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EXAMINING COACHING

Examining Coaching Models, Relationships, Roles, and Effects

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A Literature Review Presented

in Partial Fulfillment of the Requirements

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Abstract

This literature review looks at the different coaching models, how relationships effect successful coaching, the different roles a coach may experience, and the effects coaching can have on teachers and students. Over the past 10-15 years coaching in education has become a hot topic (Heineke, 2013). However, there is not much research or studies on the actual implementation of a coaching program and how it affects the students and the teachers. In this paper coaching roles takes on two meanings: what the coach does during a coaching session/meeting and what type of “hats” the coach wears during the time they are in the coaching position or career (Kane & Rosenquist, 2018; Wang, 2017; Heineke, 2013). The effects of coaching were classified into two categories: effects on teachers and effects on student achievement. Future research is needed to continue to close gaps.

Keywords: coaching, relationships, coaching models, effects

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Examining Coaching Models, Relationships, Roles, and Effects

Over the course of the past 10-15 years coaching in education has become a hot topic (Heineke, 2013). Coaching has gained popularity and is popping up in schools all over the United States (Galucci et al., 2010). With this increase in coaching positions, there also is a need for research on the effectiveness of said coaching. Knowing this, many researchers and educational experts have set out to conduct research but unfortunately, not a lot of research has been peer-reviewed supports what coaching consists of and how it works (Galucci et al., 2010). Most peer-reviewed articles are based on a type of coaching model and used conversations and audio recordings of teacher's conversations or questionnaires to analyze and test their hypothesis (Carlisle & Berebitsky, 2011; Searle, 2020; Hartman, 2017; Heineke, 2013). There is not much research or studies on the actual implementation of a coaching program and how it affects the students and the teachers years down the road.

Along with not having enough peer-reviewed work, coaching has become what each district has made it to be. This creates the problem of how coaches spend their time. According to Kane and Rosenquist (2018), coaches only spend a quarter to one-third of their time actually coaching and working directly with teachers. So, with such information in mind, the question becomes how can districts keep the purpose of coaching at the forefront of their minds and ensure their teachers are spending the majority of their time working with teachers to improve their practices? A second problem brought up was professional development for teachers. As laws have changed so has the need for professional development will allow teachers to implement what they are learning or required to do. According to Anderson et.al (2014), there has been plenty of research has shown having ongoing professional development is effective. The final problem in coaching in education is variety of forms or models and not one right way

to coach. For example, there can be peer coaching, instructional coaching, content-based coaching, and cognitive coaching (Joyce & Showers, 1996; Bair, 2017; Gallucci, 2010; Carlisle & Berebitsky, 2011). This creates the problem of what type of coaching should a school adopt or does it just create a model to work for them? This in turn can affect the research conducted. Wanting to know what components are necessary for an effective instructional coaching position led to gaps in the research. This will not allow the question to be answered quite yet.

There are a total of 30 research articles. There is a mix between action research and other research literature. All of the research articles are peer-reviewed sources found on the ERIC Database or the DeWitt library at Northwestern College. Some of the research was through the library but linked to the website was JSTOR or SAGE Journals. All of the journal articles are within the last 10 years except two articles, one article contains foundational information for Joyce and Showers (1996). The other one has some foundational theory work within it, helping practitioners understanding of the history of coaching.

This literature review will look at the different types of coaching, explain the models and analyze the models. Other themes throughout this literature review will include the history of coaching and the components good coaches need along with the coaching cycle. This will include how important relationships are to a successful coaching program. The purpose of the literature review is to provide more information on what a successful coaching program consists of so schools can provide the best coaching to their staff members. Looking at a variety of research will provide us with the opportunity to see what has been successful and what has not been successful. Taking this knowledge and merging it to create a coaching program in education hopefully will guide a school district on the right path. Within the literature review,

you will see coaching used in the context of a more experienced colleague working with another colleague on improving the instructional processes (Gibbons & Cobb, 2017).

Review of the Literature

Building Background on Coaching

With the changes in education in the past decade, there's been interest in how teachers are receiving their professional development. For example, Showers and Joyce's (1996), research stated only 10% of what the teachers learn is retained and implemented into the classroom. In agreeance, Woulfin (2014), states it is important for teachers to have "deep, situated opportunities for ongoing professional learning". Likewise, Gibbons & Cobb (2017) list high-quality professional learning opportunities need to be intensive and ongoing. Coaching has been influenced by learning theories and the early models of coaching had teachers acting as co-constructors of knowledge. These teachers would learn through the conversations and relationships with more experienced peers or colleagues (Neumerski, 2013).

Most if not all districts or states require teachers to continue their education throughout their careers. Coaching can provide these opportunities by focusing on an area of interest or need and working towards the goal. Coaching in education has been an effective way to support teachers over time and help them adjust their practices to align with standards or other district agendas (Page & Eadie, 2019). Likewise, Wang (2017), discusses how coaching lends itself to being individualized support for teachers. She goes on to state we must keep in mind learning for all students is not the same; adults require differentiation. Coaching also provides the space for teachers to take the learning from professional development and transfer it to their classroom (Wang, 2017).

Over the years coaching has developed and along with changes comes better research. However, research is still lacking with peer-reviewed works (Galucci et. al, 2010). There is a good start to how coaches work with teachers, how coaches spend their time, and different types of coaching models, but there is still a lot more work to be done. Depending on if the coach is school-hired or district-hired could affect how the coach spends their time (Kane & Rosenquist, 2018). Kane & Rosenquist (2018) found district-hired coaches spent more time in a coaching cycle and working directly with teachers compared to coaches who are school-hired. Hartman (2017), on the other hand, looked at coaching in a rural school community. She believes the type of school environment affects how coaches can be effective and how they spend their time. More peer-reviewed work is needed to solidify the importance of what coaching has to offer.

Adult Learning

In Cox's (2015), research she explores how learning theories of adults can be used to coach adult learners. Cox (2015) also discusses how coaches need to be tuned in to what type of learning the teacher likes along with what the teacher's goals are. The coach should be more focused on the teacher they are helping rather than the agenda or goals of the curriculum or district. Throughout Cox's (2015) research the andragogy theory by Knowles is looked at and discussed. 6 characteristics are looked at and connected to coaching: 1. Need to know, where they need to be able to relate the content they are learning back to the real world. 2. Adults are self-directed and this can relate to the need for coaching to be voluntary and wanted by both parties. 3. Adult learners come with a plethora of learning experiences for life and career. 4. Adults learn when they are ready and have a need. 5. Adults are life-centered in their learning; adults want to see how the learning they are doing is useful in their lives. 6. If there is an external

motivator, like money, adults can respond to the learning (Cox, 2015). Bair's (2017) work also focused on the andragogy framework by Knowles.

Coaching Models

Choosing a coaching model is one decision a district faces when implementing a coaching position. There are several models a district needs to analyze before deciding. When looking at the models a district needs to analyze each one, including the differences of each to determine which model will best meet their needs. Coaching can vary from content-based coaching, like literacy coaching from an expert teacher, to peer coaching with another more experienced colleague/coach (Carlisle & Berebitsky, 2011; Elish-Piper & L'Allier, 2011). No matter what coaching model a district chooses they need to make sure they are considering what is best for their staff and students.

Content-focused Coaching

Content coaching consists of a coach who is an expert in one content area and helps the teachers improve their teaching practices in a specific domain. They also help the teacher with other aspects of teaching the content like how students learn and the "key disciplinary ideas" (Gibbons & Cobb, 2017). Literacy coaching is a popular type of coaching. Literacy coaching focuses on the connection between the coach and the teacher's practice (Elish-Piper & L'Allier, 2011). According to Polly et. al (2013), content coaches can use their meeting times by facilitating discussions and provide information on specific content-related items, like concepts around math or literacy and how it looks in the classroom.

One way coaches can help teachers improve their classroom practices is by examining their student's work. By analyzing their student's work, they can see how their students are

thinking and working out problems (Gibbons and Cobb, 2011). The coach can look through this work with the teacher and guide them along the process of seeing where their students need support. Most of the studies Gibbons & Cobb (2011) analyzed, found the role of the coach was to facilitate the discussion and keep the meeting on task. Another activity coaches can support teachers with is modeling. This was consistent among the coaching models but would be useful for content-focused teaching. Teachers could observe the skills or practices the coach is trying to help them improve (Gibbons & Cobb, 2013). There has been improvement in student's achievement scores by the use of content-focused coaching (Polly et. al, 2013).

Peer Coaching

Peer coaching was originally proposed by Beverly Showers and Bruce Joyce in 1980. They had found only 10% of what teachers were learning was brought back to the classroom by the teachers attending the training. When conducting research, they found teachers had time to practice and implement the new content their implementation rates rose (Showers & Joyce, 1996). Peer coaching is a process (Hagen et. al, 2017). According to Hagen et. al (2017), one theme they found amongst many research articles was peer coaching does not have "principles of hierarchy". Everyone involved in the peer coaching model has equal say and equal voice. Showers and Joyce (1996) are also in agreement, peer coaching is when teachers learn from one another while they are "planning instruction, developing support materials, watching one another work with students, and thinking together about the impact of their behavior on their students' learning."

An example of Peer coaching is found in Dubin's (2018) work when interviewing a consulting teacher in the San Antonio School District. The district has put a program called Peer Support Program in place where more experienced teachers work with teachers who want/need

assistance with strategies or learning within their classroom. When working with teachers she meets one-on-one with them to discuss, plan, and reflect on things going on in their classroom. This is a supportive role and not in any way an evaluative role (Dubin, 2018). This is a great example of how peer coaching can work within a school.

Cognitive Coaching

Cognitive coaching is a peer mentoring strategy where planning and reflection are involved (Bair, 2017; Polly et. al, 2013). Cognitive coaching does differ slightly from peer coaching as cognitive coaching as it focuses more on improving already existing practices the teacher has in their “toolbox” (Showers & Joyce, 1996). Bair (2017) discusses how the end goal of Cognitive coaching is to be able to self-monitor, self-analyze, and self-evaluate. Cognitive coaching is a mix between Peer coaching and other traditional models of coaching such as Collaborative or Partnership coaching. Cognitive is like peer coaching as it is forming a relationship with colleagues (peers) to improve practice but also follows the more common coaching cycle of pre-planning and reflection (Bair, 2017).

Collaborative and Partnership Coaching

Collaborative or Partnership coaching is looked at as “teacher-centered” because it works on the coaching cycle of determining the teacher’s goals, implementing, and reflecting on those goals and puts the teacher at the center of the process (Wang, 2017). Collaborative coaching is a way for teachers to work together and interact (Searle et. al, 2020). Looking into Searle et. al (2020) work they found most of the time was spent meeting to plan out lessons, assessments, and find resources. Likewise, Salavert (2015) states the collaboration and actions around coaching are to improve student outcomes and this is done by building partnerships among coaches and colleagues. There are several characteristics of the collaborative/partnership approach is critical

like trust, co-teaching, persistence, and common purpose (Hartman, 2017). The number one characteristic needs to be in the partnership is trust. Hartman (2017), discusses for the relationship to get to the point where the coach and teacher can collaborate there must be trust.

Choosing a Model

Ultimately, each model has had some sort of measurable success within the environment it is in (Hartman, 2017; Searle, 2020; Dubin, 2018; Carlisle & Berebitsky, 2011). This success might be teachers and coaches want to enter into another coaching cycle like in Hartman's (2017) work or students had an increase in scores in Carlisle & Berebitsky's (2011) study. When deciding on a coaching model the district will need to be aware of the personalities they have within their district and the purpose of employing a coach.

Relationships

Coaching relationships are a vital component to a successful coaching program, they need to be present to have a coaching program of quality (Thomas et. al, 2015). Page & Eadie (2019) found relationship supports were important and valued by teachers. Echoing Page & Eadie's (2019) work, Heineke (2013), found coaches and teachers thought without the relationship factors such as trust, equal partnership, and reliability they wouldn't have productive coaching. Another view in agreeance with the former researchers is Carter et. al (2017), their results showed experience did not have as big of an effect on coaching as relationships or the lack of the relationship did on coaching outcomes. Their research showed a poor relationship with a teacher would have poor results in the outcomes of coaching. Throughout the literature was reviewed several relationship characteristics stood out. No matter the coaching model the district or school chooses or how the coach is hired it is important to develop a good working relationship between the coach and teacher. Many teachers from Bair's (2017) study wanted to

feel sense of community develops when relationships are built on the following characteristics. Anderson et. al (2014), mentions their findings pointed to a flow within the relationship. The working relationship was not built and then the partners "got to work" rather there were ups and downs. Just like all relationships, this means a coaching relationship requires work throughout the entirety to maintain and reach the teacher's goals. The characteristics of successful relationships kept reappearing were trust/confidentiality, respect, listening, reliability, and equal partnership.

Trust and Confidentiality

When developing a relationship with a teacher the coach needs to continuously build up trust and keep confidentiality. Within Heineke's (2013) work it was noted developing trust and confidentiality was important to the teachers. The coaches needed to gain the trust so the teachers could be vulnerable. Without trust, the teachers would not open up about their needs to come to the coach for help. Research from Carmel & Paul (2015), shows it is important for the teacher to enter the coaching relationship willingly. The teacher was able to "self-select" their learning and was more involved with Carmel & Paul were led to believe helped with the positive impact of coaching.

Hartman (2017), also found in her research trust and confidentiality were "essential elements" stated by coaches and teachers. One way coaches can build trust with teachers is by not reporting to school principals or administrators on how the teacher is doing (Hartman, 2017). Coaching is not an evaluative program. Bair (2017), found trust was gained and teachers were able to be more vulnerable within their group setting. Once, the teachers were able to feel comfortable opening up about their weaknesses they were able to learn and improve their skills. For example, Carmel and Paul (2015) found having flexibility and "freedom" to share ideas was

helpful, and to be able to feel ability to share the teacher would need to have trust with the coach. This shows for true improvement it is important to have a trusting relationship between the coach and teacher.

Respect

Showing respect as a coach can come in many forms. According to Anderson et. al (2014), respect would look like "a genuine sense of listening" to concerns and using those concerns to develop goals. Whereas, Hartman (2017), found it is needed to respect other teacher's views and experiences. Coaches can show respect for the teacher and what their job is by listening and focusing on goals. Showing respect might also be seen as a coach not being judgmental but by being empathetic (Wall & Palmer, 2015). The coach needs to let the teacher know they are there to be helpful and not to "fix" what is "broken" (Wall & Palmer, 2015). Along with Wall & Palmer's work Anderson et. al (2014) respect was associated with the teachers' perceptions of their ability. The teachers felt respected when the coach helped them feel competent. The teachers also felt respected with the coach honored their time and schedules (Anderson et. al, 2014). Overall, respect is an important characteristic within the coaching relationship.

Listening

Active listening is part of the "groundwork" in building an effective working relationship between the teacher and coach (Carmel & Paul, 2015). For a coach to effectively do their job they need to be able to listen to the teacher's views, complaints, and goals. To develop goals are individualized to teachers listening needs to be a priority. By developing these goals and staying on target the teacher will feel valued and heard. According to Carmel & Paul (2015), when goals are set and met it helps the learning experience be more transformational. Coaches also need to

listen so they can validate the teacher's "state of mind" (Bair, 2017). Another aspect of listening Bair (2017) found to be important is the type of listening. For example, is the coaching listening with the intention to change the teacher or for listening for the intentions of others. Within Wall & Palmer's (2015) work they looked at listening through the lens of humility. Listening to understand, knowing the teacher has a valid point of view, and listening for new ideas are all things coaches need to be able to do so they can effectively grow their relationship with the teacher. Two ways coaches can demonstrate humility and listening would be to ask open-ended questions or restate what the teacher said for clarity (Wall & Palmer, 2015). Skiffington et. al (2011), also found listening shows the teachers the coach cares and coaches can use listening to connect with teachers.

From the view of a coach, Heineke (2013), found coaches knew it was important to listen and allow the teacher to have "teacher talk" but it was hard to accomplish this for some coaches. For example, one coach stated listening was extremely important but she showed very little listening in her audio recordings. Considering all the pairs of coaches and teachers Heineke (2013) was able to determine there was a higher potential for learning when "teacher talk" was present in larger amounts and this may be due to reflection and talk being an important part of adult learning.

Reliability

Being able to depend on a coach to be available and reliable when they are needed was a positive remark amongst teachers (Heineke, 2013; Wilson, 2020; Anderson et. al 2014).

Anderson et. al (2014) lumped reliability into integrity. If a coach has integrity, they will be reliable because they can keep their word and the teachers can depend on them to show up or provide resources when needed. They would also be open and honest with teachers, especially

when giving feedback. (Anderson et. al, 2014). On the other end of reliability Heineke (2013), states the teachers and coaches both thought availability was important. The teachers want access to the coach and by being available the coach is providing. The coach needed to maintain visibility and availability to the teachers throughout the year. Wilson's (2020) research was looking at the perceptions of the teachers who had university professors as coaches. research showed the teachers liked how reliable the coaches were by being able to meet when needed, come into the classroom when asked and the coach has the content knowledge to be able to give the teacher reliable information (Wilson, 2020). Each of these ways of being reliable made a positive impact on the coach's relationship with the teacher.

Equal Partnership

Showers and Joyce's (1996) model of peer coaching focuses on each partner having equal say. Along with Showers and Joyce, Thomas et. al (2015), state instructional coaches need to partner with teachers to support them. They go on to state teachers want someone to "engage in professional development experience as an equal partner." When coaches take the partnership approach, they are able to communicate easier along with relating and connect with teachers (Thomas et. al, 2015). Having the same views Wilson (2020), discusses collaboration and work as partners. Wilson (2020), goes on to state building this equal partnership can be a hard balance, and having like-minded pairings will help. Within Bair's (2017) work you see an example of equal partnership. The study found using coaching, in this case, cognitive coaching with peers, they were able to build their community. The faculty in this study was able to connect not only in the training sessions but within the working environment and the "mentor-mentee" partnerships were made. Another aspect of Bair's (2017) work points to the importance of equal partnership

by having a nonjudgmental stance during a coaching cycle. Bair's (2017) findings show equal partnership is important in developing a successful coaching program.

Coaching Roles

Throughout the literature, it was found a coach might have many roles. In this paper coaching roles takes on two meanings: what the coach does during a coaching session/meeting (facilitator, questioner, etc.) and what type of "hats" the coach wears during the time they are in the coaching position or career (Kane & Rosenquist, 2018; Wang, 2017; Heineke, 2013). Gaps were found in the research with how coaches spend their time and the "hats" they wear and if this contributes to the effectiveness of coaching. Both types of roles coaches take on will be discussed and analyzed.

Roles During a Coaching Cycle

As a leader the coach will need to be able to facilitate meetings, question the thoughts and ideas of the teacher, provide resources for the teacher when needed, and be there to advocate and support the teacher (Carmel & Paul, 2015; Wang, 2017; Woulfin, 2014; Polly et. al 2013). Looking deeper into Wang's (2017) work there were themes of how the coach takes on different roles throughout the coaching cycle or even one meeting. Facilitating the discussion and providing questions to help with reflection was one role the coach would take on (Wang, 2017). More roles included instructor, collaborator, and empowerer (Wang, 2017). Instructing came into play during times of teaching strategies or even modeling these strategies for the teachers. Many times, it was found collaborator was important as is at the base of many coaching models. Lastly, empowerer which would be supportive of teachers, or advocates for teachers like in Wilson's (2020) research. All or most of these roles were found in other literature but used different terminology.

Facilitator

Facilitating is an important role within coaching and was a major similarity throughout the research. However, Wang (2017) made a point to say she does not spend the entire time in the facilitator role but moves around even within one coaching session. The facilitating role is also found throughout many research articles including Heineke's (2013) work. Heineke's (2013) research focused on the audio recordings of the coach and teacher meetings. Data was analyzed showed three themes: dominance (how much the teacher or coach talked), progressiveness (how the conversation moved forward or did not move forward), and responsiveness (how responsive the coach was during interactions) (Heineke, 2013). This led to the finding of the different roles the coaches would take on and how those roles can affect the outcome of teacher learning.

Polly et. al (2013), looks at a facilitator in a few of the same ways as Heineke but also a little differently. For example, they focused on reflective practice to refine teaching. They stated teachers can use assessment data and coaches can look at this data with the teachers to reflect on their practices. The coach would facilitate the discussion and reflection. Along with reflecting Polly et. al (2013) states coaches should be facilitators of professional learning and help scaffold learning to support teachers. Another example of a coach being a facilitator was found in Woulfin's (2014) research, within this research it was discussed how coaches also facilitate professional learning communities (PLCs). The coach will create the agenda and lead the meeting so teachers can discuss certain topics or items are needed and usually given by the district or school. This is a way for the coach to act as a facilitator from more of the policy stance (Woulfin, 2014). Dubin (2018), also includes an example of how the coach can become a

facilitator for the district. In her article, the district a coach worked for created a Peer Support Partnership program was designed by the district and union to support teachers.

Instructor

Within a coaching cycle, there are many ways a coach takes on the role of instructor. When the coach is an instructor, they might be modeling a lesson, teaching teachers new strategies, and even presenting ideas in a professional text to other teachers (Wang, 2017). Many examples of modeling popped up throughout the research. For example, Polly et. al's (2013), study included several stages. Within stage one coaches were in the room co-teaching or modeling lessons and strategies the teacher can use. After the modeling, the coach and teacher met to discuss and reflect. Another example of when a coach is an instructor is found in Hammond & Moore's (2018) work. Part of their research was focused on modeling and implementing instructional changes after professional development. They found improvements in teachers when they were part of a coaching process including modeling and extra practice with the strategies, they learned in the professional development sessions (Hammond & Moore, 2018). Similarly, Woulfin (2014) discusses how coaches can conduct demonstration lessons for teachers. Along with Woulfin (2014), Hammond & Moore (2018), Wang (2017), and Polly et. al (2013), Anderson et. al (2014) also supports the coach as an instructor. Teachers within their study expressed positive remarks when partnering with the coach. The teachers thought of themselves as visual learners and when the coach did demonstration lessons, they felt they gained a lot of knowledge to see the strategies in action (Anderson et. al, 2014). Since coaching is an embedded practice to help the implementation of professional development it is important for the coach to take on the instructor role.

Collaborator

Almost all of the research showed for an effective coaching program to be established the coach needs to be a collaborator and non-judgmental. A coach is a supportive role a person takes on. The coach needs to be able to work beside the teacher and brainstorm ideas for daily lessons or even a problem a teacher is having (Wang, 2017). Collaborating would include conversations are specific to a goal or concern (Wang, 2017). Wang (2017), noticed while she was in the collaborator role it was a very much equal partnership and the teacher was more of a peer than someone she was coaching. The concept of collaborator has also been seen in Heineke's (2013) findings. Throughout the findings, Heineke (2013) talks about when there is more "teacher talk" within the coaching conversations the teacher got more out of the conversations. During these conversations, the coach took on more of a collaborator role than the directive coaching you see in the instructor role. Another way of being a collaborator is when the coach just shares information and resources with the teacher. This is seen in Dubin's (2018) article. One coach helped a new teacher with lots of resources when teaching a specific unit on history (Dubin, 2018). Collaborating and listening is an important part of the coach's job, a lot of times teachers not only come to the coach for support but also to get ideas shared to better their practice.

Empowerer

Coaches take the job to make a difference not only in student's lives but also in teacher's lives. Wang (2017), found during conversations with teachers the coach is also someone who empowers the teacher. Coaches support teachers with growing their identity and personal voice (Wang, 2017). For example, during a coaching session instead of asking a question, there is an affirmation given to the teacher. This moment builds the teacher's confidence (Wang, 2017). Another example of this is found in Wilson's (2020) work. The college professor was an

advocate for the teachers and gained them resources and connections a normal coach could not. This gave them more confidence in their teaching and being able to do their jobs (Wilson, 2020). However, this was not the case at the beginning of Wilson's work with the teachers, they thought the professor would not be able to connect with them as they "are in a totally different environment", but by the end of the study their views had changed. (Wilson, 2020). Wall & Palmer's (2015), work centered around empowering teachers and the language coaches use. One of the biggest themes Wall & Palmer (2015), found throughout the study and using the Feirean Model is when coaches use love, humility, faith, hope, and critical thinking they can start to empower teachers. When working with teachers a coach needs to approach any situation with empathy and love so it creates a safe space to take risks and share ideas. Another way to empower teachers is to validate the teacher's feelings and be supportive as they grow and change (Wall & Palmer, 2015).

The "Hats" Coaches Wear

Unfortunately, a lot of coaches spend time not just coaching but completing other tasks or jobs. Coaches wear many different hats in a school. This could be dependent on if the coach was district-hired or school-hired (Kane & Rosenquist, 2018). Most coaches end up help with assessment data, leading professional learning, teach small groups of students, and sometimes even a substitute teacher when needed (Kane & Rosenquist, 2018). Another researcher, Neumerski (2013) found coaches spend a small percentage of their time, about 4% engaged in the coaching process. In the time they are not in a coaching cycle with a teacher they are organizing materials, teaching lessons, analyzing data, and managing other activities. Regardless of their job title most coaches participate and spend their time doing activities other than coaching (Kane & Rosenquist, 2018; Neumerski, 2013).

Coaching Cycle

The coaching cycle is referred to as the time a coach is working with a teacher.

Throughout the research, there were many ways a cycle can take place or be carried out. The most common cycle would be the pre-observation, observation/modeling and post-observation (Skiffington et. al 2011; Elish-Piper & L’Allier, 2011; Teemant, 2014; Page & Eadie, 2019; Bair, 2017). Not all cycles are fluid and follow strict format. The coaching meetings do change over time (Thomas et. al, 2015). The goal is to create teachers who can do the reflective process on their own and it is a gradual release (Dubin, 2018) and at the end of the cycle, or after many meetings, the teacher will start to do more of the talking. When teachers reflect on their teaching along with feedback and planning, they are participating in a continuous improvement cycle (Page & Eadie, 2019).

During the pre-observation stage, the coach and teacher would meet to discuss the goals or outcomes the teacher is wanting. The coach and teacher also plan lessons will reach those goals (Skiffington et. al, 2011). This first initial meeting is all about planning the details, setting goals, and discussing possible solutions. The coach’s job is to help the teacher reach those goals and achieve success (Skiffington et. al, 2011). After the pre-observation comes the observation/modeling stage of the coaching cycle. During this time the coach is modeling the strategies were discussed or agreed upon during the pre-observation meeting. The final or third part of the coaching cycle would be the post-observation. This happens after the coach has modeled and observed the teacher implementing the strategy (Skiffington et. al, 2011). This is when the coach uses questions are open-ended and intended for reflection (Skiffington et. al. 2011). Feedback during this time is important. Salavert (2015), explains it is an “essential component” in the coaching cycle. Page & Eadie (2019) also discuss feedback and reflection as

an important part of the coaching cycle. Most of the research discussed a lot over feedback, however, Showers and Joyce (1996) disagree with feedback being the “primary vehicle for improving or changing classroom instruction”. The researchers found for peer coaching it was important to abstain from verbal feedback because it is completed with peers rather than a separately hired coach (Showers & Joyce, 1996).

There are different parts of the coaching cycle but they do not have to go in order, each conversation might have some reflective pieces and then planning pieces (Wang, 2017). A few studies found videotaping the lessons was a way for the coach and teachers to reflect on their own and then come together to discuss what they saw (Skiffington et. al, 2011; Gibbons & Cobb, 2017). No matter how the coaching cycle played out there were some if not all elements of goal setting, planning, co-teaching, modeling, observing, reflection, and feedback in each one (Skiffington et. al, 2011; Gibbons & Cobb, 2017; Dubin, 2018; Page & Eadie, 2019, Denton et. al 2007).

Effects of Coaching

Many case studies show the effects of coaching. These effects were classified into two categories: effects on teachers and effects on student achievement. More research has been done on the effects on teachers than effects on student achievement. A lot of this data was collected using surveys or personal reflections. Most of the effects on teachers were differences in confidence and teaching ability (Teemant, 2014; Hagen et. al, 2017; Salavert, 2015; Carmel & Paul, 2015; Wang, 2017). The literature was found on student effects was based on assessments and were reading assessments. This might have to do with literacy coaching as a prominent model of coaching currently.

Effects on Teachers

The biggest theme to come out of the effects on teachers is coaching was able to grow the teacher in many ways, usually in self-reflection and confidence (Salavert, 2015; Wang, 2017; Teemant, 2014, Carmel & Paul, 2015). One of the research questions in Wang's (2017) study was "What are teachers getting out of coaching?". The answer was teachers felt more reflective because they had an environment to share ideas and even weaknesses turned into a productive change. Additionally, the teachers felt their awareness of their strengths increased. Likewise, Salavert (2015) found when teachers used videotaping to engage in reflective conversation and receive feedback from the coach, they felt they were empowered by what they personally and professionally could accomplish. With coaching teachers also felt confident when it came to delivering instruction to diverse students or managing classes with high needs (Salavert, 2015).

Other areas Carmel & Paul (2015) found to affect teachers were expanded thinking, skill development, and goal setting. The teacher felt working with a coach exposed her to new ideas or interesting topics and she wanted to further her career and knowledge. Coaching encourages the teacher to grow and think about what they could accomplish. Skill development and goal setting was an area the teacher felt they grew because they had someone to model, observe and give feedback to them as they work on a skill (Carmel & Paul, 2015). Similarly, it is noted in the work of Hagen et. al (2017) skills were developed as part of professional outcomes in coaching.

Teemant's (2014) research had a small difference in how the effects on teachers were measured. The results looked at if the teachers were still implementing the skills, they were taught and coached on pre-coaching, post-coaching, and even further at a year after coaching took place. These results show the instructional effects on teachers coaching can have. Teemant (2014) found the coached teachers were using the strategies more than non-coached teachers. In

the pre-coaching, there was not a significant difference in the control (non-coached teachers) group compared to the coached group. The post-coaching test showed coaching led to a significant change in the teacher's practices. There were five different activities or strategies and the coached teachers were still using 3 of the 5 in the year after the coaching investigation. Teemant (2014) found teachers liked the individualized support which allowed them to focus on what they wanted to improve. Another noted appreciation from the teachers goes back to growth and the teachers felt like they have become more reflective (Teemant, 2014).

Effects on Students

There is less research done on the effects on students due to coaching. However, the research does lean towards positive gains in student achievement (Kraft et. al, 2018). It was found students' academic achievement was raised 0.18 Standard Deviation (SD). However, they had limited research to work through and a lot of assessments were centered around literacy or reading assessment scores. Additionally, they found a small student achievement score of 0.07 SD for general coaching. Whereas, content-specific (i.e. literacy coaching) was as high as 0.20 SD. Kraft et. al (2018) noted they could not conclude coaches' time spent with teachers made an impact on student gains. However, Elish-Piper & L'Allier's (2011) research would beg to differ. Looking at student achievement within the lens of just literacy was Elish-Piper & L'Allier (2011). Their results found a significant gain in student's reading scores in a school including coaching in some classrooms. These gains were found to be traced back to certain classrooms. They found one-fifth to one-third of scores could be explained by teacher/classroom differences. Elish-Piper & L'Allier (2011) concluded time spent with a coach was a significant factor in the second-grade classrooms.

Another way to look at data was how teachers structured their literacy time. This research was completed by Carlisle & Berebitsky (2011). Their findings suggest the way teachers spend their time teaching literacy would affect student achievement. They found a difference in how the coached teachers spent their instruction time compared to the non-coached teachers. The coached teachers spent more time on phonics and small group reading. Carlisle & Berebitsky (2011) did state there could be other factors causing these results but overall, the students in the coached classrooms made more gains than the non-coached classes.

Future Research

Future research is needed to continue to close gaps in the literature on coaching. There is still no right way or most effective way to coach is known and agreed upon. Additionally, there are a lot of external factors can contribute to the effectiveness of coaching (Elish-Piper & L'Allier, 2011). Current research is hard to find, especially less than 10 years old and related to the effects of coaching. Most of the research on effects on students is related to literacy coaching. Another area of possible research would be the effects on student's achievement with content-focused coaching versus general coaching. Lastly, research needs to be completed about how coaches spend their time. There was a lot suggesting coaches do not spend enough time engaged in coaching activities. Is there a structure or accountability system required? If the time spent on coaching is increased could the data for the effects of coaching be looked at further and better data achieved? These are just some possible research questions which must be asked and pursued.

Conclusion

Some gaps still exist in coaching. For example, how coaches spend their time and the lack of peer-reviewed action research are two gaps leading to a loss of important information used to increase the effectiveness of coaching. However, there are a plethora of resources to give someone a good starting point in coaching. Many research articles are covering the different models of coaching along with how relationships play an important role in coaching success. Effects on teachers and students is another area continuing to gain traction in research. All of this research can positively impact education if conducted and analyzed to find what works best for teachers and students alike.

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