can focus primarily upon the school's instructional program. Administrators can review the CCTC's 2017 edition of *The Administrator's Assignment Manual* and the MSLS for guidance in staffing the school library.

California Department of Education. As detailed in Chapter Two, it is currently impossible to determine how many instructional coaches are employed in California's public schools. The district administrators in Case One reported that they use the following CALPADS job classification categories to report their instructional coach staff assignments: Other Certificated Non-Instructional Assignment, Resource Teacher, and Other Instructional Support. The ability to obtain accurate statistics on the number of instructional coaches statewide would demonstrate how great the need is for distributed leadership. As such, the CDE should establish a CALPADS job classification code that is specific to the role of an instructional coach.

California Commission on Teaching Credentialing. The evolving role of the instructional coach requires the California public school districts in this study to invest a significant amount of time and money in establishing and refining expectations, conducting training, and implementing coaching models. These districts require their instructional coaches to hold only a basic teaching credential and 3–5 years of classroom teaching experience, yet expect them to have knowledge of and be able to work with multiple subject areas and initiatives, implement instructional and classroom management strategies, and analyze student data. Instructional coaches that meet only the basic job requirements may not yet possess or have mastered this knowledge, resulting in a need to provide them with a high level of training and support. This can negatively impact the amount of time they are able to spend working directly with teachers.

Like the teacher librarian position, the CCTC should consider establishing an advanced

credential for the instructional coach position that clearly outlines the expectations for the role.

Requiring individuals to complete a credential preparation program outside of the school district

would reduce the financial and temporal burdens on districts to establish expectations for the role

and train these individuals. Instructional coaches would then enter the profession better prepared

and able to begin working with site administrators to provide strong instructional leadership to

their teachers on their first day of employment. Holding an advanced credential might also

change teachers' perceptions of instructional coaches to that of an instructional expert rather than

a peer, thus reducing resistance to working with individuals in the role.

Given that the administrators in this study learned about the roles of instructional coaches

and teacher librarians primarily through prior experience, the CCTC should also consider

incorporating specific language about these roles into the *California Professional Standards for*

Education Leaders. This would then require administrative preparation programs to provide

specific learning experiences focused on how to effectively distribute leadership to individuals in

these roles.

Professional development providers. Since many administrators hold negative views

of the teacher librarian position due to prior experience with more "traditional" teacher

librarians, there is a need to assist these individuals in developing into effective instructional

leaders that are current in the field. School library professional organizations and teacher

librarian preparation programs need to design and provide professional learning experiences

specific to this population. Such learning experiences should include instruction in the current

standards in the fields of school librarianship and educational technology and methods for

advocating for and marketing the role of the teacher librarian.

Teacher librarians. Teacher librarians currently employed in California schools need to

be cognizant that an administrator's view of the teacher librarian position will be primarily shaped by his or her experience with them. As such, they must strive to establish a mutually supportive relationship with their administrators. In order to provide a positive model of the teacher librarian profession and function as an effective instructional leader, they must also strive to remain current in the field and continually work toward fulfilling the MSLS Program Standard of delivering at least 20 hours of instruction per week.

Delimitations and Limitations

The delimitations for this study addressed the selection of the settings and participants. The context for this study was comprehensive K–12 California public school districts in which instructional coaches or teacher librarians were employed at individual school sites. I selected California public school districts as the context since they are governed by California Education Code and held accountable for instructing students according to content standards adopted by the California State Board of Education. I sought to identify school districts that employ multiple instructional coaches or teacher librarians as they were more likely to have established job descriptions, training procedures, and evaluation documents established for these roles. To generate similar results within and across Case One and Case Two, I worked with each setting's district administrator of instructional coaches or teacher librarians to identify a "typical case." A typical case illustrated what the district administrator considered to be "normal" or "average" in regard to the working relationship between a site administrator and instructional coach or teacher librarian within the district.

Limitations included generalizability of results beyond the participants in this study (Yin, 2014) due to factors related to school site demographics and participant availability and knowledge. Several factors related to district settings may have limited the comparison of

administrators' perspectives. First, none of the districts specifically hired instructional coaches

or teacher librarians to assist with the implementation of the CCSS ELA. They simply used the

personnel that were already in place prior to the publication of the standards. Secondly, not all

settings in this study employed full-time site-based instructional coaches or teacher librarians.

There was one half-time instructional coach participant and one half-time teacher librarian

participant in each case. Third, each case included settings of varying levels. Case One included

two elementary sites and one middle school site and Case Two included two high school sites

and one elementary school site. Fourth, the working relationship between the site administrators

and instructional coaches or teacher librarians varied in length from less than one year to five

years. Fifth, student population varied across districts in each case, resulting in differing

numbers of instructional coaches and teacher librarians.

School site demographics and participant availability and knowledge presented several

limitations that may have also affected administrators' perspectives. Given the small population

of teacher librarians in California, it was difficult to locate school districts that employed teacher

librarians at each school site and that did not also employ site-based instructional coaches. This

also limited my ability to locate settings in different regions California and settings in which I

had no prior knowledge of or experience with teacher librarians currently employed in those

settings. When contacting potential settings, several administrators of teacher librarians either

declined to participate or referred me to other administrators, citing lack of knowledge or

experience with the role. Though I attempted to select districts that employed ELA-only

instructional coaches, I found that job descriptions had changed or that the ELA instructional

coaches had been directed to work with other subject areas. Finally, though I requested to work

with a "typical case" in each district, I found that I ended up being referred to an ideal case in

many of the settings. I learned this during interviews when several site-based participants informed me that they probably represented the desired working relationship between an administrator and instructional coach or teacher librarian in their district.

Recommendations for Future Research

Several recommendations and directions for future research can be derived from this study. First, since limitations may have affected the comparison of administrator perspective across cases, it would be beneficial to replicate this collective case study with only two settings of similar populations of students with the following characteristics:

(a) One district that primarily employs full-time site-based instructional coaches and one that primarily employs full-time site-based teacher librarians to provide embedded instructional support in ELA. This population is under the direction of a district administrator who has prior experience serving as an instructional coach. The district has a job description and formal evaluation process specialized for instructional coaches.

(b) One district that primarily employs and fully utilizes full-time site-based teacher librarians to provide embedded instructional support in ELA. This population is under the direction of a district administrator who has prior experience serving as a teacher librarian. The district has a job description and formal evaluation process specialized for teacher librarians and aligned to the current standards of the profession.

Participants would include the district administrator and all site administrators and the instructional coaches and teacher librarians with whom they work in the district. Topics to explore would include the examination of the relationship between site administrators and instructional coaches and teacher librarians, comparison of these relationships across sites within each district across each case, and determination of what is considered a "typical case."

Additional areas to explore might include the examination of how the district supports their population of instructional coaches or teacher librarians and how district expectations of the roles are implemented at school sites.

A related area for future study might consist of a case study of a district that employs both site level instructional coaches and teacher librarians to explore and compare how these personnel are being utilized as instructional leaders.

Another direction for future study would include cases studies to examine the barriers or limitations that inhibit instructional coaches and teacher librarians from effectively providing instructional leadership. Topics to explore might focus upon:

- Examining the perspective of instructional coaches and teacher librarians – to what degree are they able to fully engage in instructional leadership? What barriers or limitations prevent them from providing a high level of embedded instructional support to classroom teachers? How can these barriers or limitations be minimized?

- Examining the perspective of classroom teachers regarding the provision of instructional leadership by instructional coaches and teacher librarians. What are the factors that contribute to teacher resistance?

Finally, a quantitative study is needed to determine if there is a clear causal relationship between the work of instructional coaches or teacher librarians and student achievement on the Smarter Balanced ELA tests.

Summary

This collective case study fills a gap in the research by providing an in-depth understanding of how the roles of the instructional coach and teacher librarian compare in providing instructional leadership in ELA from the administrator's perspective. The results

demonstrate why it appears that administrators value instructional coaches over teacher librarians. Administrators' prior experience with either role greatly affects their decisions to select and distribute instructional leadership tasks to instructional coaches or teacher librarians. Instructional coaches are considered to be extensions of administrators as instructional leaders in ELA while teacher librarians are considered to be resources that can be called upon to provide occasional instructional support in ELA. The results also demonstrate that the effective distribution of instructional leadership occurs within a mutually supportive relationship focused on achieving a common vision.

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APPENDIX A: IRB APPROVAL

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

March 14, 2017

Melanie Lewis
IRB Approval 2787.031417: A Collective Case Study to Examine Administrators' Instructional Leadership Perspective of the Role of Instructional Coaches and Teacher Librarians in California Public Schools

Dear Melanie Lewis,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
The Graduate School

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APPENDIX B: RECRUITMENT SCRIPTS

Email Script for Gaining District Permission:

Dear [Superintendent or designee]:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The purpose of my study is to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the *Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* Since your district employs [instructional coaches/teacher librarians] at the site level, I would like to invite your district to participate in my study. In keeping with [District Name] BP/AR 6162.8 Research, I have attached a written proposal for your review. I am happy to provide additional documentation and/or answer questions, if needed.

Before I may apply for Institutional Review Board (IRB) approval, I must obtain permission from each district in which I am seeking to conduct this study. If you are willing to allow me to conduct this study in your district, please provide the attached Permission Letter document on official letterhead or copy and paste into an email.

Thank you for your consideration and I look forward to hearing from you.

Sincerely,

Melanie Lewis
Ed.D. Candidate, Liberty University
malewis1@liberty.edu

Script for Follow-up Phone Call:

My name is Melanie Lewis and I am calling to follow up on an email I sent to you on [date] with an invitation to participate in a research study I will be conducting for my dissertation. Did you receive that request? If so, what is the status of my request? [If needed for voicemail message: I can be reached at ███████. I appreciate your time and look forward to hearing from you].

Email Scripts for Recruiting Participants:

Dear [District Administrator]:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The purpose of my study is to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the *Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* Since your district employs [instructional coaches/teacher librarians] at the site level, I have requested and been granted permission to conduct this study in your district.

As the district administrator who oversees your district's population of [instructional coaches/teacher librarians], I would like to invite you to participate in my study. If you are willing to participate, you will be asked to engage in an interview with me. The interview will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the transcript and data analysis. To further protect your privacy, you will be asked to select a quiet/private location where others cannot easily overhear the interview.

A consent document containing additional information about my research is attached to this email; if you agree to participate, please sign and return it to me at the time of our interview. I would first like to schedule a brief (15 min.) meeting to discuss the details of the study. Would you be available to meet with me in person or via phone on any of these dates and times: _____?

Thank you for your time and I look forward to talking with you.

Sincerely,

Melanie Lewis
Ed.D. Candidate, Liberty University
malewis1@liberty.edu

Dear [Site Administrator]:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The purpose of my study is to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the *Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.* Since your district employs [instructional coaches/teacher librarians] at the site level, I have requested and been granted permission to conduct this study in your district.

Your district administrator, _____, who has agreed to participate in the study, has recommended you and your [instructional coach/teacher librarian] as potential participants. As a site administrator who directly supervises [an instructional coach/a teacher librarian], I would like to invite you to participate in my study. If you are willing to participate, you will first be asked to engage in an interview with me and then engage in a focus group consisting of you, your [instructional coach/teacher librarian], and myself. Both the interview and focus group will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the transcript and data analysis. To further protect your privacy, you will be asked to select a quiet/private location where others cannot easily overhear the interview and focus group discussions.

A consent document containing additional information about my research is attached to this email; if you agree to participate, please sign and return it to me at the time of our interview. Per your availability, I would like to schedule these activities in the following order as soon as possible after [date]:

1. Site Administrator Interview (preferably at least one day prior to the observation)
2. Instructional Coach/Teacher Librarian Observation
3. Focus Group (preferably on the afternoon following the observation)

I am available on the following dates/times: _____. Thank you for your time and I look forward to hearing from you!

Sincerely,

Melanie Lewis
Ed.D. Candidate, Liberty University
malewis1@liberty.edu
████████████

Dear [Instructional Coach/Teacher Librarian]:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctor of Education degree. The purpose of my study is to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the *Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA). Since your district employs [instructional coaches/teacher librarians] at the site level, I have requested and been granted permission to conduct this study in your district.

Your district administrator, _____, who has agreed to participate in the study, has recommended you and your site administrator as potential participants. As a site-based [instructional coach/teacher librarian], I would like to invite you to participate in my study. If you are willing to participate, you will first be asked to allow me to observe or "shadow" you for one instructional day. The purpose of this is to enable me to observe the types of instructional activities related to the CCSS ELA in which you engage during a typical school day. Secondly, you will be asked to engage in a focus group consisting of you, your site administrator, and myself. The focus group will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the field notes collected during the observation, focus group transcript, and data analysis. To further protect your privacy, you will be asked to select a quiet/private location where others cannot easily overhear the focus group discussion.

A consent document containing additional information about my research is attached to this email; if you agree to participate, please sign and return it to me at the time of the observation. Per your availability, I would like to schedule these activities in the following order as soon as possible after [date]:

1. Site Administrator Interview (preferably at least one day prior to the observation)
2. Instructional Coach/Teacher Librarian Observation
3. Focus Group (preferably on the afternoon following the observation)

I am available on the following dates/times: _____. Thank you for your time and I look forward to hearing from you!

Sincerely,

Melanie Lewis
Ed.D. Candidate, Liberty University
malewis1@liberty.edu

APPENDIX C: PERMISSION REQUEST LETTER

Dear Recipient:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for an Ed.D. degree. The title of my research project is *A Collective Case Study to Examine Administrators' Instructional Leadership Perspective of the Role of Instructional Coaches and Teacher Librarians in California Public Schools,* and the purpose of my research is to develop an understanding of how the roles of the teacher librarian and instructional coach compare in assisting California school principals to provide instructional leadership in the implementation of the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA).

Teachers desire strong instructional leadership, especially when faced with the implementation of an initiative such as the CCSS ELA, and a single school administrator is incapable of providing comprehensive instructional leadership. Thus there is a need to identify additional leaders to whom instructional leadership responsibilities can be distributed. Data collected from this study could serve to demonstrate how instructional coaches or teacher librarians meet the needs of school districts that wish to employ highly effective instructional leaders.

I am writing to request your permission to conduct my research in your school district with three of its members. The members I will invite to participate in my study will consist of a district administrator who oversees the hiring and/or provides support for instructional coaches or teacher librarians, one site administrator who directly supervises an instructional coach or teacher librarian, and the corresponding instructional coach or teacher librarian.

Participants will be asked to participate in interviews and an observation. Interviews with participants will be audio-recorded and transcribed. The observation will take place during the course of one instructional day, during which I will "shadow" the instructional coach or teacher librarian to observe the types of instructional activities related to the CCSS ELA in which he or she engages. I will collect field notes during the observations. No data will be collected from students. Confidentiality of the district and participants will be protected through the use of pseudonyms.

Participants will be presented with informed consent information prior to participating (see attachment). Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval.

Sincerely,

Melanie Lewis
Ed.D. Candidate, Liberty University

malewis1@liberty.edu

APPENDIX D: LIBERTY UNIVERSITY IRB PROCEDURES FOR DISTRICT/SCHOOL PERMISSION

Liberty University Institutional Review Board

Information on Gaining Permission to Conduct Research in Specific School Districts and/or Schools

When a researcher intends to conduct research in a school district and/or school, he or she must seek and receive the permission of the appropriate district and/or school official(s) before receiving the necessary IRB approval of his or her research application needed before data collection can begin. It is the researcher's responsibility to determine from whom to seek permission. Permission should be printed on official school letterhead and include appropriate signature(s).

Once the researcher has received letters of permission from the appropriate officials, he or she must submit copies of the letters to the IRB. Copies of permission letters may be submitted by email as scanned pdfs to irb@liberty.edu, by fax to 434-522-0506, or by mail to Green Hall, Suite 1837. The IRB will save and file the letters with the researcher's application and supporting documents.

Once the researcher has completed all requested IRB revisions to his or her research application, the IRB will issue an approval letter enabling the researcher to conduct his or   her research study.

Alternative Procedures When a School District and/or School Refuses to Grant Permission Prior to the Researcher Receiving LU IRB Research Application Approval

In the event that a school district and/or school refuses to grant permission for a researcher to conduct research in a specified district and/or school prior to the researcher receiving LU IRB research application approval, and the researcher has completed all requested IRB revisions to his or her research application, the IRB will conditionally approve the research application and issue a conditional approval letter to the researcher for the specified research study. The researcher may then present the conditional approval letter to the appropriate school district and/or school officials from whom he or she is seeking permission to conduct research.

Once the researcher has received letters of permission on official school letterhead with appropriate signature(s) from the appropriate official(s), he or she must submit copies of the letters to the IRB. Copies of permission letters may be submitted by email as scanned pdfs to irb@liberty.edu, by fax to 434-522-0506, or by mail to Green Hall, Suite 1837. The IRB will save and file the letters with the researcher's application and supporting documents and issue an approval letter enabling the researcher to complete his or her research study.

APPENDIX E: PERMISSION LETTER TEMPLATE

[This permission letter template is provided for your convenience. Recommended information is included in brackets. Please select the desired information, remove the brackets, and remove the information that does not apply.]

[Please provide this document on official letterhead or copy and paste into an email. The letter/email may be returned to the researcher requesting permission.]

[Insert Date]

[Recipient]
[Title]
[Company]
[Address 1]
[Address 2]
[Address 3]

Dear Melanie Lewis:

After careful review of your research proposal entitled *A Collective Case Study to Examine Administrators' Instructional Leadership Perspective of the Role of Instructional Coaches and Teacher Librarians in California Public Schools*, [I/We] have decided to grant you permission to conduct your study at [NAME OF SCHOOL DISTRICT].

Check the following boxes, as applicable:

☐ Data will be provided to the researcher stripped of any identifying information.

☐ I/We are requesting a copy of the results upon study completion and/or publication.

Sincerely,

[Your Name]
[Your Title]
[Your Company/Organization]

APPENDIX F: CONSENT FORM

CONSENT FORM

A COLLECTIVE CASE STUDY TO EXAMINE ADMINISTRATORS' INSTRUCTIONAL LEADERSHIP PERSPECTIVE OF THE ROLE OF INSTRUCTIONAL COACHES AND TEACHER LIBRARIANS IN CALIFORNIA PUBLIC SCHOOLS
Melanie Lewis
Liberty University
School of Education

You are invited to be in a research study to investigate how instructional coaches and teacher librarians provide instructional leadership. You were selected as a possible participant because your district employs instructional coaches or teacher librarians at the site level. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

Melanie Lewis, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to develop an understanding of how the roles of the instructional coach and teacher librarian compare in assisting California school administrators to provide instructional leadership in the *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (CCSS ELA).

Procedures: If you agree to be in this study, I would ask you to do the following things:
1. District administrator: Engage in an interview with the researcher. The interview will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the transcript and data analysis.
2. Site administrator: Engage in an interview with the researcher. The interview will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the transcript and data analysis.
3. Instructional coach or teacher librarian: Allow the researcher to observe or "shadow" you for one instructional day. The purpose of this is to enable the researcher to observe the types of instructional activities related to the CCSS ELA in which you engage during a typical school day. Field notes will be collected during the observation. Your confidentiality will be protected through the use of a pseudonym in the field notes and data analysis.
4. Site administrator and instructional coach or teacher librarian: Following the observation, engage in a focus group with the researcher. The focus group will not exceed one hour in length and will be audio-recorded and transcribed. Your confidentiality will be protected through the use of a pseudonym in the transcript and data analysis.

Risks and Benefits of being in the Study: The risks involved in this study are minimal, no more than you would encounter in everyday life.

There are benefits to participating in this study. Though you will not directly benefit from your participation in this study, your contribution will impact the current literature on the topic. Teachers desire strong instructional leadership, especially when faced with the implementation of an initiative such as the CCSS ELA, and a single school administrator is incapable of providing comprehensive instructional leadership. Thus there is a need to identify additional leaders to whom instructional leadership responsibilities can be distributed. Results of this study could serve to demonstrate how instructional

coaches or teacher librarians meet the needs of school districts that wish to employ highly effective instructional leaders. Upon request, you will be provided with a copy of the completed study.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a participant or setting. Research records will be stored securely; electronic files will be stored on a password-protected hard drive and physical files will be stored in a locked cabinet. Only the researcher will have access to the records. Records will be retained for three years and then destroyed; physical files will be shredded and electronic files will be deleted. Data collected from this study may be used in future publications, but no personally identifiable information of participants will be published. The confidentiality of participants will be maintained through the use of pseudonyms in all publications. However, for the focus group I am unable to provide assurance that other members of the group will maintain their confidentiality and privacy, but I will encourage participants to do so.

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

How to Withdraw from the Study: If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you, apart from focus group data, will be destroyed immediately and will not be included in this study. Focus group data will not be destroyed, but your contributions to the focus group will not be included in the study if you choose to withdraw.

Contacts and Questions: The researcher conducting this study is Melanie Lewis. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at ▮▮▮▮▮▮▮ or malewis1@liberty.edu. You may also contact the researcher's faculty advisor, Dr. Jennifer Courduff at jlcourduff@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Green Hall Suite 1887, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information to keep for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

☐ The researcher has my permission to audio-record me as part of my participation in this study.

_____

Signature   Date

_____

Signature of Investigator   Date

APPENDIX G: INTERVIEW QUESTIONS

District Administrator

1. Tell me about yourself. Why did you decide to pursue a career in education?
2. Tell me about why you became an administrator.
   - Education/credentials
   - Prior teaching experience
   - Length of time in current position
3. Both the California Department of Education's *CCSS Systems Implementation Plan* and the *ELA/ELD Framework* state that strong instructional leadership and high quality professional learning are required for successful implementation of the CCSS ELA. Many districts have sought to fulfill this need by hiring instructional coaches (IC) or teacher librarians (TL) to implement a model of continuous, embedded, one-on-one professional learning in ELA at the school site level. Why did this district select ICs/TLs?
   - How many ICs/TLs are employed in the district?
     - How many were selected internally?
     - How many were selected from outside of the district?
4. What is the process for selecting the IC/TLs?
   - Qualifications?
   - How are they assigned to school sites?
5. What are the district's expectations for IC/TLs in regard to the implementation of the CCSS ELA?
   - Upon what foundation(s) are these expectations based?
     - (IC) a particular coaching model?
     - (TL) the *Model School Library Standards for California Public Schools*?
     - Professional resources?
     - Research?
   - How does the IC/TL's job description communicate these expectations?
   - How was the job description created?
6. What types of support does the district provide to IC/TLs?
   - Training
   - Professional Learning
   - Mentoring
   - Paraprofessional/administrative (classified) personnel
7. How are IC/TLs classified in annual CALPADs staffing reports?
8. How are IC/TLs evaluated and by whom?
   - Standard teacher contract/evaluation form?
   - Special process/evaluation form?

9. How did you personally learn about the roles of ICs and TLs? Via:
   - Teacher or administrative preparation program?
   - Previous experience?
   - District expectations (job descriptions, training manual, evaluation forms)?
   - Professional standards (MSLS, ELA Framework)?
   - Government codes (Ed Code, CCTC)?
   - Professional learning?
   - Professional reading?
   - Research?
   - Colleagues?
10. Please share your thoughts on anything else related to this topic.
11. If I have any additional questions, may I contact you in person, by phone, or email?

Site Administrator

2. Tell me about yourself. Why did you decide to pursue a career in education?
3. Tell me about why you became an administrator.
   - Education/credentials
   - Prior teaching experience
   - Length of time in current position
4. Instructional leadership is defined as a role in which a leader defines the school's mission, manages the instructional program, and promotes a positive school learning climate. How do you provide instructional leadership?
   - To what extent are you able to fully engage in instructional leadership tasks?
5. Tell me about your experience with the implementation of the CCSS ELA.
6. What are your greatest concerns about the implementation of the CCSS ELA?
   - Regarding the most recent Smarter Balanced ELA Summative Test results?
7. What are your ELA instructional goals?
8. Both the California Department of Education's *CCSS Systems Implementation Plan* and the *ELA/ELD Framework* (Chapter 11) state that strong instructional leadership and high quality professional learning are required for successful implementation of the CCSS ELA. Many districts have sought to fulfill this need by hiring instructional coaches (IC) or teacher librarians (TL) to implement a model of continuous, embedded, one-on-one professional learning in ELA at the school site level. What are your expectations for the IC/TL in providing professional learning in ELA to teachers?
9. In what ways do you support the IC/TL in this role?
10. In addition to providing professional learning, how does the IC/TL assist you in meeting your ELA instructional goals?
    - Specific examples?
11. How do you evaluate the IC/TL to ensure that he or she is fulfilling his or her instructional leadership role?
12. What do you most value about the role of the IC/TL?
13. How did you personally learn about the roles of ICs and TLs? Via:
    - Teacher or administrative preparation program?
    - Previous experience?
    - District expectations (job descriptions, training manual, evaluation forms)?
    - Professional standards (MSLS, ELA Framework)?
    - Government codes (Ed Code, CCTC)?
    - Professional learning?
    - Professional reading?
    - Research?
    - Colleagues?
14. Please share your thoughts on anything else related to this topic.
15. If I have any additional questions, may I contact you in person, by phone, or email?

Focus Group

2. TL/IC: Tell me about why you became a TL/IC.
   - Education/credentials
   - Prior teaching experience
3. How long have you worked together and in what capacity?
4. Describe the instructional leadership actions you take to support the implementation of the CCSS ELA in regard to:
   a. Supporting the school's mission
   b. Managing the instructional program
   c. Promoting a positive school learning climate
5. How do you use the information provided in the California Department of Education's ELA/ELD Framework to guide professional learning efforts?
6. Who directs/initiates professional learning activity between teachers and the IC/TL?
7. Tell me about any standards or guidelines that you use to inform your daily practice.
8. On a typical day, about how much time do you spend working directly with teachers?
9. Tell me about any barriers that keep you from fully engaging in the ELA instructional program. Examples (if needed):
   - Time
   - Role confusion
   - Teacher resistance
   - Multiple responsibilities
   - Limited resources
   - Training
   - Support
10. How often do you meet together to discuss instructional goals, progress, and next steps?
11. Please share your thoughts on anything else related to this topic.
12. If I have any additional questions, may I contact you in person, by phone, or email?

APPENDIX H: OBSERVATIONS

Field notes will be collected on the following observation protocol form. Notes will be recorded throughout the observation period to document instances in which the instructional coach or teacher librarian provides instructional leadership related to the CA CCSS for ELA/Literacy instructional goals defined by the site administrator.

Observation Protocol	
Length of Activity: 1 instructional day	
Descriptive Notes	Reflective Notes

APPENDIX I: DATA COLLECTION FORM

District Name/Address/Phone:

School Site Name/Address/Phone:

Initial Email:	Documents:
Follow up call:	☐LCAP
	☐SPSA
Received permission:	☐Job Description
	☐Evaluation Form
Initial DA Meeting:	

	Name/Contact Info	Recruitment Email	Data Collection Date	Consent Form	Follow up?	Transcription	Member Check	Shared Results/ Thank you
District Administrator Interview								
Site Administrator Interview								
TL or IC Observation								
Focus Group								

APPENDIX J: SAMPLE INTERVIEW TRANSCRIPT

ICC SA: When I got this job, I asked {REDACTED} what everybody did and he told me and I figured it out for him.

MS. LEWIS: So you had not worked with an instructional coach anywhere else?

ICC SA: The instructional coaches in {REDACTED} are all out of the district office. They have far different roles.

MS. LEWIS: You at least had heard that there were coaches somewhere?

ICC SA: Yes, but they weren't on site so their roles were much more administrative rather than coaching.

MS. LEWIS: Do you ever recall learning about what an instructional coach is back in your credential programs or education programs?

ICC SA: I challenged my admin credential and I cleared my credential through AB-430 and I don't remember anything about instructional coaches in AB-430.

MS. LEWIS: There's typically not. Most people learn about these roles by working with one, encountering one at some point. Like you said, I found out about it myself and learned.

ICC SA: I learned from the previous.

MS. LEWIS: Then it sounds like the other role I'm investigating, teacher librarian, you learned about that because you knew somebody?

ICC SA: I knew somebody that was one.

MS. LEWIS: That was one that moved far away.

ICC SA: I used to work with {REDACTED}.

MS. LEWIS: That would have been in {REDACTED} Unified?

ICC SA: {REDACTED}.

APPENDIX K: SAMPLE ATLAS.TI NETWORK