# “SEE IT, NAME IT, DO IT” INSTRUCTIONAL COACHING MODEL’S INFLUENCE ON STUDENT ACHIEVEMENT AND TEACHER JOB SATISFACTION

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## ABSTRACT

Timothy Scott Rhue: "See it, Name it, Do it" Instructional Coaching Model's Influence on Student Achievement and Teacher Job Satisfaction
(Under the direction of Kathleen Brown)

Instructional coaching is a popular form of professional development for improving teacher instruction and student achievement. While there are numerous studies that have examined the impact of instructional coaching on student academic outcomes, very few studies have explored the influence of specific coaching models on student achievement.

Another area of research that warrants investigation is the influence of instructional coaching on teacher job satisfaction. Work satisfaction for teachers is important for a variety of reasons. It is linked to improved instructional quality, better student academic outcomes, and higher teacher retention. While there are many research studies on factors that influence teacher job satisfaction (e.g., self-efficacy, work conditions, autonomy, principal support, etc.), there is currently only one study that has investigated the influence of instructional coaching on teacher job satisfaction.

The purpose of this study was two-fold. First, the researcher examined the student achievement results for five North Carolina charter schools that implemented the "See it, Name it, Do it" (SND) instructional coaching model in order to evaluate the relationship between the SND coaching model and student achievement. Secondly, the researcher used a questionnaire and conducted interviews at one North Carolina charter school to explore the relationship between the SND coaching model and teacher job satisfaction.

Results of the study suggest that the SND coaching model positively influences student academic outcomes and teacher job satisfaction. Four of the five schools analyzed had student achievement gains in math, reading, and science. Additionally, the study's data indicate that a positive relationship exists between the SND coaching model and teacher job satisfaction, specifically teachers' sense of self-efficacy, their feelings of being supported by their coach, and their perceptions of an improved work experience.

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CHAPTER I: Introduction

## Introduction

In schools throughout the country, instructional coaching is becoming one of the most popular methods for improving instruction and student achievement (Knight, van Nieuwerburgh, & Campbell, 2018). As such, schools and school districts are beginning to embrace instructional coaching as a form of high-quality professional development (Habeggar & Hodanbosi, 2011). Knight (2009) described several benefits of utilizing instructional coaching as professional development in schools: *growth in student achievement*, increase in reflective thinking among teachers, *improvement in teacher satisfaction* and school climate, and increase in teacher collaboration.

The purpose of this study was to investigate the "See it, Name it, Do it" (SND) coaching model, a framework introduced by Bambrick-Santoyo (2012). Currently, there are no known empirical studies, qualitative or quantitative, that have been conducted on the SND coaching model. Why did the researcher choose to investigate the "See It, Name It, Do It" instructional coaching model? At the school the researcher previously worked at, they implemented the SND model. While the researcher noted several positive aspects associated with use of the coaching program at the school (e.g., initial and follow-up training for coaches; access to resources to facilitate the coaching process; instructional improvement for many of the coached teachers, etc.), he also wondered if the coaching model negatively influenced teacher job satisfaction. Informal discussions with teachers revealed that some teachers felt that instructional coaching at

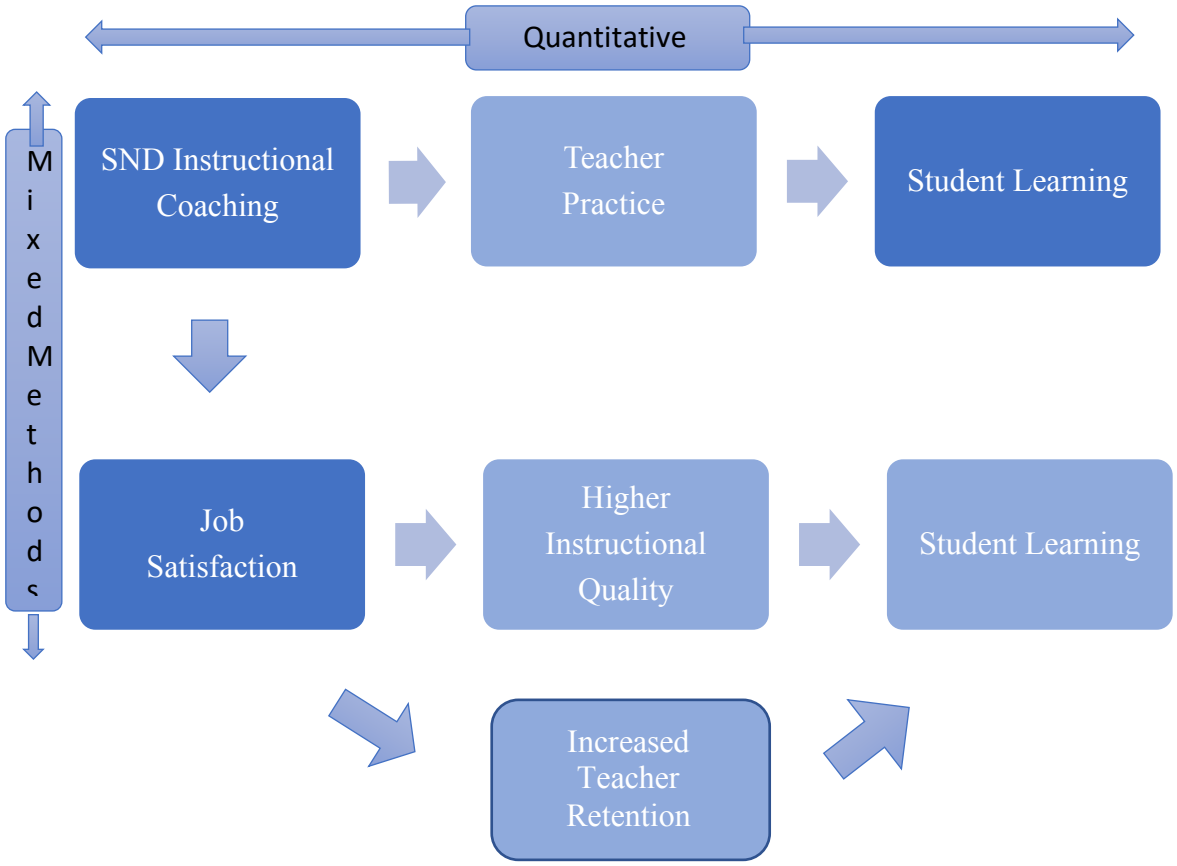
the school contributed to dissatisfaction at work, specifically through increased workload and reduced classroom autonomy.

The main goal of any instructional coaching program is to improve student outcomes. Since schools and school districts spend a lot of money implementing these coaching programs, it would not be prudent to adopt one without research supporting its effectiveness. Therefore, the researcher investigated changes in student achievement at charter schools in North Carolina that implemented this instructional coaching model for at least three years. Additionally, studies have linked positive teacher job satisfaction with a) higher instructional quality (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008; Kunter, Klusmann, Baumert, Richter, Voss, & Hachfeld, 2013), b) increased student engagement (Demirtas, 2010), and c) increased teacher retention (lower teacher turnover) (Johnson, Kraft, & Papay, 2012). All three are empirically linked to improved student performance (Banerjee, Stearns, Moller, & Mickelson, 2017; Toropova, Myberg, & Johansson, 2021). The researcher therefore also investigated the relationship between SND instructional coaching and the job satisfaction of teachers who receive coaching.

In order to do this, a mixed-methods design was used. The quantitative portion of this study allowed the researcher to evaluate the relationship between the SND coaching model and student achievement. The mixed-methods portion of the study allowed the investigator to explore the relationship between the SND coaching model and teacher job satisfaction. The quantitative piece is the smaller part of the study while mixed-methods portion is the study's main focus. The researcher triangulated data using the analysis of trends in student achievement data (before and after implementation of the instructional coaching), teacher responses on a questionnaire, and participant answers to interview questions. Figure 1.1 reveals a framework for the mixed-methods study.

Figure 1.1

*Framework for the Mixed-Methods Study*




**Job Satisfaction**

Teacher job satisfaction has several important implications for schools, teachers, and students. Firstly, the job satisfaction of teachers is closely related to teacher retention, while job dissatisfaction is associated with higher teacher turnover (Johnson, Kraft, & Papay, 2012; Skaalvik & Skaalvik, 2011). Teacher turnover impacts schools in a few ways. It negatively affects faculty collegiality and trust and can lead to a loss of institutional knowledge, which in turn, adversely affects overall school performance (Ingersoll, 2001). Teacher attrition can also impose significant costs on schools and school-districts. One study estimated that replacement costs for teachers ranged from around $4,400 in a small rural district to nearly $18,000 in a large

urban district (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Teacher attrition also tends to impact harder-to-staff urban schools more than their suburban counterparts, perpetuating ongoing equity issues in the education system (Day & Hong, 2016).

Job satisfaction of teachers influences student academic outcomes. Teachers who are satisfied with their jobs often offer higher instructional quality and better learning support for their students (Demirtas, 2010; Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008). Several other studies have linked teachers' job satisfaction and higher student academic performance (Banerjee & Lamb, 2016; Csikszentmihalyi & McCormack, 1986; Hean & Garrett, 2001; Mojavezi & Tamiz, 2012; Verdugo, Greenberg, Henderson, Uribe, Jr., & Schneider, 1997). Finally, teachers' sense of job satisfaction is strongly associated with job commitment (Cano and Miller, 1992; Feather & Rauter, 2004) and reduced teacher absenteeism (Billingsley & Cross, 1992). Given the impact that teacher job satisfaction has on classroom educators, students, schools, and school-districts, the subject merits closer attention by researchers.

Does instructional coaching affect teacher job satisfaction? The researcher found only one study that explored the influence of instructional coaching on teacher satisfaction. In the study, Frazier (2018) investigated the instructional coaching component of the Teachers Coaching Teachers program. The results of the examination indicated that coaching made a statistically significant positive impact on teacher job satisfaction. The instrument used to gather data in Frazier's study was a single Likert scale question on two surveys, one given to teachers at the beginning of the school year and one at the end. The question asked teachers to rate their level of job satisfaction, 0 to 10 with 0 being "I want to quit" and 10 being "I love my job, I wouldn't want to do anything else." The responses on the two surveys were then compared.

While the participants who received coaching in Frazier's (2018) study reported an increase in job satisfaction, there was no investigation of why they perceived this improvement. An examination of how instructional coaching might affect teacher job satisfaction, by specifically exploring factors commonly associated with teachers' sense of satisfaction at work, was a logical next step for research.

In the literature, numerous factors were cited as positively associated with teacher job satisfaction. Some of the most commonly referenced factors included the working conditions of the school, supervisor (principal) support, the teacher's relationships with colleagues, components of the job itself, the teacher's sense of self-efficacy, pay, opportunities for advancement, and the teacher's relationship with the students. This study explored the factors of job satisfaction that an instructional coach can impact. In most cases, a coach can't directly affect the salary and/or advancement opportunity for a teacher, so these factors were excluded. While leadership support was listed as a factor, many of the specific types of support stated in the literature could be facilitated by the instructional coach (e.g., monitoring instruction; providing guidance, feedback and encouragement; and supplying resources). Therefore, coaching support was included in place of leadership support. At Smith Academy, the school at which the mixed-methods portion of the study was conducted, three individuals are involved with the evaluation of teachers: the principal, the assistant principal, and the director of instruction. In this investigation, only one of the teacher participants had a teacher evaluator (the director of instruction) as a coach. This was a special arrangement made for the teacher so that she could have more direct access to school administration. The principal and assistant principal did not serve as official coaches. All the other teachers in this study had coaches who did not participate

in the teacher evaluation process. In Table 1.1, the factors of teacher job satisfaction that were explored in this study are listed and described.

Table 1.1

*Factors of Teacher Job Satisfaction Explored in this Study*

| Factor | Description |
|---|---|
| Working conditions | Includes both the structure of the work environment (hours worked, adequacy of breaks, class sizes, non-teaching duties, workload) and the physical conditions of the work environment (Lester, 1987). |
| Coaching support | Perceived quality and quantity of feedback, encouragement and helpful support (Jorde-Bloom, 1988). |
| The work itself | Components of the job as it relates to the nature of the work experience (degree of challenge, variety, autonomy voice, and control). The extent to which the job provides intrinsic enjoyment and satisfaction (Jorde-Bloom, 1988). |
| Self-efficacy | Teacher's perceived competence to cope with challenges and difficulties accumulated within the teacher profession (Troesch & Bauer, 2017). |
| Relationships with students | The ways in which teachers and students interact in the classroom. Positive interactions can be defined by affection, intimacy, trust, respect, care, and cooperation (Krause, Bochner, & Duchesne, 2006). |

## Statement of Problem

Schools and school districts invest a great deal of time and money in instructional coaching programs (Frazier, 2018). Research finds that instructional coaching programs "hold real promise for improving teachers' instructional practice and, in turn, students' academic achievement" (Moody, 2019, p. 30). Many schools and districts across the U.S. have adopted instructional coaching as their central form of professional development (Kowal & Steiner, 2007), yet some of the schools and districts fail to yield improvements in student learning and/or actually experience a negative impact on organizational culture (Simeral, 2018). Why are these

instructional coaching programs not leading to improvements in student academic achievement? Why are they negatively affecting the culture of these educational organizations?

There are a number of common issues related to instructional coaching that can contribute to a lack of improvement in student achievement and lead to teachers' frustration and dissatisfaction with the coaches, the coaching program, and/or the school. Many of these issues can be linked to the previously listed factors of teacher job satisfaction (e.g., working conditions, coaching support, the work itself, and self-efficacy). For example, one common coaching issue is a lack of established times and structures for coaches and teachers to work together. Instead, teachers and coaches will have to find times outside of the workday to meet (Aguilar, 2011). This can increase the number of hours a teacher works, giving rise to job dissatisfaction. Likewise, some coaches, by providing *too much* support, can enable teachers rather than empower them (DeWitt, 2016). This can negatively affect the teacher's sense of self-efficacy, which in turn can adversely impact the teacher's job satisfaction. Some coaching models, specifically the more top-down oriented models, rely too heavily on observation and feedback and often neglect the coach's role in facilitating teacher reflection (Burns, 2020). This can result in teacher resistance since they do not have a voice or control of what instructional skills they are implementing. Another issue is when coaches serve in an evaluative role (Burns, 2020). Since coaching is supposed to be a supportive relationship, the role of "coach as evaluator" can contribute to teachers feeling that they are being targeted instead (Simeral, 2018). As a result of such issues, the intended effect and impact of instructional coaching is not always realized. Research on various coaching models will help educational leaders make better informed decisions based on data rather than hearsay or promotion.

## Purpose of the Study

In their 2009 article, Kowal and Steiner discuss the lack of apparent research studies on how to best evaluate the effectiveness of an instructional coaching program. Despite this, they do highlight certain studies that have explored the success of specific instructional coaching programs and components and suggest that these studies could be emulated to design an overall analysis. Kowal and Steiner (2007) recommend using a combination of evaluation methods such as teacher surveys, classroom observations, interviews, and analysis of student achievement data to assess the impact of an instructional coaching program at three levels: teacher perception, instructional practices, and improved students' learning. Based on Kowal and Steiner's recommendations, the researcher designed his study to analyze the SND instructional coaching model at two levels: teacher perception and improved student learning.

First, the main goal of any instructional coaching program is to improve student academic achievement. The researcher looked for evidence of improved student learning at schools in North Carolina that implemented the SND instructional coaching model. To do this, he analyzed student EOG test data at these schools three-years before and three-years after implementation of the SND model. Student achievement data tells only part of the story though. Studies have linked positive teacher job satisfaction with higher instructional quality (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008) and increased teacher retention (Johnson, Kraft, & Papay, 2012). To gain insight into the teachers' perceptions of the SND coaching model, and instructional coaching in general, the researcher investigated teacher perceptions and their relationship to job satisfaction. It is worth noting that some schools that use the SND coaching model have school administrators that serve as instructional coaches. This is known due to the researcher's familiarity with two of the schools. He did not inquire about the schools using administrators as

coaches when he contacted the school leaders about using the SND model. Smith Academy only used one administrator as a coach (discussed below).

## Research Questions

There are two specific areas that the researcher investigated with regards to the "See it, Name it, Do it" coaching model. First, he looked at charter schools that implemented the SND model and analyzed student achievement data to identify any trends in these data. Secondly, he conducted an investigation to see if there was any relationship between the SND coaching model and teacher job satisfaction. Below are the research questions and sub-questions.

RQ1. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *student achievement trends* at five or more schools in North Carolina?

RQ2. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *teacher job satisfaction* at one North Carolina Charter School?

RQ2a. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working conditions* at the school?

RQ2b. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *coaching support* at the school?

RQ2c. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school?

RQ2d. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their sense of *self-efficacy*?

RQ2e. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*?

## Significance of Study

In their review of the research literature on instructional coaching, Borman and Feger (2006) found that most of the studies are descriptive in nature and that research should begin to investigate the effect of instructional coaching. They also state that the few studies that do examine the impact of coaching have limited generalizability because coaching models vary across contexts. According to Borman and Feger (2006), researchers "need to specify explicit coaching frameworks" as they analyze coaching and its possible impact (p. 13). While their study was written fifteen years ago, very few researchers have followed Borman and Feger's (2006) recommendation. Given this gap in the literature, the researcher looked at a specific coaching framework, the "See it, Name it, Do it" coaching model, to see if it is, or is not, associated with improved student achievement and/or increased teacher job satisfaction.

## Overview of Methodology

For the *quantitative* part of the research study, the researcher evaluated the relationship between the SND coaching model and student achievement. To get the names of schools that use the SND coaching model, the investigator contacted a member of the state's Charter School Advisory Board and an administrator for a North Carolina-based company that trains coaches and school leaders to use the SND model (see Appendix A for a list of schools that the researcher was informed that used the SND coaching model). He then contacted the schools' principals to find out when their schools first implemented the coaching model. Only five of the schools had implemented the SND model for at least three years. He then used the North Carolina Department of Public Instruction's School Report Card website to obtain End-of-Grade proficiency data in reading, math, and science for the three years before the schools implemented the SND coaching model and proficiency data for the three years after the implementation of the

coaching model. The investigator analyzed student achievement data prior to the implementation of the SND model and compared these to the student achievement data following the implementation of the coaching model. He looked to identify any trends in these data. Again, this was intended to be the smaller portion of the study.

The researcher conducted the *mixed-methods* part of the study at Smith Academy (a pseudonym), a K-8 charter school in central North Carolina. Through a review of job satisfaction literature, the researcher identified five commonly referenced factors of teacher job satisfaction that instructional coaches can impact. He asked approximately 30 teachers at Smith Academy to complete a questionnaire and then he interviewed approximately half of them (i.e., 12 teachers) in order to identify any relationship between the SND coaching model and five common factors of job satisfaction (See Appendices B, C and D for copies of the questionnaire, interview questions, and informed consent form).

The researcher analyzed the questionnaire data by tallying the responses for each Likert scale number for each question and determined the mean of the responses to each of the questions. He disaggregated these data into three groups: years of teaching experience, grade level taught, and the number of years that the teacher has worked with an instructional coach. The researcher analyzed these to identify any trends in data. He analyzed the interview data using in-vivo coding (first-cycle) and pattern coding (second-cycle).

## Theoretical Lens: Andragogy

Andragogy is "the art and science of teaching adults" (Forrest & Peterson, 2006, p. 114). This theory was introduced in 1968 by Knowles and is based on the concept that adult learning is much different than childhood learning. There are six underlying assumptions of andragogy:

Learner's self-concept: adult learners usually want to be viewed as capable of self-direction (Tannehill, 2009).

Learner's experience: the learner's accumulated life experiences tend to be a "rich resource" for learning (Merriam & Bierema, 2014, p. 50).

Readiness to learn: the learner's roles and responsibilities usually determines their readiness to learn (Forrest & Peterson, 2006).

Learning orientation: Usually problem- or performance-centered (Knowles, Holton, & Swanson, 2015).

Learner's need to know: learners usually need to know how, what, and why they are learning to become engaged in the learning process (Jasso, 2018).

Learner's motivation: learners tend to be motivated by internal motivators (Knowles et al., 2015).

Instructional coaching is a form of professional development designed to facilitate the learning of teachers (i.e., adult learners). The principles of andragogy are relevant for effective implementation of instructional coaching because they focus on what teachers need in order to maximize their learning experience. Andragogy can provide a framework for how to increase teacher (adult) learning.

In their study, Ellis and Bernhardt (1988) found a relationship between "andragogical supervision" and teacher job satisfaction. Andragogical supervision is a supervisory style in which the leader adopts the behaviors considered most effective with adult learners (Ellis & Bernhardt, 1989). Many of the andragogical supervisory behaviors that Ellis and Bernhardt (1989) recommend can be facilitated by the instructional coach (e.g., respecting the professional

experience and achievement of the teacher, acknowledging the teacher's need to self-directed and autonomous, provide clear and constructive feedback on teacher performance).

There are some drawbacks to having a principal or other evaluating supervisor serve as a teacher's coach. Aguilar (2013) suggests that coaching sessions must remain confidential in order to maintain an open and trusting relationship between the coach and the teacher. Teachers can be open and vulnerable in a confidential coaching environment in ways that they often cannot be with an evaluating school administrator. There is also the question of administrator skill when coaching teachers. One study found that only about half of teachers trusted their school administrators' skills to serve as instructional coaches (Oliveras-Ortiz, 2017). Additionally, there can be some difficulty on the part of the school administrator serving as a coach. Knight, van Nieuwerburgh, and Campbell (2018) point out the shift in approach that principals must take when serving as an instructional coach. Principals need to "step away from the idea that they need to control others and tell them what to do and move toward the idea of more powerful conversations that honor the autonomy of others" (p. 44).

Some of the theoretical assumptions of andragogy are similar to some of the defining characteristics of the factors of teacher job satisfaction. The application of some of the andragogical principles by instructional coaches could impact the teachers' sense of satisfaction at work. For example, having *autonomy* and *voice* in one's workplace can contribute to an individual's job satisfaction (the work itself) (Jorde-Bloom, 1988). These two elements are also important in the domain of adult learning. One of Knowles' andragogical assumption, learner's self-concept, claims that adults need to be treated as being capable of self-direction and taking responsibility for themselves (*autonomy*) (Knowles, Elwood, & Swanson, 2015). They also need to have *voice* in what and how they learn something (Merriam & Bierema, 2014).

The perceived quality of *feedback* and support from a coach can contribute to a teacher's satisfaction with their work (coaching support) (Jorde-Bloom, 1988). Coaches can (and should) differentiate their feedback and support of teachers based off both the teachers' needs and *experiences* (Kise, 2017). One assumption of andragogy is that as people mature, they increasingly define themselves in terms of their *experiences* (Knowles et al., 2015). When working with a teacher, the coach should validate the teacher's life experiences (Castleman, 2014). Rejecting or ignoring an individual's experiences can be threatening to the teacher's self-concept (Merriam and Bierema, 2014).

## Assumptions and Limitations

### Assumptions

A number of assumptions are made in preparing the current study:

- The implementation years of the SND coaching model provided to the researcher by school leaders were correct. No attempt was made to verify these data.
- An appropriate number of teachers (12 to 15) would volunteer for the interview phase of the study.
- The participants responded to the questions on the questionnaire and in the interviews honestly and accurately.
- The schools implemented the SND coaching model with fidelity as taught in coaching training session. The researcher did not ask school leaders about implementation fidelity when he reached out to them. He only asked them if their school implemented the model and, if so, when they began using the model. He limited the number of questions in order to improve the chances of response – asking too many questions could be a barrier to getting a response.

## Limitations

In this study, the limitations outside the control of the researcher included:

- The qualitative data was gathered from one K-8 school. Other schools may not have similar experiences, so the results cannot be generalized to other schools.
- There are no 2019-2020 End-of-Grade assessment data due to school closures on account of the COVID-19 pandemic.
- There are other variables that could have affect student achievement other than instructional coaching during the analyzed time frame (e.g., principal leadership, hiring skilled teachers, newly adopted curriculum, etc.).
- Participation in the study is voluntary, so the researcher could not control the sample size and the demographic of the participants of the qualitative portion of the study.

Some limitations were a result of the study design on the part of the researcher:

- The researcher conducted interviews from the months of October through November. This allowed him to analyze data and write about the data findings and analysis before established deadlines. If the researcher had conducted participant interviews in later months, teachers new to coaching would have had more experience working with coaches and could have provided more insight into the coaching process.
- The researcher did not ask interview participants questions concerning the SND coaching model's relationship to the assumptions of andragogy. This could have supplied more data for researcher to use in his analysis of the relationship between the two.
- The researcher could not find data on other variables outside of the SND coaching model that could impact student achievement at the five schools (e.g., new curriculum implementation, changes in school leadership, etc.) from online resources.

## Definitions of Key Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all definitions not accompanied by a citation.

*Andragogy*: the art and science of teaching adults (Forrest & Peterson, 2006).

*Best practices*: strategies identified through educational research designed to maximize student achievement (Rodriguez, 2018).

*End-of Grade tests*: assessments designed to measure student performance on the goals, objectives, and grade-level competencies in the North Carolina Standard Course of Study (North Carolina Department of Public Instruction, n.d.).

*Instructional coach*: an instructional coach is a master educator who serves as a professional developer working directly with teachers to improve student achievement using research based instructional practices through job-embedded professional development (Knight, 2007).

*Instructional coaching*: a job-embedded, ongoing professional development practice in which a master educator works directly with teachers in order to help them improve student achievement through the use of research-based instructional practices.

*Job satisfaction*: the teacher's affective reaction to his or her job, resulting from his or her comparison of actual outcomes with those that are desired.

*Student achievement*: amount of academic content a student learns in a determined amount of time (Rosato, 2019).

## Organization of the Study

The study is organized into five chapters. Chapter 1 includes an introduction to the study, a statement of the problem, the research questions, an overview of the methodology, and introduction to the theoretical lens (andragogy), assumptions and limitations of the study, and definitions of key terms. Chapter 2 includes a review of the literature that highlights the following themes: the history of instructional coaching, the influence of instructional coaching on student achievement, commonly used models of instructional coaching, the "See it, Name it, Do it" coaching model, teacher resistance to coaching, teacher job satisfaction, and andragogy. Chapter 3 describes in detail the quantitative and qualitative research designs, data collection methods, and the data analysis procedures. Chapter 4 interprets and discusses the study results as it relates to the research questions and Chapter 5 presents the summary, contributions, conclusion, and recommendations for practitioners and for future research.

## CHAPTER II: Literature Review and Theoretical Lens

### Introduction

As presented in chapter one, the purpose of this study was to see if the "See it, Name it, Do it" (SND) instructional coaching model was associated with improved student outcomes and to see if the use of the coaching model influenced the job satisfaction and/or dissatisfaction of teachers in one North Carolina charter school. This review of literature begins with an examination of the different definitions of instructional coaching and then briefly explores the history of coaching. The review investigates research on the impact of instructional coaching on student achievement and then examines several commonly used models of instructional coaching, with an in-depth look into the SND coaching model. Scholarship on instructional coaching best practices is then outlined, followed by an in-depth look into the literature on teacher resistance to coaching. The analyses of best practices research helped the researcher intelligently critique and evaluate aspects of the SND coaching model and the exploration of teacher resistance provided a frame of reference for dissatisfaction with coaching. The review concludes with an exploration of the research regarding teacher job satisfaction and andragogy. Andragogy is the conceptual lens through which the researcher analyzed the research. The relationship between the SND coaching model and teacher job satisfaction is a major focus of this research study.

### Definition of Instructional Coaching

What exactly is instructional coaching? While instructional coaching has been implemented in schools and school districts for years, there does not appear to be one standard

definition for instructional coaching. If you ask several educators what they believe the role of an instructional coach is, you will most likely get just as many different definitions. One reason for this is that the title "instructional coach" is used interchangeably with terms such as mentor, teaching consultant, literacy coach, advisor, teacher supervisor, teacher leader, learning facilitator, and classroom supporter (Denton & Hasbrouck, 2009). A second reason is that instructional coaching models are designed to support the unique needs of individual schools and districts (Valdez, 2019). Instructional coaching is used as a support for new teachers as well as a means of providing ongoing professional development for experienced teachers (Desimone & Pak, 2017). Coaching is also used as a means for helping teachers implement new school or district initiatives and for introducing teachers to and supporting them with the use of research-based teaching practices (Desimone & Pak, 2017; Tanner, Quintis, & Gamboa, 2017).

Some of the common elements used to define an instructional coach in much of the literature are: 1) an educator who collaborates with teachers to improve instruction and student achievement, 2) an educator who provides job-embedded and ongoing professional development, 3) an advocate who introduce teachers to and supports teachers in the use of research-based practices (Day, 2015; Killion & Harrison, 2006; Knight, 2007; Marzano & Simms, 2013; Tanner et al., 2017). For the purpose of this paper, the researcher defines instructional coaching as "a job-embedded, ongoing professional development practice in which a master educator works directly with teachers in order to help them improve student achievement through the use of research-based instructional practices."

## History of Instructional Coaching

Instructional coaching is becoming one of the most popular methods for improving instruction and student achievement (Knight, van Nieuwerburgh, & Campbell, 2018). The

historical development of instructional coaching is strongly connected with both the desire to improve professional learning for teachers and to support literacy instruction (Galey, 2016; Kraft, Blazer, & Hogan, 2016).

In 1969, the first foundations of instructional coaching appeared in education (Marzano, & Simms, 2013). Morris Cogan and Robert Goldhammer, who supervised teachers in Harvard's Master of Arts in Teaching, had become dissatisfied with the traditional teacher supervision model and its lack of effectiveness in developing new teachers' instructional practices. The traditional model used at most schools of education involved supervisors observing teachers, identifying what they thought teachers should change in their practice, and telling the teachers how to change it. The process lacked teacher input. Goldhammer and Cogan's new supervisory model, which they called "clinical supervision," incorporated teachers' reflections about their own performance and identified ways to improve their own performance (Krajewski & Anderson, 1980). Goldhammer and Cogan's clinical supervision model evolved into a 5-stage process that included: a pre-observation conference, a classroom observation, an analysis of observation results, a post-observation conference, and an evaluation of the process. School leaders began to adopt this model as a means to improve teachers' instructional practice (McCrary, 2011).

Although the development of clinical supervision marked the initial beginning of "coaching," it failed to fully materialize as a successful method for improving teacher instruction. First, many teachers were reluctant to accept clinical supervision as an instructional support since the supervisor (usually the principal or assistant principal) was also the person who conducted the teachers' performance evaluations. Additionally, the 5-stage clinical supervision process was extremely time consuming and labor intensive (Krajewski & Anderson, 1980).

In the early 1980s, Joyce and Showers (1981) began conducting research on professional development and teacher learning. Their pioneering work helped to build the theory and practice of instructional coaching as well as provide some of the first empirical evidence of coaching's potential benefits for teachers. Early research conducted by this duo indicated that attending weekly coaching sessions increased the implementation of new instructional approaches (Joyce & Showers, 1981). Showers, Joyce, and Bennett (1987) reached a similar conclusion in their study. Furthermore, Showers et al. (1987) claimed that teachers may need to implement a complex new teaching practice about 25 times with feedback and support before transfer can be attained. This highlighted the benefit of a job-embedded approach to professional learning (e.g., coaching) over the traditional fragmented workshop-style forms of professional development regularly used at the time.

The use of instructional coaches began to gain traction in the late 1990s with the passage of several federal literacy initiatives. In 1999, the U.S. government enacted the Reading Excellence Act, which implemented literacy coaching with the support of federal funding (Denton & Hasbrouck, 2009). A few years later, the Reading First Initiative, under the No Child Left Behind Act of 2002, significantly expanded the use of literacy coaching in U.S. schools (Dole, 2004). Instructional coaching in math and other subjects became more common later in the 2000s, mainly in response to policy demands for the use of "evidence-based" practices to improve student academic outcomes (Galey, 2016, p. 56). The adoption of standards-based education policies led to the increase in the scale and diversity of instructional coaching throughout the country's schools and districts. For example, Race to the Top reforms rewarded many states and districts with grants that included instructional coaching as an intervention strategy. Likewise, Title I funding is regularly earmarked for instructional coaching programs.

Additionally, the implementation of the Common Core State Standards generated a need for school districts to provide instructional support for teachers so they could develop new classroom strategies aligned to standards (Coburn & Woulfin, 2012). As a result, instructional coaches are now a common feature in the educational system. In 2015, more than 90% of students were enrolled in school districts that employed at least one instructional specialist who provided coaching support (Domina, Lewis, Agarwal, & Hanselman, 2015).

## Instructional Coaching Influence on Student Achievement

The main goal of any professional development program is to improve student outcomes. It wouldn't be prudent to adopt a professional learning program without research supporting the program's effectiveness at improving student achievement. This section will address research studies that link instructional coaching to student academic performance. While there are many studies concerning instructional coaching's effect on improving teacher practices (Killion & Harrison, 2005; Knight, 2006; Neufeld & Roper, 2003; Sailors & Price, 2010; Steiner & Kowal, 2007b; Teemant, 2014), this paper will not address them. It focuses instead on how such improvements actually impact student learning.

For example, in a recent meta-analysis, Kraft, Blazer, and Hogan (2016) examined 60 studies on instructional coaching. All of the investigations that were analyzed were randomized controlled trials and quasi-experimental research designs that could credibly isolate the effect of coaching. The researchers found that coaching has large positive effects on both instructional practice and student achievement. On average, coaching improves the quality of teachers' instruction and its effects on student achievement by 0.49 standard deviations and 0.18 standard deviations, respectively.

In Table 2.1 below is a summary of research linking instructional coaching to student academic achievement. There are many instructional coaching models. Some have been researched but most have not. Hopefully, more studies will be conducted on specific coaching models so that school leaders can be informed decision-makers.

Table 2.1

*Studies Linking Instructional Coaching to Student Achievement*

| Authors (Year) | Focus of Study (Location) | Results |
|---|---|---|
| Reddell (2004) | Determined if academic coaches embedded in schools as on-site staff can raise student achievement in one-year (Texas). | Students at all three schools demonstrated significant gains on their reading and math standardized test scores. |
| Dempsey (2007) | Evaluated the impact of science and math coaches on student achievement (South Carolina). | Students who scored at the proficient and advanced levels in elementary science increased by 27% in one year. |
| Harris (2009) | Investigated the impact of instructional coaching on student achievement (Texas). | Found that the schools which utilized the instructional coaches had higher average state reading assessment scores than the control schools. |
| Biancarosa, Bryk, & Dexter (2010) | Investigated the impact of one-on-one coaching of teachers on the literacy learning of students. | Showed significant gains in student literacy learning: Year 1 averaged 16% gain; Year 2 averaged 28% gain; Year 3 averaged 32% gain. |
| Elish-Piper & L'Allier (2010) | Studied the effects of literacy coaching on student reading in five kindergarten and first grade classrooms (Illinois). | Students demonstrated statistically significant gains in scores on the Illinois Snapshot of Early Literacy test in six of the seven subtests. |

| | | |
|---|---|---|
| Lockwood, McCombs, & Marsh (2010) | Studied a high school coaching program that aimed to implement literacy-based strategies in the classroom (Florida) | Instructional coaching was associated with statistically significant improvements in annual reading gains in two of the 4 cohort schools. |
| Allen, Pianta, Gregory, Mikami, & Lun (2011) | Examined efficacy of MyTeachingPartner – Secondary (MTPS) coaching approach in improving improving teacher quality and student achievement (no location identified). | MTPS produced substantial gains in student achievement equivalent to moving the student average from the 50th to the 59th percentile in in achievement test scores. |
| Campbell & Malkus (2011) | Studied the effect of math coaching on student achievement in five Elementary schools (Virginia). | Students in the schools with math coaches scored significantly higher on standardized math tests than students in the control schools. |
| Doby-Holmes (2011) | Examined the effectiveness of instructional coaches in terms of student achievement through the perceptions of principals, instructional and teachers in elementary schools (Georgia). | Instructional coaching had a positive but indirect effect on student achievement. |
| Garcia, S. G. (2012) | Compared two middle schools in one district to determine if the presence or absence of instructional coaches had an effect on student achievement (Texas). | There were significant results associated with the presence or absence of instructional coaches in specific content areas, particularly in 6th grade math and reading, 7th grade writing and 8th grade science and social studies. |
| Wheeler (2014) | Investigated the relationship between instructional coaching and student achievement of second grade students at an elementary school (California). | Instructional coaching resulted in significant gains in language arts achievement for all groups of students. |
| Charner & Medrich (2016) | Documented the contributions of the Pennsylvania Institute for Instructional Coaching (PIIC) educator-centered instructional coaching (ECIC) model over | Students of ECIC coached teachers had better attendance, higher classroom engagement, and greater academic |

| | | |
|---|---|---|
| | eight years (Pennsylvania). | performance than students non-coached teachers. |
| Taylor (2017) | Examined the effectiveness of implementing new instructional mathematics coaches in a suburban school district and the impact they had on student achievement and teacher self-efficacy in mathematics (Illinois). | Instructional mathematics coaches had a positive impact on student achievement and teacher self-efficacy. |
| Witmer (2019) | Demonstrated the impact of instructional coaching initiatives on the National Occupational Competency Testing Institute assessment outcomes of students enrolled in career and technical education (CTE) programs (Pennsylvania). | Results demonstrated the integration of instructional coaching in the CTE classroom led to the improvement of NOCTI assessment results of students. |
| Darnell (2020) | Determined the effects of instructional coaching student performance in reading math (Tennessee). | Results demonstrated positive difference in overall student performance, math achievement, and performance of students identified as special education when students were taught by coached teachers versus non-coached teachers. |

Research investigating the link between principal leadership and student achievement demonstrates that, next to classroom instruction, school leadership has the greatest effect on student academic outcomes (Dutta & Sahney, 2016; Hallinger, Bickman, & Davis, 1996; Hallinger & Heck, 1996; Waters, Marzano, & McNulty, 2003). The principal influences student achievement *indirectly* rather than *directly* though. Some of the indirect methods that principals use to positively affect student achievement mentioned include: monitoring instruction, the hiring and firing of teachers (Dhuey & Smith, 2014), maintaining adherence to the curriculum, promoting positive working conditions for teachers (Dutta & Sahney, 2016), collaboration

between teachers and the principal (Goddard, Miller, Larsen, Goddard, Madsen, & Schroeder, 2010), providing support and guidance for teachers, and spending time in classrooms (Eberts & Stone, 1988).

By extension, instructional coaches can also *indirectly* impact student achievement by promoting some of these same activities. Coaches are positioned well to monitor teacher instruction and work with teachers to maintain their fidelity to implementing the curriculum. They can collaborate with and provide support and guidance for teachers. Finally, the collaboration and support that a coach provides the teacher can lead to an improved working environment for the teacher.

## Instructional Coaching Models

For the purpose of this study, instructional coaching is "a job-embedded, ongoing professional development practice in which a master educator works directly with teachers in order to help them improve student achievement through the use of research-based instructional practices." Throughout the literature on instructional coaching, scholars present a variety coaching models. In this section, the researcher will describe several of these "models."

### What Is Not Considered Instructional Coaching

#### Consulting

Consultants are considered experts in their field who train others how to do something (e.g., implement a program, utilize a specific instructional or behavioral intervention, etc.) (Aguilar, 2013). Often times, consultants are hired to deliver professional development at the school or district-level. They address topics ranging from instructional strategies, classroom management, policies, procedures, and/or professional skill development (e.g., Difficult Conversations training). Sometime consultants are hired to work with teachers to implement a

new curriculum or instructional program in their school (Aguilar, 2013). Consultants do not fit the definition of an instructional coach since the professional development they deliver is not on-going. In many cases, consultants do not follow up with staff after PD sessions.

### *Mentoring*

Teacher mentoring programs are used in many school districts across the nation. In most cases, new teachers are paired up with more experienced teachers. The primary focus of a mentor is to help the teacher navigate and feel comfortable in their new teaching environment (DePasquale, 2015). The mentor teacher often accomplishes this by providing general instructional advice to the new teacher and answering school-based questions (Neufeld & Roper, 2003). Mentoring does not meet the definition of instructional coaching since mentors usually do not work with their mentees to improve student achievement through the use of research-based practices.

### *Peer Coaching*

Peer coaching is a formative process in which two or more teachers work together to improve their instructional practices. Peer coaching activities include conducting classroom observations and providing feedback, co-teaching lessons, co-planning lessons, and the sharing of ideas and knowledge (Robbins, 1991). Peer coaching differs from mentoring in that the teachers working together are colleagues who choose to collaborate and help each other refine their craft and grow professionally while mentors are usually assigned to teachers new to the profession.

While some researchers categorize peer coaching as instructional coaching (Joyce & Showers, 1996; Preciado, 2015), in most cases this process would not meet the definition for this study. Given the fact that peer coaches also have their regular teaching duties to perform, the

researcher questions if peers are able to routinely conduct observations, provide feedback, and collaborate with their peer. Also, to qualify as instructional coaching here, one would have to assume that peer coaches are familiar with high-leverage, research-based practices to inform their feedback.

### *Cognitive Coaching*

Cognitive coaching is a professional development model developed by Costa and Garmston. Cognitive coaching allows teachers to explore the thinking behind their instructional practice. Coaches use open-ended questions to encourage teachers to reflect on their practice and implement strategies to improve student learning or to change those facets of their practice that are not promoting effective student learning (Kurtz, Reddy, & Glover, 2017). Cognitive coaching does not require a teacher to follow a formula, nor does it present a preconceived template of correct instruction (Costa & Garmston, 2002).

Cognitive coaching meets all the criteria of the researcher's definition of instructional coaching but one. It is job-imbedded, it is on-going, and the coach works with the teacher to help him or her improve student achievement. What is missing is the use of research-based instructional practices. The teacher reflects on their practice to improve student outcomes, but there is no emphasis on the teacher to research evidence-based practices to improve his or her instruction.

## Coaching Approaches

Aguilar (2013) and Knight (2018) offer two approaches to instructional coaching; directive and facilitative. Additionally, Knight describes a third approach, dialogical coaching. Aguilar states that coaches can be more effective if they are able to identify the approach they

are taking at a particular time. Having this awareness allows coaches “to make decisions and take actions that are aligned to a specific model” (Aguilar, 2013, p. 20).

### *Directive Coaching*

Directive coaching works from the assumption that the teacher does not know what to do, and the coach needs to direct the teacher’s actions (Knight, 2018). The coach is the "expert" who provides resources, models lessons, shares expertise, and makes suggestions. In essence, the coach teaches the teacher (Aguilar, 2013). This approach is often used when the teacher is implementing a new program and the coach helps the teacher master the material or support implementation (Aguilar, 2013). It is also often used for new or inexperienced teachers. This is a top-down approach in which the coach-teacher relationship is respectful, but not equal (Knight, 2018).

### *Facilitative Coaching*

Facilitative coaching works from the assumption that teachers have the knowledge of what to do, but need a sounding board to bridge the gap between what they know and what they put into practice (Knight, 2018). In the facilitative coaching relationship, the coach does not share expert knowledge. Instead, the coach works to build on the teacher’s existing skills, knowledge, and beliefs, and helps the teacher to construct new skills (Aguilar, 2013). One of the underlying assumptions of facilitative coaching is that coaches who share their expertise with teachers may inhibit teachers’ progress by preventing them from coming up with their own solutions. The coach “is not a problem solver, a teacher, an adviser, an instructor, or even an expert; he or she is a sounding board, a facilitator, a counselor, an awareness raiser” (Whitmore, 2017, p. 40). Facilitative coaches see the teachers they collaborate with as equals who make most, if not all, decisions during coaching (Knight, 2018).

### *Dialogical Coaching*

Dialogical coaching is a balance between the directive and facilitative approach. What makes dialogical coaching different from the other two approaches is that it uses dialogue instead of conversation. A dialogue is a meeting of the minds, two or more people sharing ideas with each other. Dialogical coaches see themselves as partners with the teachers. They work together to identify goals. The dialogical coach, while knowledgeable about teaching strategies, doesn't tell the teacher which strategies to implement. Instead, they precisely describe possible strategies to the teacher and let teachers decide if they want to try one of them or some other strategy to meet their goals (Knight, 2018).

## Instructional Coaching Models

A coaching model is a framework that coaches can use to improve a teacher's instructional performance and student outcomes. It often provides specific research-based tools and instruments to help facilitate the coach's practice. Books and training are available to help coaches, schools, and districts to implement and use a specific coaching model.

### *Student-Centered Coaching*

Student-Centered Coaching is a model of instructional coaching developed by Sweeney. Sweeney (2011) contrasts the student-centered approach to what she refers to as "teacher-centered coaching." With the student-centered approach, the coach collects and analyzes data obtained from student work and assessments to identify instructional targets for the teacher and to gauge student progress toward these targets (Wang, 2017). With the teacher-centered approach, the coach focuses on the teacher actions with the assumption that if they can improve their teaching, they can improve student learning and outcomes. This approach focuses on "fixing" teachers. "Without student work, coaching quickly slips toward being more about

teaching practice and less about student learning. Student work keeps coaching conversations grounded and specific, and propels student learning" (Sweeny, 2011, pp. 12-13). See Table 2.2 for a comparison of teacher-centered coaching and student-centered coaching.

Table 2.2

*Comparison of Teacher-Centered and Student-Centered Coaching*

| | Teacher-Centered Coaching | Student-Centered Coaching |
|---|---|---|
| Focus | The implementation of specific classroom management, curriculum, instruction or assessment for learning strategies. | The analysis of student learning in order inform decisions about classroom management, curriculum, instruction and assessment for learning strategies. |
| Coach's Role | Coach provides resources for teacher learning about effective instructional practices, models effective instructional practices, and observes the teacher and provides feedback linked to specific goals. | Coach collects and examines evidence of student learning in order co-construct a set of "next steps" in regard to instructional decisions that support student achievement and engagement. |
| Teacher's Role | Teacher reflects on current practices, receives and applies feedback, and modifies teaching strategies. | Teacher analyzes evidence of student learning with coach, reflecting on current practices, and determining next steps. |

(Sweeney, 2011)

***Classroom Strategies Coaching (CSC) Model***

In the CSC model, coaches obtain data through multiple classroom observations to assess the teacher's instructional and classroom management practices, identify his or her professional development needs, and inform the teacher's developmental goals. With the CSC model, coaches use a specific observation assessment, the Classroom Strategies Assessment System-Observer Form (CSAS-O), to gather data on the teacher's classroom practices and generate feedback to guide the coaching process. The CSAS-O is a formative assessment tool that measures the

teacher's use of specific evidence-based instructional and behavioral management practices (Kettler, Reddy, Glover, & Kurz, 2019). CSC coaching tends to be a more directive approach since the CSAS-O identifies areas of growth that the observed teacher needs to work on.

***Impact Cycle Coaching Model***

The Impact Cycle instructional coaching model was developed by Knight (2007), the Director of the Kansas Coaching Project at the University of Kansas. The Impact Cycle is a three-part coaching cycle: identify, learn, and improve. In the identify stage, the teacher gets a clear picture of his or her developmental needs by reviewing observation data. The coach works with the teacher to identify a developmental goal. In the learn stage, the instructional coach and teacher collaborate to devise the best strategy to improve instruction. Coaches use a dialogical approach with teachers when determining the area of instructional improvement. Knight recommends the use a checklist to assist with the specific strategy (Knight, 2013). Multiple checklists are available in his book *The Impact Cycle* or are free online at the Impact Cycles' resource website (https://resources.corwin.com/impactcycle/student-resources/instructional-coaches'-toolkit). In the improve stage, the teacher implements the identified teaching strategy and both the coach and teacher monitor progress. According to Knight (2007), there are several "partnership principles" that serve as the cornerstone to the Impact Cycle's coaching process:

Equality: the coach and the teacher share ideas and make decisions together as equals.

Choice: teachers are positioned as the final decision makers.

Voice: conversation is open and candid; teachers feel safe expressing how they think and feel.

Dialogue: conversation between coach and teacher is a dialogue.

Reflection: coaches collaborate with teachers by co-creating ideas in reflective

conversations.

Praxis: teachers apply their learning to their real-life practices.

Reciprocity: the coach-teacher partnership is about shared learning as much as it is about shared power.

### *Transformational Coaching*

Transformational Coaching was developed by Aguilar (2013). This coaching model is directed at three teacher domains: behaviors, beliefs, and ways of being. The first domain, teacher behavior, is what most instructional coaches tend to focus on (i.e., classroom management, instructional practices, curriculum, assessment practices, etc.). In the second domain, coaches explore the teacher's beliefs about student behavior, teaching, and learning. Aguilar (2013) states that all behaviors emerge from beliefs, whether they are conscious or not. Transformational coaches need to help teachers identify their beliefs and shift any of these beliefs that don't serve all students. The third domain is the teacher's way of being. A person's way of being is strongly related to his or her sense of identity. A person's emotions often reflect his or her way of being and emotions are commonly expressed through language and nonverbal communication (e.g., body language). A transformational coach works with teachers to explore how their way of being shifts depending on context (e.g., different environments) and how it impacts their relationships and performance (Aguilar, 2013).

Additionally, a transformational coach thinks in terms of systems and looks for links between discrete problems that are presented and their connection to the broader system. For example, the coach might recognize that a new teacher is struggling with classroom management and looks into the school and district's system for onboarding new teachers (Aguilar, 2013).

### *Evocative Coaching*

Evocative Coaching is a teacher-centered, strength-based coaching approach developed by Tschannen-Moran and Tschannen-Moran (2010). According to these scholars, coaches can successfully support teachers by focusing on five crucial concerns: consciousness, connection, competence, contribution, and creativity. The coach's concern for consciousness helps the teacher generate an increased self-awareness, self-knowledge, and self-monitoring. The coach understands that high-trust connections with teachers are necessary for teachers to feel comfortable and safe to try new practices in the classroom. The coach works to establish these connections. By recognizing the teacher's professional competence, building on their strengths, and establishing mutually-agreed upon goals, the coach empowers the teacher to take more initiative and responsibility for their own learning and professional development (Tschannen-Moran & Tschannen-Moran, 2011). Through the concern for contribution, the coach helps the teacher awaken their passion for teaching (e.g., helping children and their families). Finally, the coach needs to create a "no-fault" space where teachers can take risks and be creative in achieving their goals (Tschannen-Moran & Tschannen-Moran, 2011).

There are four steps in the Evocative Coaching process: story listening, expressing empathy, appreciative inquiry, and design thinking. The first two steps, story listening and expressing empathy, are designed to help teachers relax and to establish trust. The second two steps, appreciative inquiry and design thinking, invite teachers to identify and build on their strengths (Berenger, 2018).

In the first step, story listening, coaches gain insight by allowing teachers to talk about whatever is important to them at the moment. The second "step," expressing empathy, isn't so much a step as it is a coaching practice used throughout the evocative coaching process. Coaches

show empathy by suspending judgment, comparisons, suggestions and the motivation to fix things. The Evocative Coaching model is a strength-based model that empowers teachers to find their own solutions. The coach facilitates this by probing into teachers' abilities and experiences and observing classroom instruction without making judgments or recommendations. In the final step, coaches collaborate with teachers to brainstorm ideas, design ways to put these ideas into practice, and create an action plan to integrate these practices into their lessons (Tschannen-Moran & Tschannen-Moran, 2010).

***GROW Model***

The GROW model is a cognitive behavioral coaching model used in the private sector, the field of sports, and education. The model was first introduced by Whitmore in 1992 in his book *Coaching for Performance*. In the GROW framework, coaches aren't expected to have the answers for their clients. Coaches empower the clients to find their own solutions (Seabrook, 2017).

The GROW model has four stages: G (Goals), R (Reality), O (Options), and W (Way Forward). In the *Goal* stage, the coach helps the client identify a short-term goal they would like to accomplish. It is important to note that the coach does not prescribe a goal, but guides the client to goal identification through the use of questions. Setting a personal goal that a person self-identifies is correlated with greater goal attainment, as opposed to goals set by a coach (Sheldon & Elliot, 1999).

In the *Reality* phase, the coach helps the client assess their current situation and identify barriers and obstacles to achieving their goal (Whitmore, 2017). In the *Options* portion, clients brainstorm various strategies to help them achieve their goal. Finally, during the *Way Forward*

stage, the coach helps the client develop action steps and a specific plan to achieve the goal (Downey, 2003).

***MyTeachingPartner – Secondary (MTP–S)***

MyTeachingPartner – Secondary (MTP–S) is a web-mediated, content-independent coaching program that aims to increase student learning through improved teacher–student interactions. MTP-S uses the secondary school version of the Classroom Assessment Scoring System –Secondary (CLASS-S) to define and assess effective teaching practices. The CLASS-S dimensions are organized into three domains: emotional support (e.g., classroom climate, teacher's sensitivity to student needs), classroom organization (e.g., behavior management, instructional learning formats), and instructional support (e.g., content understanding, quality of feedback) (U.S. Department of Education, Institute of Education Sciences, n.d.).

The MTP-S coaching cycle consists of four parts - teacher records lesson, coach reviews, teacher reviews, and both discuss together. Teachers engage in approximately two cycles each month. The coaching cycle begins when the teacher records a typical class session and sends the recording to their MTP-S coach. The coach selects brief (e.g., 1 to 2 minutes) video segments of the class session that are relevant to a specified CLASS-S dimension. The coach posts these video segments on a private Web page for that teacher. After reviewing the segments, the teacher and coach have a 30-minute phone conference to discuss instructional strategies (Allen, Pianta, Gregory, Mikami, & Lun, 2011).

## "See It, Name It, Do It" Coaching Model

The "See It, Name It, Do It" instructional coaching model was developed by Bambrick-Santoyo (2012). It was first used in the Uncommon Schools charter school network and later introduced to a national audience in his book *Leverage Leadership* (2012). The model is

currently used in many schools (traditional and charter) and school districts throughout the nation. The coaching model is taught in the Relay Graduate School of Education's National Principal Academy and the Instructional Leadership Professional Development Program. The name of this model is derived from the three stages of its coaching process.

**See It**

There are two distinct parts to the "See It" stage. In the first part, coaches create opportunities for the teacher to see his or her success from his or her previously observed lesson. The coach does this by providing precise praise about what went well with the lesson. More specifically, the coach links praise to the teacher's previous action step to validate the teacher's effort to implement feedback (Bambrick-Santoyo, 2012).

In the second part of the "See It" stage, the coach helps the teacher identify the gap in his or her instructional practice. During the classroom observation, the coach identifies a high-leverage skill that the teacher needs to improve upon. Coaches who use this coaching model often use pre-developed charts or guides to help them identify high-leverage practices for the teacher to improve upon. A commonly used coaching sequence guide is found in Bambrick-Santoyo's book *Get Better Faster* (2016). During the follow-up coaching meeting, the coach shows the teacher an exemplar model of the skill he or she wants the teacher to work on and has the teacher compare it with his or her own practice (recording the teacher's lesson during the observation to use in the coaching meeting can help facilitate this practice) (Bambrick-Santoyo, 2019). Commonly, coaches use video clips of excellent teaching as exemplar models. Many school leaders and coaches who use this coaching model video record their teachers in the classroom, identify excellent execution of specific instructional skills, and place these exemplar clips in a school-based video library. Video clips of great teaching in action are made available

as supplemental DVDs in several books on teaching: *Teach Like a Champion 2.0* by Lemov (2014), *Get Better Faster* by Bambrick-Santoyo (2016), and *Great Habits, Great Readers* by Bambrick-Santoyo, Settles, and Worrell (2013). Additionally, there is an ever-growing library of videos online. If the coach cannot find a video demonstrating an exemplar of the skill, the coach can model it for the teacher (Bambrick-Santoyo, 2019).

The coach uses questioning to help the teacher identify the gap (e.g., What is the difference between the model you just viewed and what you did in class?). Coaches who use this model often use a Feedback Template to assist them in facilitating the coaching conversation.

**Name It**

Once the teacher sees where he or she needs to improve, the coach's role is to help the teacher find the correct action step to implement in order to improve his or her practice. The action step needs to be observable, high-leverage, and bite-sized. It is important to note that teachers focus on only one action step at a time. An underlying principle of this coaching model is that teachers grow faster if they work on one skill rather than if they work on multiple skills simultaneously. A second underlying assumption is that people are better able to accomplish a small, targeted goal rather than a large action step that takes months to carry out and monitor (Bambrick-Santoyo, 2019). Bambrick-Santoyo's books *Leverage Leadership* (2012) and *Get Better Faster* (2016) provide multiple action steps for specific skill areas for teachers to implement. The coach asks questions to narrow the focus on a specific action step and ensure that the teacher understands the rationale for that action step (Bambrick-Santoyo, 2012).

For example, during the classroom observation, the coach notices that multiple students are off task during independent practice and the teacher isn't aware of the off-task behavior. The Get Better Faster Sequence recommends two teacher actions that the teacher can focus on to

address this concern (deliberately scan the room for on-task behavior and circulate the room with purpose). The Sequence also provides how to implement these action steps. If the teacher's action step is to deliberately scan the room for on-task behavior, teachers would choose three to four "hot spots" (i.e., places in the room where students are often off-task) to scan constantly and "be seen looking" (i.e., the teacher cranes his or her neck to appear to be seeing all areas in the room).

**Do It**

In the final part of the coaching process, the "Do It" stage, teachers practice the action step with the coach during the coaching meeting. This is accomplished through role play and/or scripting changes into the teacher's lessons. A guiding principle behind this is that great teaching is not learned through discussion, but is learned by doing and that repetition is a key to learning (Bambrick-Santoyo, 2012).

Continuing with the example provided above, the teacher would identify "hot spots" in his or her classroom, and practice the regular movement to these spots and scanning the room with exaggerated craning movements (i.e., "be seen looking"). The coach would provide the teacher with feedback and additional modeling if necessary. During the next classroom observation, the coach will intentionally look for the implementation of the chosen action step.

## Comparison of Instructional Coaching Models

In Table 2.3, the various instructional coaching models discussed above are compared. The table gives the general approach most commonly used by coaches for each model (i.e., directive, facilitative, or dialogical), and some benefits and drawbacks associated with each of the coaching frameworks.

Table 2.3

*Comparison of Coaching Models*

| Coaching Model | Approach | Benefits | Drawbacks |
|---|---|---|---|
| Student-Centered Coaching | Facilitative | Data driven. Training courses/ consulting available. Free resources online. | Reduced emphasis on observation and feedback. |
| Classroom Strategies Coaching (CSC) Model | Directive | Formative assessment tool (CSAS-O) is easy to use for coaches with little experience. Allows for creation of customized reports. | Products and services are only available through purchase. |
| Impact Cycle Coaching Model | Dialogical | Observational checklists and best practices guides available. Coaching Institute to train coaches. | Although dialogical, teachers have final say in intervention. If teacher is inexperienced, could choose inappropriate intervention. |
| Transformational Coaching | Facilitative | Coaching addresses social-emotional learning and equity. | No guide of best practices. Uses a facilitative approach, which can be difficult for teachers new to the profession. |
| Evocative Coaching | Facilitative | Empowers teachers to find their own solutions. Coaching training and certification available. | Teachers new to the profession often don't have experience to come up with appropriate solutions. |
| GROW Model | Facilitative | Facilitative approach can contribute to more teacher buy-in. | New teachers often don't have the experience to brainstorm solutions. |

| | | | |
|---|---|---|---|
| MyTeachingPartner-Secondary | Facilitative | Inexpensive compared to other coaching models. | Coaches cannot address immediate teacher needs and concern. |
| See it, Name it, Do it | Directive | Helpful for teachers Who do not have a lot of experience. Comprehensive training for coaches are available. | Training programs are costly. Directive model which can contribute to teacher resistance. |

## Best Practices of Instructional Coaches

### Develop Trust

There are several key practices that instructional coaches can engage in to build strong, collaborative relationships with teachers. Trust is essential because instructional coaches are often viewed as administrators by teachers. Since coaching duties sometimes look similar to duties performed by supervisors, Toll (2005) provided some recommendations to maintain the trust of teachers. One way coaches can do this is by separating themselves from the evaluation of teachers. For example, if the coach sees a supervisory matter, they need to understand that the supervisor will most likely see it to, and therefore leave it for the supervisor to handle. Trust between the teacher and the coach enables them to have productive conversations about specific teaching strategies or problems, highlighting practical changes that the teacher can make in his or her classroom. To take advantage of the expertise of instructional coaches, teachers must feel comfortable enough to discuss not only their successes in the classroom but also their limitations (Habeggar & Hodanbasi, 2011).

**Respect Teachers**

Coaches must also be deeply respectful of classroom teachers, their professionalism, and their ability to make decisions that are best for their students (Knight, 2006). Along with avoiding judgment, coaches are required to maintain confidentiality when talking to other teachers and their administration. Coaches viewed by teachers as "classroom spies" have a difficult task of being perceived as partners in supporting instruction and learning (Johnson, 2016).

**Recommend High Leverage Interventions**

Coaches need to recommend interventions that are high leverage and easy to implement. In his book *The Evolving Self*, Csikszentmihalyi (1993) claims that for an idea or innovation to supercede another idea or technology, the new idea must be easier and more powerful. Similarly, for teachers to abandon an old teaching practice to embrace a new one, coaches must offer a practice that is both more powerful and easier to use than the current strategy (Knight, 2007). Additionally, coaches must be mindful not to promote too many interventions for teachers. Interventions require time and energy to implement. If too many are proposed by the coach, the teacher could reach a point where they lose the ability to implement the changes (Conner, 1992).

**Model**

Modeling best practices and interventions for teachers can build both a teacher's trust and confidence in the coach. Some teachers are intimidated by having someone observe them. Knight (2007) and Sweeney (2010) assert that having coaches model instructional strategies first while teachers observe will make the process less intimidating. According to Killion, Harrison, Bryan, and Clifton (2012), one of the best ways for instructional coaches to support teachers is to model a lesson for them or co-teach with them. Seeing the instructional strategies modeled by the coach

can facilitate a dialogue between the teacher and coach and can help the teacher develop an understanding of new instructional strategies and/or a refinement of his or her practice.

**Differentiate**

Teachers have unique experiences and pedagogical and content knowledge. It is crucial for instructional coaches to recognize these differences and provide support based on teachers' individual needs and learning styles (Stover, Kissel, Haag, & Shoniker, 2011). There are numerous approaches to coaching. In general, coaching can be categorized as "directive" (prescriptive, coach provides information to teacher), "collaborative" (coach and teacher collectively determine focus and solve problems), and "facilitative" (coach facilitates teacher reflection through questioning) (Burns, 2020; Eller & Eller, 2018). The kind of approach that a coach uses can depend on the experience of the teacher, the teacher's need, and the complexity of the intervention.

**Provide a Mirror**

Teachers often don't have the time or the tools to reflect on their practice. An important role for the coach is to provide "a mirror" to help teachers look closely at their instructional practices. The mirror can be in the form of a self-reflection or a video of a lesson that the coach and teacher will analyze together. When teachers look carefully "in the mirror," they are better able to see areas in which they need to focus (Bambrick-Santoyo, 2016; Knight, Elford, Hock, Dunebeck, Bradley, Deshler, & Knight, 2015).

The review and analysis of video-recorded lessons can support the teacher's development of instructional strategies (Brophy, 2004). Teachers do not necessarily gain new insights about practice merely from watching classroom videos (Brophy, 2004). It is essential that coaches first establish a clear purpose for viewing a video that is based on specific goals for teachers' learning

(Borko, Jacobs, Eiteljorg, & Pittman., 2008). Borko et al. (2008) found that effective facilitators selected video clips and identified a focus that would generate meaningful teacher reflection and discussion.

**Use Student Data**

Another important coaching practice is to help the teacher analyze student data. In order to ensure that students are learning, teachers need to assess the students (i.e., collect data), analyze the data, and create an action plan in response to the analysis (Bambrick-Santoyo, 2012). Instructional coaches can (and should) help teachers use this data effectively (Killion, 2008). There are several ways in which a coach can do this. First, the coach can help the teacher learn how to access and organize data. Teachers are more likely to use data if it is in a user-friendly format. Secondly, coaches can help them learn ways to analyze and interpret the data. Once the data are analyzed, the coach can work with the teacher to form an action plan to address any gaps in student learning (Killion, 2008). Ultimately, gathering and analyzing student evidence together helps both the teacher and coach reflect on the effectiveness of classroom instruction and what they can do to improve teacher practice to enhance student learning (Krohn, 2013).

**Collaborate**

A common theme that emerges in the literature on coaching is that coaches need to partner with teachers, respect their opinions, and actively collaborate with teachers throughout the decision-making process (Glover & Reddy, 2017; Desimone & Pak, 2017; Hasbrouk, 2017; Reddy, Dudek, & Lewka, 2017; Kurz, Reddy, & Glover, 2017).

Knight (2007) states that collaboration is the lifeblood of instructional coaching. Through collaboration, "the coach makes it possible for teachers to engage in reflective dialogue about teaching" (p. 27). Knight recommends four principles that an instructional coach should follow

in order to genuinely and effectively partner with teachers: 1) teachers are equal partners (their opinions are just as important as the coach's), 2) teachers should have choice in what they learn, 3) teachers should have voice (teachers need to be heard and know that their opinion counts), and 4) engage in authentic dialogue (genuinely inquire into each other's opinions).

## Teacher Resistance

### Sources of Resistance

There are several factors that can lead to a teacher resisting working with an instructional coach. First, a teacher's past experience can play a role in the way an individual views professional development and coaching. If the teacher had previously experienced on-site professional development sessions that were of little relevance to his or her practice and/or he or she felt little or no support following the training, there is a very high probability that new professional learning opportunities, such as instructional coaching, will be met with resistance and even resentment (Thomas, 2017).

Another reason for resistance stems from perceptions of instructional coaching. The teacher might think that the coach is evaluating him or her, despite what he or she is being told. Another possible misperception is that working with a coach is a punitive measure, or that a teacher is working with an instructional coach because they are ineffective and the instructional coach is there to tell the teacher what to do (Knight, 2004; Tschannen-Moran & Tschannen-Moran, 2010).

Likewise, long-standing cultural and classroom norms can contribute to teacher resistance to coaching. Richardson (2003) argued that teachers' sense of individualistic norms, pervasive throughout American culture and particularly at play within the confines of school classrooms, can work against professional development efforts. Musanti and Pence (2010) stated

that resistance to coaching "is the result of a long tradition of isolation within the classroom walls deeply instilled in school culture. When this tradition is disrupted, teachers feel exposed, vulnerable, and powerless" (p. 82). Teachers may resist establishing a coaching relationship due to their views concerning control and privacy (Quattlebaum, 2017).

Finally, resistance may be due to the actions of the coaches themselves. Teachers should to be treated respectfully and professionally by instructional coaches. If coaches come across as disrespectful or demeaning to the teacher, it is very likely that the teacher will resist working with the coach (Jacobs, Boardman, Potvin, & Wang, 2017). Additionally, when teachers feel that coaches aren't valuing their insight and views, resistance may be the result (Quattlebaum, 2017).

**Overcoming Resistance**

According to Knight (2009), the most common tool we can use to change other's expectations is the use of verbal persuasion, however, when it comes to problems of resistance, verbal persuasion rarely works. Verbal persuasion often comes across as an attack, nagging, or manipulation. For many teachers, they need to see or experience success before they will believe what the coach says. Coaches should therefore provide teachers with experiences that demonstrate the value of their coaching. Teachers are more willing to work with coaches if they see successful modeling of strategies and practices by the coach or another teacher. Coaches could also offer teachers opportunities to experiment with practices so that they can make up their own minds about their effectiveness (Knight, 2009).

Coaches should never put themselves in a position in which they either serve or appear to serve in a supervisorial or evaluative role. Teachers will be hesitant about working with them if they think they are regularly being evaluated. Successful coaches are clear with teachers that

they are there to provide support, assist them in their professional growth, and to provide them with resources that ensure that they will be successful (Knight, 2004).

Another strategy that can assist an instructional coach in overcoming teacher resistance is to acknowledge and celebrate positive teacher and student outcomes that occur as a result of the coaching process (Campbell & Malkus, 2011). School leaders need to remember that the instructional coaching process is slow and it can take time for coaches to build the authentic trust and collegial bonds with teachers (Denton & Hasbrouck, 2009). Instructional coaches must continue to work on building their credibility with staff members by having ongoing dialogue with individuals, sharing resources with teachers, and simply demonstrating their instructional skills (Denton & Hasbrouck, 2009; Neufeld & Roper, 2003).

## Equity and Social Justice

In her book *Coaching for Equity*, Aguilar (2020) states that educational equity means "that every child receives whatever she/he/they need to develop to her/his/their full academic and social potential and to thrive, every day" and that "a child's educational experiences or outcomes are not predictable because of their race, ethnicity, linguistic background, economic class, religion, gender, sexual orientation, physical or cognitive ability, or any other socio-political identity marker" (p. 6).

Used well, an instructional coaching program can promote equity and social justice within a school. Instructional coaching programs can be powerful tools for increasing equity and building cultural proficiency in teachers. Because the coach-teacher relationship is supposed to be non-judgmental, non-evaluative, and confidential, coaching meetings can be spaces where teachers feel safe enough to speak honestly about their beliefs, attitudes, and teaching practices (Chiariello, 2015). Coaching for equity and social justice also means being an advocate for

students in the margins (Chiariello, 2015) and being an advocate for teachers who are breaking with traditional practices that are often oppressive in nature (Sailors & Manning, 2020).

Through skilled conversation, equity-minded coaches can surface low expectations, deficit mindsets and inequitable beliefs in teachers. Coaches can guide teachers to recognize how white supremacy and systems of oppression manifest in their classrooms, teaching practices, and beliefs. Coaches can also help teachers reflect on how systematic oppression impacts their students and themselves (Aguilar, 2020).

Orange, Isken, Green, Parachini, and Francoise (2019) state that coaches and teachers need to have real conversations about how the lived experiences and identities of teachers and students influence pedagogical decisions and student engagement. Teachers need to examine how explicit and implicit bias impacts their beliefs about teaching and learning. Coaches should use a framework to help teachers reflect on and identify inequitable practices in their classrooms and take action to eliminate these practices. One such framework recommended by Orange, et al., (2019) is the Reciprocal Learning Partnerships for Equity, a coaching structure developed at and promoted by the Culture and Equity Project at UCLA Center X.

## Job Satisfaction

### Definition

Despite its widespread use in academic literature, as well as in everyday life, there is a lack of general agreement of what job satisfaction is. Researchers define the term differently. Hoppock (1935) defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say that they are satisfied with their job. Smith, Kendell, and Hulin (1969) defined job satisfaction as the feeling a worker has about his/her job. Locke (1976) defined job satisfaction as “a pleasurable or positive emotional

state resulting from the appraisal of one's job" (p. 1300). Spector (1997) defined it as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (p. 2).

Cranny, Smith, and Stone (1992) studied the differing ways job satisfaction was defined and, as a result of their analysis, defined the term as "an affective (that is, emotional) reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)" (p. 1). Based on this definition, the researcher will define teacher job satisfaction as the "teacher's affective reaction to his/her job, resulting from his/her comparison of actual outcomes with those that are desired."

**Instrumentation**

There are also a wide variety of instruments that have been designed to measure job satisfaction, each corresponding to the scholars' definition of the term (Lester, 1987). The Job Descriptive Index (Leong & Vaux, 1992), a very popular questionnaire in organizational science, consists of 18 items. The Job Satisfaction Survey (Spector, 1985) uses 36 items to measure nine facets of satisfaction, while the Minnesota Satisfaction Questionnaire (Hirschfeld, 2000) assesses 20 aspects of job satisfaction through 100 items. The Teacher Job Satisfaction questionnaire (Lester, 1987) assesses nine different domains of job satisfaction: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition (Pepe, Addimando, & Veronese, 2017).

**Importance of Teacher Job Satisfaction**

Why is teacher job satisfaction so important? There are several reasons, but high on the list is that it has an impact on student academic outcomes. Several studies have linked teachers' job satisfaction with higher student academic performance (Banerjee & Lamb, 2016; Csikszentmihalyi & McCormack, 1986; Hean & Garrett, 2001; Mojavezi & Tamiz, 2012;

Verdugo, Greenberg, Henderson, Uribe, Jr., & Schneider, 1997). Additionally, high teacher work satisfaction is associated with greater instructional quality and better learning support for their students (Demirtas, 2010; Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008), increased job commitment (Cano and Miller, 1992; Feather & Rauter, 2004) and reduced teacher absenteeism (Billingsley & Cross, 1992; Scott & Taylor, 1985).

The job satisfaction of teachers is closely related to teacher retention, while job dissatisfaction is associated with higher teacher turnover (Johnson, Kraft, & Papay, 2012; Skaalvik & Skaalvik, 2011). Teacher attrition can also impose significant financial costs on schools and school-districts (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

Finally, research have demonstrated a positive relationship between job satisfaction and subjective well-being (Bowling, Eschleman, & Wang, 2010), reduced stress (Boudreaux, Mandry, & Brantley, 1997), and both mental and physical health (Faragher, Cass, & Cooper, 2005).

**Factors of Teacher Job Satisfaction**

In the literature, there are numerous factors cited that are positively associated with teacher job satisfaction. Table 2.4 details some of the most commonly referenced factors in job satisfaction research articles. These include working conditions of the school, supervisor (principal) support, the teacher's relationships with colleagues, components of the job itself, the teacher's sense of self-efficacy, pay, opportunities for advancement, and the teacher's relationship with the students. Other aspects that are linked to job satisfaction but appear less frequently in the literature include: recognition (Ford, Urick, & Wilson, 2018), security (Ford, Urick, & Wilson, 2018), achievement (Herzberg, Mausner, & Snyderman, 1959; Sergiovanni,

1967), value placed on teaching as a profession (Evans, 1997; Halpin, 2001), and teamwork (Garner, 1995; Lipsitz, 1984).

Table 2.4

*Factors of Teacher Job Satisfaction*

| Factor | Description | Research Studies |
|---|---|---|
| Working conditions | Includes both the structure of the work environment (hours worked, adequacy of breaks, class sizes, non-teaching duties, workload) and the physical conditions of the work environment. (Lester, 1987). | Carver-Thomas & Darling-Hammond, 2017; Dinham & Scott, 2000; Evans, 1997; Ferguson, Frost, and Hall, 2012; Geiger & Pivovarova, 2018; Jorde-Bloom, 1988; Kim & Loadman, 1994; Rettig,1959; Toropova, Myberg, & Johansson, 2021 Whiteford, 1990. |
| Supervisor support/ relationship | Perceived quality and quantity of feedback, encouragement and helpful support from supervisor. The teacher's assessment of supervisor's overall competence (Jorde-Bloom, 1988). | Carver-Thomas & Darling-Hammond, 2017; Coughlan & Cooke, 1974; Clarke & Keating, 1995: Fleischer, 1985; Goodlad, 1983; Ingersoll, 2001; Ingersoll, 2003; Olsen & Huang, 2019. |
| Relationships with colleagues | The extent to which a teacher has formed close relationships with colleagues. The degree of mutual trust and respect (Jorde-Bloom, 1988). | Dinham & Scott, 1998; Jorde-Bloom, 1988; Kim & Loadman, 1994; Maslach & Pines, 1977; Sergiovanni, 1967; Sylvia & Hutchinson, 1985; Whiteford, 1990. |
| The work itself | Components of the job as it relates to the nature of the work experience (degree of challenge, variety, autonomy voice, and control). The extent to which the job provides intrinsic enjoyment and satisfaction (Jorde-Bloom, 1988). | Dinham & Scott, 1998; Herzberg, 1959; Jorde-Bloom, 1988; Kim & Loadman, 1994; Kreis, & Brockopp, 1986; Lortie, 1986; McLaughlin, 1986; Short & Rinehart, 1993; Turner, 2007. |

| | | |
|---|---|---|
| Self-efficacy | Teacher's perceived competence to cope with challenges and difficulties accumulated within the teacher profession (Troesch & Bauer, 2017). | Edinger & Edinger, 2018; Klassen and Chui, 2010; Troesch & Bauer, 2017. |
| Salary/Pay | Concerns the adequacy of pay as well as the perceived equity and fairness of policies regarding the distribution of pay and benefits (Jorde-Bloom, 1988). | Crossman & Harris, 2006; Herzberg, 1959; Ingersoll, 2003; Kim & Loadman, 1994; Lawler, 1971; Rettig, 1959; Rudd & Wiseman, 1962; Stern, 1986. |
| Advancement/ Opportunity | Opportunity for promotion, change in status or position which is equated with greater wages and authority (power) (Ford & Wilson, 2018). | Carver-Thomas & Darling-Hammond, 2017; Ford & Wilson, 2018; Herzberg, 1959; Jorde-Bloom, 1988; Kim & Loadman, 1994; Lawler, 1971; Rudd & Wiseman, 1962; Stern, 1986. |
| Relationships with students | The ways in which teachers and students interact in the classroom. Positive interactions can be defined by affection, intimacy, trust, respect, care and cooperation (Krause, Bochner, & Duchesne, 2006). | Crossman & Harris, 2006; Ingersoll, 2001; Kim & Loadman, 1994; Skaalvik & Skaalvik, 2014; Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013. |

## Theoretical Lens: Andragogy

Andragogy is "the art and science of teaching adults" (Forrest & Peterson, 2006, p. 114). This theory was introduced in 1968 by Knowles and is based on the concept that adult learning is much different than childhood learning. Originally, Knowles proposed four assumptions about adult learners that made them different from child learners: the learners' self-concept, the learners' experience, the learners' readiness to learn, and the learners' learning orientation. Later,

Knowles added two more assumptions: the learners' need to know was added in 1989 and the learners' motivation was included in 1994 (Knowles, Holton, & Swanson, 2015).

Before describing the andragogical assumptions about adult learners, it is helpful to look at what Knowles meant by the term "adult." Knowles, et al. (2015) state that there are at least four viable definitions of adult. First, there is the biological definition: we become adults when we reach the age in which we can reproduce. Second, there is the legal definition: we become adults when we reach a specific age defined by the law. Third, there is a social definition: socially, we become adults when we perform adult roles (e.g., full-time worker, spouse, parent, voting citizen, etc.). Finally, there is the psychological definition: psychologically, we become adults "when we arrive at a self-concept of being responsible for our own lives, of being self-directing" (p. 43). With regard to learning, Knowles, et al. (2015) argue that the psychological definition is most crucial.

## Andragogical Assumptions

Adult learners have different needs than young learners. Certain principles must be met for adult learners in order for learning to take place (Castleman, 2014). Table 2.5 outlines the underlying assumptions of pedagogy (the art and science of teaching children) and andragogy.

Table 2.5

*Learning Assumptions of Pedagogy and Andragogy*

| Assumption | Pedagogy | Andragogy |
|---|---|---|
| Learner's Self-Concept | The learner's self-concept tends to be dependent on the teacher (Tannehill, 2009). | Adult learners usually want to be viewed as capable of self-direction (Tannehill, 2009). |
| Learner's Experience | The learner's experience is often not considered in the learning process (Knowles, et al., 2015). | The learner's accumulated life experiences tend to be a "rich resource" for learning (Merriam & Bierema, 2014, |

| | | |
|---|---|---|
| | | p. 50). |
| Readiness to Learn | Learners become ready to learn what the instructor tells them they must learn, usually in order to pass the class (Knowles, et al., 2015). | The learner's roles and responsibilities usually determines their readiness to learn (Forrest & Peterson, 2006). |
| Learning Orientation | Tends to be subject- or teacher-centered. | Usually problem- or performance-centered (Knowles, Holton, & Swanson, 2015). |
| Learner's Need to Know | Learners often need to know that they must learn what they need to know usually in order to pass the class (Knowles, et al., 2015). | Learners usually need to know how, what, and why they are learning to become engaged in the learning process (Jasso, 2018). |
| Learner's Motivation | Learners are usually motivated by external motivators. | Learners tend to be motivated by internal motivators (Knowles et al., 2015). |

**Learner's Self-Concept**

Adults have a self-concept of being responsible for their own decisions and their own lives. They have a deep psychological need to be seen by others and treated by others as being capable of self-direction and taking responsibility for themselves (Knowles, et al., 2015). As such, this andragogical assumption has some important implications for educators of adult learners. First, there should be a psychological climate of mutual respect and trust and an atmosphere of collaboration (Merriam & Bierema, 2014). Secondly, because adults are self-directed learners, they may resent or resist learning situations in which they feel something is being imposed on them (Taylor & Kroth, 2009). Adults make decisions on a daily basis with regards to family life and work. If they suddenly find they have no voice in what and how they learn something, they may resist the learning process (Merriam & Bierema, 2014).

**Learner's Experience**

Adult learners come into a learning activity with a greater volume of life experience than young students. These life experiences are integral to an adult's identity and self-concept. Young children derive their self-identity from external definers–who their parents, siblings, and family members are, the school they attend, the teams they belong to, etc. As they mature, they increasingly define themselves in terms of the experiences they have had (Merriam & Bierema, 2014).

The difference in quantity and quality of experience between young learners and adult learners has several consequences for adult education. First, since "adults are who they are largely due to their accumulated life experiences, rejecting or ignoring their experiences is threatening to their self-concept" (Merriam & Bierema, 2014, p. 50). When working with adult learners, it is critical that educators validate their life experience "since their experience and identity are irrevocably intertwined" (Castleman, 2014, p. 23). Secondly, as people accumulate experience, they develop mental habits and biases that tend to cause them to become close-minded to new ideas and alternate ways of thinking. Accordingly, adult educators try to find ways to help adults examine their habits and biases and open their minds to new ideas and perspectives (Knowles, et al., 2015).

**Readiness to Learn**

Adults become ready to learn those things that they need to know in order to deal effectively with their real-life situations (Knowles, et al., 2015). Adults will be ready to learn about concepts that have applicability to them, but usually will be unwilling to learn about ideas that are not relevant to them. Life roles can determine an adult's readiness to learn. One important role that influences readiness to learn is that of worker. In national surveys, when

adults were asked for their reasons for participating in formal adult education activities, 85-90% of the respondents cited career- or job-related reasons for participation (Merriam & Bierema, 2014, p. 52). This makes sense. A person might not have the desire to learn a new skill or acquiring new knowledge because it has no bearing on his or her current job. If that same person switches jobs, the previously ignored training might seem important. For example, a newly appointed school principal may have had little interest in learning about school finance and resource allocation when she was a classroom teacher. However, she may be eager to learn the information now because this knowledge has relevance for her as a school leader.

**Learning Orientation**

Closely related to readiness to learn is the orientation to learning. Children tend to be subject-centered in their learning orientation. They learn what their teachers tell them to focus on because they will need to know the information in the future. The application of learned information and skills is not immediate (Forrest & Peterson, 2006). Adults tend to be performance- and problem-centered in their orientation to learning. Adults "are motivated to learn to the extent that they perceive that learning will help them perform tasks or deal with problems they confront in their life situations" (Knowles, et al., 2015, p. 46). Additionally, adults learn new knowledge, skills, and understandings when they are presented in the context of application to real-life situations.

**Learner's Need to Know**

Before investing time and energy into learning something new, adult learners must first recognize a need to develop new knowledge and skills. They need to know why the learning is important or necessary. Usually, adults are more inclined to engage in the learning process if it can help them with job- or life-related situations (Castleman, 2014). Therefore, it needs to be

"the first task" of the facilitator of learning to help the learners become aware of the need to know (Knowles, et al., 2015, p. 44). If adults can see why it is important to learn something *before* they begin a learning activity, their motivation is much stronger (Merriam & Bierema, 2014).

### Learner's Motivation

While adults are responsive to some external motivators (e.g., better jobs, promotions, higher salaries, etc.), they tend to be influenced more by intrinsic motivators (e.g., the desire for increased job satisfaction, to enhance self-esteem, to have a better quality of life, to be respected and valued by peers, to meet personal goals, etc.) (Castleman, 2014; Knowles, et al., 2015). Adult education facilitators should keep this in mind, especially when conducting "mandatory" training sessions. In situations in which the employer requires employees to attend training sessions, the facilitator should attempt to link the training content to the needs, interests, and goals of the learner. This could result in the participants becoming more internally motivated (Merriam & Bierema, 2014).

## Andragogy Research

### Introduction

A common critique of andragogy is the lack of research concerning Knowles' assumptions of adult learners (this is discussed in more detail below). While there is a dearth of research on andragogy, there is a variety of literature on the subject. In many of the articles, the authors start with the assumption that Knowles' theory is valid and urge their audience to adopt andragogy in various adult learning environments. For example, Ingalls (1976) proposed using andragogy in corporate settings; Wallace (2000) stated that companies that deliver continuing education need to incorporate andragogical principals in their learning design; Albon and

Trinidad (2001) asserted that college students are adults and therefore professors at universities should implement andragogical practices; Morland (2003) argued that business trainers, coaches, and instructional designers need to understand and implement andragogical practices; and, Blanchard, Hinchey, and Bennett (2011) claimed that andragogy should be incorporated in the education of physicians.

Additionally, there are multiple articles in which the authors recommend strategies for educators to use to help facilitate adult learning (Fidishun, 2005; Galbraith, 2011; Henschke, 2011; Lieb, 1991; Simonson, Smaldino, Albright, & Zvacek, 2003; Somers, 1988; Zemke & Zemke, 1996). These authors also begin with the premise that the principles of andragogy are well-grounded and sound.

Research studies on andragogy that were analyzed were conducted in corporate training sessions and in teacher in-service trainings. In many of the studies, the researchers investigated andragogy-based strategies with adult learners. The results of these studies support Knowles' assumptions about adult learners.

Hicks and Klimoski (1987) found that when trainees were given the choice whether to attend training session or not, both their motivation to learn and how much they learned increased. Similarly, Baldwin, Magjuka, and Loher (1991) found that trainees who had a choice about attending training and received their choice had higher pre-training motivation and learning. Woodard's (2007) study demonstrates that a training program set up using Knowles' concepts of andragogy was linked to participants' positive perceptions of the training program. Madriz's research (1987) found that in-service teacher training utilizing a high degree of participation by the learners in the planning of their training activities resulted in higher average achievement scores.

Several studies on andragogy were conducted in college settings (Barta, 1989; Beder & Darkenwald. 1982; Gorham, 1984; Horner, 2001; Langston, 1989), but they are not included in this literature review. The researcher would argue that traditional age college students are not necessarily good subjects for andragogy since many do not meet the criteria for a "psychological adult."

## Criticism

Since its inception, Knowles' theory of andragogy has received a variety of criticism. This section will focus on four areas of criticism: the lack of research supporting andragogy, the relationship between andragogy and pedagogy, the critique of andragogy's assumptions and, the cultural assumptions on which andragogy is based.

### *Lack of Research*

A major criticism of Knowles' andragogy is the lack of empirical research supporting the theory (Beder & Carrea, 1988; Brookfield, 1986; Davenport & Davenport, 1985; Strawbridge, 1994; Wilson, 2005). Additionally, Wilson (2005) and Holton, Wilson, and Bates (2009) argued that no empirical test of andragogy has been possible since no adequate measurement instrument for the theory's assumptions has been developed.

### *Relationship with Pedagogy*

Some researchers have questioned the dichotomous relationship between andragogy and pedagogy that Knowles presented in the original publication of his book *The Modern Practice of Adult Education* (1970). Houle (1972) argued that while there were differences between children and adults, the learning activities of men and women were essentially the same as those of boys and girls (Davenport & Davenport, 1985). London (1973) opposed the dichotomous view of pedagogy and andragogy and indicated that some andragogical principles could be applied to

children. Elias (1979) suggested that andragogy was essentially the same as progressive education and that progressive education could be applied to both adults and children.

In response to the criticism, Knowles adjusted his dichotomous view of pedagogy and andragogy. In an article, Knowles (1979) wrote:

> I am not saying that pedagogy is for children and andragogy is for adults, since some pedagogical assumptions are realistic for adults in some situations and some andragogical assumptions are realistic for children in some situations. And I am certainly not saying that pedagogy is bad and andragogy is good; each is appropriate given the relevant assumptions. (as cited in Darbyshire, 1993, pp. 330-331)

In the updated version of his book *The Modern Practice of Adult Education* (1970), Knowles presented andragogy and pedagogy more as poles of a continuum rather than as a dichotomy. He even changed the sub-title of his book from "Andragogy versus Pedagogy" to "From Pedagogy to Andragogy" to reflect the less dichotomous view he adopted (Davenport & Davenport, 1985). In this new addition, Knowles claimed that andragogy could be appropriately used with younger learners in certain circumstances and pedagogy could be used in some situation with adults (e.g., if they were learning something entirely new) (Sopher, 2003).

This shift from a dichotomous view to a continuum view of pedagogy and andragogy did not placate all critics though. Cross (1981) argued that some of Knowles' assumptions are on a continuum (e.g., dependent learner versus self-directed learner), whereas others are not (e.g., subject-centered learning versus problem-centered learning).

***Critique of Andragogy's Assumptions***

Brookfield (1986) and Darbyshire (1993) disagreed with Knowles assumptions about the *learning orientations* of children (subject-centered learning) and adults (problem-centered

learning). For example, Brookfield (1986) stated that adults may choose to learn something new purely for the joy of learning, and not for the purpose of solving immediate concerns.

Cheren (1983) and Darbyshire (1993) challenged Knowles' assumption about *learner's self-concept*, specifically that adult learners are self-directed and children are dependent-learners. Darbyshire believes that it is an over-simplification of human learning and it encapsulates much of the deficit thinking related to children's education.

Darbyshire (1993) also criticized Knowles' assumption that *experience* plays a more important role in the learning of an adult than that of a child. She believes that this assumption suggests that "children's life experiences are qualitatively of lesser value than those of adults." (p. 330).

Blondy (2007) challenged Knowles' assumption that adults become *ready to learn* the things that they need to know in order to deal effectively with their real-life situations. Not all learners are able to identify what they need to know and not all courses and training sessions are taken purely by choice. For example, certain professions (e.g., nursing, teaching, human resources, etc.) require licensed or certified individuals to complete a certain number of hours of continuing education every year.

***Conclusion***

Knowles' andragogy is based on the concept that adult learning is much different than childhood learning. Knowles proposed six assumptions about adult learners that made them different from child learners: the learners' self-concept, the learners' experience, the learners' readiness to learn, the learners' learning orientation, the learners' need to know and learners' motivation. While research on andragogy is sparse, the studies support Knowles' assumptions

about adult learners. In this research study, the researcher will use andragogy as a lens to understand and analyze instructional coaching practices.

## Conclusion

After a review of the literature, gaps in the research are evident. First, there is a lack of research evaluating specific instructional coaching models, both quantitatively and qualitatively. Secondly, there is a general scarcity of quantitative studies measuring the impact of instructional coaching programs on student achievement. Most of the studies are qualitative in nature and focus on participants' perception of instructional coaching. Finally, there is a general lack of research investigating the relationship of instructional coaching and its relationship to teacher job satisfaction. To contribute to the body of knowledge that currently exists, the researcher plans to fill the scholarship gap by quantitatively investigating the impact of instructional coaching on student achievement and qualitatively exploring the implementation of a specific coaching model's effect on teacher job satisfaction.

# CHAPTER III: Methodology

## Introduction

Instructional coaching is a job-embedded form of professional development designed to improve teacher practice, which in turn, leads to improvement in student achievement. The researcher investigated the "See it, Name it, Do it" (SND) coaching model. Currently, there are no research studies, qualitative or quantitative, that have been conducted on the SND coaching model. Schools and school districts spend a lot of money implementing instructional coaching programs. School and district leaders need to know if the instructional coaching program they choose to implement is associated with improved teacher instruction and increased student achievement. Additionally, they need to know if the coaching model contributes to teacher dissatisfaction, which can lead to teacher attrition (Johnson, Kraft, & Papay, 2012) and decreases in student achievement (Banerjee & Lamb, 2016). The researcher investigated the change in student achievement at schools that implemented the SND instructional coaching model as well as investigated the relationship between instructional coaching and the job satisfaction of teachers who received coaching.

In order to do this, quantitative and mixed-methods designs were used. The quantitative portion of this study allowed the researcher to evaluate the relationship between the SND coaching model and student achievement. The mixed-methods portion of the study allowed the investigator to explore the relationship between the SND coaching model and teacher job satisfaction. The researcher triangulated data using the analysis of trends in student achievement data (before and after implementation of the instructional coaching), teacher responses on a

questionnaire, and participant answers to interview questions. The purpose of this chapter is to provide a detailed description of the research methodology, including the research questions, research design, population and sample, instrumentation, and procedures for data collection and data analysis.

## Research Questions

There are two specific areas that the researcher investigated with regards to the "See it, Name it, Do it" coaching model. First, he looked at schools that implemented the SND model and analyzed student achievement data three-years before and three-years after implementation to identify any trends in data. Secondly, he had 22 teachers at one North Carolina charter school complete a questionnaire and then interviewed 12 of them in order to identify any relationship between the SND coaching model and five common factors of job satisfaction. Below are the research questions and sub-questions.

RQ1. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *student achievement trends* at five or more schools in North Carolina?

RQ2. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *teacher job satisfaction* at one North Carolina Charter School?

RQ2a. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working conditions* at the school?

RQ2b. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *coaching support* at the school?

RQ2c. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school?

RQ2d. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their sense of *self-efficacy*?

RQ2e. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*?

## Quantitative Research Design

As stated above, for the quantitative part of the research study, the investigator evaluated the relationship between the "See it, Name it, Do it" coaching model and student achievement. He looked at schools that implemented the SND model and analyzed student achievement data three-years before and three-years after implementation to identify any trends. In order to find out which schools in North Carolina use the SND coaching model, the researcher contacted both the chair of the state's Charter School Advisory Board and an administrator for a North Carolina-based company that trains coaches and school leaders to use the SND model. The result of these contacts produced a list of nine schools (see Appendix A for the list of schools that the researcher was informed that potentially implemented the SND coaching model). All the school names were changed in this paper.

The researcher then sent emails to either the principals and/or the instructional leaders (e.g., Director of Instruction) of these schools to 1) verify that the school used the SND coaching model, and 2) if so, find out when they began using the model. Five of the school leaders verified that they do use the SND coaching model and that they have been using it for at least three years: Martinez Charter School, Smith Academy, Garcia College Preparatory, Miller Charter Academy, and Johnson Charter School. The investigator did not attempt to verify the year that the SND model was implemented at each school. The information provided by the school leaders was assumed to be correct.

Williams Charter School and Brown Charter School began implementing the SND coaching model during the 2019-2020 school year. Jones Charter Academy began using the SND model during the 2020-2021 school year. Since these schools did not implemented the SND model for at least three years, the researcher excluded them from the student achievement data analysis. Finally, Davis College Prep does not use the SND coaching model.

The investigator used the North Carolina Department of Public Instruction's School Report Card website to obtain End-of-Grade proficiency data in reading, math, and science for the three years before the schools implemented the SND coaching model and proficiency data for the three years after the implementation of the coaching model. For further information on the End-of-Grade assessments, an individual can visit the North Carolina Department of Public Instruction's website (https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/end-grade-eog).

During the 2012-13 school year, the state of North Carolina moved away from the ABCs of Public Education accountability model to the READY accountability model, which aligned state assessments to college- and career-ready content standards. Proficiency rates in math and reading declined for all students in the state due to the adoption of these more difficult standards (Lauen & Tomberlin, 2018). Report card data prior to the 2013-2014 does not contain career- and college-ready data or science proficiency scores. There are no test score data for the 2019-2020 school-year due to the COVID-19 pandemic and schools closing to in-person learning.

**Quantitative Data Collection**

Table 3.1 below lists the five schools that implemented the SND coaching model for at least three years and were included in the quantitative part of the study. The table also provides

the school locations, the number of students, and the first year the school began implementing the SND coaching model.

Table 3.1

*Information on Schools Investigated in Study*

| School | Grades | Location | Number of Students | Year SND First Implemented |
|---|---|---|---|---|
| Smith Academy | K-8 | Central NC | 412 | 2017-18 |
| Martinez Charter School | K-8 | Central NC | 639 | 2013-14 |
| Garcia College Preparatory | 4-8 | Central NC | 351 | 2017-18 |
| Miller Charter Academy | K-12 (coaching in K-8) | Southern NC | 1,724 | 2017-18 |
| Johnson Charter School | K-12 (coaching in K-8) | Northern NC | 1,300 | 2013-14 |

**Quantitative Data Analysis**

The investigator analyzed student achievement data prior to the implementation of the SND model (i.e., proficiency scores, growth in scores between years) and compared these to the student achievement data following the implementation of the coaching model. The researcher looked to identify any trends in these data. Were there any changes in student achievement following the implementation of SND instructional coaching? If so, what were they?

## Mixed-Methods Research Design

The mixed-methods portion of the study allowed the investigator to explore the relationship between the coaching model and teacher job satisfaction.

### Mixed-Methods Participants and Setting

The participants for the interview portion of the study included 12 teachers who work in a charter school in North Carolina. According to Patton (2015), a sample size of 10-15 is adequate to retrieve essential information to conduct a qualitative research study.

The school at which the researcher conducted the mixed-methods part of the study was Smith Academy, a K-8 charter school located in central North Carolina. The researcher chose to conduct the study at this school for three reasons. First, the investigator knows the principal well, which facilitated access to research participants. Secondly, the principal had self-reported that the school implements the "See it, Name it, Do it" coaching model with 100 percent fidelity to the design. Finally, the school has similar student demographics as Uncommon Schools, where the coaching model was developed and first implemented.

Smith Academy has 412 students, 55 percent of which identify as Latinx and 45 percent who identify as African-American. Ninety-three percent of the students qualify for the Free and Reduced-Priced Meals program. Twenty-nine teachers work at the school, 14 of which who identify as African-American, 2 who identify as Latina, and 13 who identify as White. All but two of the teachers identify as female.

### Mixed-Methods Alignment

The researcher reviewed literature on job satisfaction and identified several factors that were commonly cited as contributing elements to teachers' job satisfaction: working conditions; leadership support; the work itself, self-efficacy; relationship with students; salary; and

promotion and advancement opportunities. This study explored the factors of job satisfaction that an instructional coach can influence. In most cases, a coach can't directly affect the salary and/or advancement opportunity for a teacher, so these factors were excluded. While leadership support is listed as a factor, many of the specific types of support stated in the literature can be facilitated by the instructional coach (e.g., monitoring instruction; providing guidance, feedback and encouragement; and supplying resources). Therefore, coaching support was included in place of leadership support.

Depending on the perception of the teachers and/or the actions of the coach, instructional coaching can improve or impair each of these factors. For example, teachers could feel more self-efficacy as they are improving their instructional practice (and therefore more job satisfaction) or feel less self-efficacy if they are not seeing results from coaching. The teacher might feel that the coach is very supportive of him or her and feel more contentment with his/her job. Conversely, the teacher might feel that the instructional coach is overly critical, which can lead to feelings that they are not being supported. A coach might help a teacher develop more efficient work practices, saving the teacher time. On the other hand, a teacher might feel that coaching meetings take away from his or her planning time, thus adding to feelings of being overworked. See Table 3.2 for alignment of job satisfaction factors/ definitions to the study's research questions (RQ2a-RQ2e).

Table 3.2

*Job Satisfaction Factor and Research Question Alignment Table*

| Factor | Definition | Research Sub-Question |
|---|---|---|
| Working conditions | Includes both the structure of the work environment (hours worked, non-teaching duties, workload) and the | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working* |

| | | |
|---|---|---|
| | physical conditions of the work environment. | *conditions* at the school? |
| Coaching/ supervisor support | Perceived quality and quantity of feedback, encouragement and helpful support from instructional coach. | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *leadership/coaching Support* at the school? |
| The work itself | Components of the job as it relates to the nature of the work experience (degree of challenge, variety, autonomy and control). | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school? |
| Self-efficacy | Teacher's perceived Competence to cope with challenges and difficulties accumulated within the teaching profession. | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their sense of *self-efficacy*? |
| Relationships with students | The ways in which teachers and students interact in the classroom positive interactions can be defined by affection, intimacy, trust, respect, care and cooperation. | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*? |

**Mixed-Methods Participant Selection**

The researcher recruited participants for the research study at Smith Academy during a professional development session (conducted on Zoom) in mid-September, 2021. During this recruitment presentation, the researcher read the Participant Consent Form aloud (see Appendix D). Following this step, the investigator invited these teachers to participate in one-one-one, semi-structured interviews concerning their experiences and perceptions of coaching and its relationship to their job satisfaction. As an incentive to encourage teachers to participate in the interviews, the researcher provided $25 Amazon gift cards to those who participate in and complete the interview process. If the teachers were interested in participating in the one-on-one

interviews, they needed to indicate this intention on question 15 of the questionnaire. After the presentation, he sent the teachers a 15-question Survey Monkey questionnaire and a copy of the Participant Consent Form (Appendix B: Questionnaire).

The researcher used the Participant Consent Form to notify potential participants of their rights, as well as to ensure that the rights of participants are protected. The Participant Consent Form included the following: (a) descriptions of the study's purpose, the estimated time required for each stage of the study, and the type of involvement for participants (b) a guarantee of confidentially to the participants, and (c) an assurance that the participants can withdraw from the study at any time. The Participant Consent Forms were distributed and thoroughly explained to the study's participants prior to the questionnaires being sent out and prior to the one-on-one interviews.

**Pseudonyms**

In order to protect the identity of participants, the researcher assigned pseudonyms to them. For the questionnaire, participants were given letters of the alphabet as identifiers. The researcher assigned the letters to participants in the order that they completed the questionnaire. For example, the first participant to complete the questionnaire was assigned the designator "A" and the second participant to complete it was given the letter "B" and so on.

The teachers that participated in the interviews were given a surname that begins with their assigned letter for the questionnaire (all interview participants completed the questionnaire). For instance, the teacher that was given the letter "B" for the questionnaire was assigned the name "Ms. Brooks" for the interview and the teacher that was given the letter "D" for the questionnaire was assigned the name "Ms. Davenport." Table 3.3 provides a list of interviewee pseudonyms and the grade level they teach. All interview participants were female, hence the use

of the title "Ms." preceding the assigned surname. In order to better protect the identities of the participants, the researcher identified teachers by grade-level groups (e.g., K-2, 3-5, etc.) rather than by the specific grade-level they taught.

Table 3.3

*Teachers Interviewed: Grade Level Taught*

| Teacher Pseudonym | Grade Level |
|---|---|
| Brooks | K-2 |
| Davenport | K-2 |
| Edwards | NCT |
| Fisher | NCT |
| Harrison | 6-8 |
| Jackson | K-2 |
| Iverson | K-2 |
| Kennedy | 3-5 |
| Lewis | 3-5 |
| Quinn | 6-8 |
| Scott | 3-5 |
| Townsend | NCT |

**Mixed-Methods Data Collection**

***Questionnaire***

To obtain data on teacher job satisfaction, the researcher used two methods. First, he used a questionnaire to obtain basic information from the teachers (i.e., years teaching, education,

years involved with coaching, etc.) and their feelings about instructional coaching at the school (See Appendix B for the questionnaire). The first three questions of the questionnaire allowed the investigator to compare and contrast the participant response data based on the number of years the teachers have worked, the grades they taught, and their experience working with instructional coaches. A password-protected SurveyMonkey account was utilized by the researcher for the questionnaire in order to protect the anonymity of participants and to ensure that the data remains confidential. Below is a table showing the alignment of the questions on the questionnaire and the five factors of job satisfaction that were identified and Knowles' six andragogical assumptions. The researcher used the alignment table (Table 3.4) to ensure that the questionnaire captured data for all five job satisfaction factors and all six assumptions of the andragogy framework.

Table 3.4

*Questionnaire Alignment Andragogy and Factors of Work Conditions*

| Job Satisfaction Factor | Definition | Questionnaire Questions |
|---|---|---|
| Working conditions | Includes both the structure of the work environment (hours worked, non-teaching duties, workload) and the physical conditions of the work environment. | I feel that instructional coaching improves the work environment at the school. |
| Coaching/supervision support | Perceived quality and quantity of feedback, encouragement and helpful support from instructional coach. | I feel encouraged and supported by my coach. |
| The work itself | Components of the job as it relates to the nature of the work experience (degree of challenge, variety, autonomy and control). | I feel that instructional coaching improves my work experience. |

| | | |
|---|---|---|
| Self-efficacy | Teacher's perceived competence to cope with challenges and difficulties accumulated within the teaching profession. | I feel that instructional coaching contributes to my ability to positively cope with the challenges of teaching. |
| Relationships with students | The ways in which teachers and students interact in the classroom. Positive interactions can be defined by affection, intimacy, trust, respect, care and cooperation. | I feel that instructional coaching has contributed to improved relationships with my students. |
| Andragogy Assumption | Concept | Questionnaire Questions |
| Learner's Self-Concept | Adult learners usually want to be viewed as capable of self-direction. | I feel that I am an active partner in my coaching experiences. |
| Learner's Experience | The learner's accumulated life experiences tend to be a "rich resource" for learning. | I feel that my life and work experiences are respected when working with a coach. |
| Readiness to Learn | The learner's roles and responsibilities usually determines their readiness to learn. | I feel that instructional coaching is oriented to developing my skills as a teacher and professional educator. |
| Learning Orientation | Usually problem- or performance-centered. | I feel that my coach's feedback is focused on developing my teaching skills.<br><br>I feel that my coach's feedback is focused on improving student achievement. |
| Learner's Need to Know | Learners usually need to know how, what, and why they are learning to become engaged in the learning | I feel that my coach explains the reasons why I am learning a new skill or implementing a new |

| | | |
|---|---|---|
| | process. | practice. |
| Learner's Motivation | Learners tend to be motivated by internal motivators. | I feel that instructional coaching motivates me to learn and try new things in my practice. |

***Interviews***

Following the administering of the questionnaire, the researcher administered 12 one-on-one teacher interviews from October 2021 to December 2021. He conducted two interviews a week. This allowed him to transcribe the recorded interviews and begin the initial analysis of the interviews while the discussions were still fresh in his mind. He scheduled the teachers with the most coaching experience first and the teachers with the least experience working with a coach last. This allowed the teachers with little coaching experience a few extra months to work with their instructional coach before being interviewed.

Since individuals view the world in unique ways, Merriam and Tisdell (2016) recommend the use of open-ended, semi-structured interview questions. A major advantage of this type of interview format is its adaptability. The researcher chose to use the semi-structured interviews so that he could have the flexibility to follow up with interviewees in order to obtain more information, clarify vague responses, and explore their beliefs and opinions more deeply. The researcher used the alignment table (Table 3.5) to ensure that the interviews captured data for all five job satisfaction factors.

At the beginning of the interview, the researcher let the participants know that interviews will be audio recorded on a password-protected MacBook Air. The interview questions were shared with the participants prior to the telephone interview so that they can refer to the questions during the interview process (See Appendix C for a list of the interview questions).

During the interviews, the investigator made a conscious effort to maintain objectivity. He remained neutral with his voice (Merriam & Tisdell, 2016). In order to help prevent discrepancies when transcribing, the investigator took notes regarding participants' responses during the interviews. Following each interview, the researcher transcribed the audio recording onto a Microsoft Word document.

Table 3.5

*Interview Questions Alignment Table*

| Factor | Research Sub-Question | Interview Questions |
|---|---|---|
| *General coaching Questions* | | Tell me about your experience with instructional coaching.<br><br>How is it working for you?<br><br>What do you like about it?<br><br>Were there any challenges? |
| Working conditions | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working conditions* at the school? | How has instructional coaching impacted the structure of your work environment? (Your workload? The hours you work? Work-related stress?). |
| Coaching/ supervisor support | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *leadership/coaching support* at the school? | How has instructional coaching contributed to your feeling of being supported? |
| The work itself | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school? | How has instructional coaching impacted your work experience? (Degree of autonomy and control? The challenge of the work? Your voice in the school?) |

| | | |
|---|---|---|
| Self-efficacy | What are teachers' perceptions regarding the relationship between SND instructional coaching model and their sense of *self-efficacy*? | How has instructional coaching impacted your belief in your competence as a teacher? |
| Relationships with students | What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*? | How has instructional coaching impacted your relationship with your students? |
| *Concluding question* | | Is there anything else would you like to share with me regarding instructional coaching and its influence on your job satisfaction? |

A pilot study of the interview protocol was conducted at Martinez Charter School in the Spring 2021 as a mini-research project for the EDUC 868 Advanced Qualitative Research graduate course. Four participants were included in the pilot study. The purpose of the pilot study was to determine if participant responses were in-line with the intent of the questions. Changes were made in the wording of some of the interview questions based on the responses and feedback of the pilot-study participants.

**Mixed-Methods Data Analysis**

To analyze the questionnaire data, the investigator tallied the responses for each Likert scale number for each question of this type (questions 4-15). He also determined the mean of the responses for each of these questions. The researcher computed the means for each of the questions by years of teaching experience (Table 3.6), grade level group taught (Table 3.7), and the number of years that they have worked with an instructional coach (Table 3.8). The investigator analyzed these to identify any trends in data.

Table 3.6

*Questionnaire Responses/Years Teaching (Mean)*

| Years of Experience | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| < 3 Years | | | | | | | | | | | | |
| 4-7 Years | | | | | | | | | | | | |
| 8 -11 Years | | | | | | | | | | | | |
| 12+ Years | | | | | | | | | | | | |

Table 3.7

*Questionnaire Responses/Grade Level Taught (Mean)*

| Grades Taught | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K-2 | | | | | | | | | | | | |
| 3-5 | | | | | | | | | | | | |
| 6-8 | | | | | | | | | | | | |
| NCT* | | | | | | | | | | | | |

Table 3.8

*Questionnaire Responses/Years Worked with Instructional Coach (Mean)*

| Years of Coaching | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| < 2 Years | | | | | | | | | | | | |
| 3-4 Years | | | | | | | | | | | | |
| 5-7 Years | | | | | | | | | | | | |
| 8+Years | | | | | | | | | | | | |

To analyze the interview transcripts, the researcher implemented a thematic coding process. Saldaña (2021) recommends that the researcher use first- and second-cycle coding. The researcher used "in-vivo coding" during the first coding cycle of the transcripts. When using the in-vivo coding method, investigators use words or short phrases from the actual language used by the participants themselves. A benefit of using this coding method is that it "prioritizes and honors the participant's voice" (Saldaña, 2021, p. 138). The second-cycle form of coding that the investigator used was "pattern coding." Pattern coding is a way to synthesize and organize the codes from the first coding cycle into a smaller number of condensed categories or themes (Saldaña, 2021). During the coding process, the researcher documented his reflections on the emerging patterns, themes, and concepts in an analytic memo. An analytic memo puts the investigator's thoughts and interpretations of the data into words. Coding and analytic memo writing are concurrent qualitative data analytic activities (Saldaña, 2021).

## Data Collection

### Mixed-Methods

Of the 35 teachers working at Smith Academy, 22 (63%) completed the questionnaire. Twelve of the 22 questionnaire respondents participated in interviews (55% of questionnaire respondents; 34% of all the school's teachers). Table 3.9 shows a breakdown of questionnaire and interview participants by grade level taught, years of teaching, and years working with a coach. Overall, the questionnaire participants for each subcategory range from 2 to 9. Most though consist of 4 to 8 participants. Only one subcategory had 2 participants (8-11 Years under the "Years of Teaching" category), one had 3 participants (3-4 Years under "Years Working with a Coach" category), and one had 9 participants (< 2 Years under "Years Working with a Coach" category. The interview participants appear to be evenly distributed across these three areas. The

only subcategory that had just one participant was 8-11 Years (under the "Years of Teaching" category). No subcategory had more than 4 teachers in it. Non-classroom teachers (NCT) include teachers who teach Exceptional Children (EC). English as a Second Language (ESL), and Specials (e.g., Art, PE, etc.).

Table 3.9

*Questionnaire and Interview Participants: Grade Level Taught, Years Teaching, and Coaching Experience*

| | Questionnaire Frequency (n) | Interview Frequency (n) |
|---|---|---|
| Grade Level | | |
| K-2 | 8 | 4 |
| 3-5 | 6 | 3 |
| 6-8 | 4 | 2 |
| NCT* | 4 | 3 |
| Years of Teaching | | |
| < 3 Years | 8 | 4 |
| 4-7 Years | 6 | 3 |
| 8-11 Years | 2 | 1 |
| 12+ Years | 6 | 4 |
| Years Working with a Coach | | |
| < 2 Years | 9 | 4 |
| 3-4 Years | 3 | 3 |
| 5-7 Years | 5 | 3 |
| 8+ Years | 5 | 2 |

* NCT = Non-classroom teacher

## Data Analysis

### Questionnaire

On the questionnaire, the researcher used five-point Likert-style questions (1 = Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree). For the questionnaire data, the researcher tallied the responses for each Likert scale number for each

question of this type and determined the mean of the responses for each of these questions. He also computed the means for each of the questions by years of teaching experience, grade level group taught, and the number of years that they have worked with an instructional coach. The investigator analyzed these to identify any trends in data.

**Interviews**

To analyze the interview transcripts, the investigator implemented a two-cycle coding process. He used "in-vivo coding" during the first coding cycle of the transcripts and "pattern coding" for the second-cycle. He coded the interview transcripts by both interview questions and by participant. Coding by interview questions (Appendix F) allowed the researcher to analyze response trends for each of the interview questions. He identified phrases and statements that captured the essence of the interview participants response (in-vivo coding) and grouped similar responses in order to identify patterns and trends (pattern coding). Coding by participant (Appendix G) helped the investigator identify emerging themes across multiple questions.

# CHAPTER IV: Results

## Introduction

The purpose of this research study was to investigate the "See it, Name it, Do it" (SND) coaching model. The quantitative portion of the study investigated changes in student achievement at charter schools in North Carolina that implemented this instructional coaching model. The mixed-methods part of the study examined the relationship between SND instructional coaching and the job satisfaction of teachers who received coaching at one North Carolina charter school. Guiding questions and sub-questions addressed were:

RQ1. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *student achievement trends* at five charter schools in North Carolina?

RQ2. What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *teacher job satisfaction* at one North Carolina Charter School?

RQ2a. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working conditions* at the school?

RQ2b. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *coaching support* at the school?

RQ2c. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school?

RQ2d. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their sense of *self-efficacy*?

RQ2e. What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*?

This chapter describes the results of teachers' questionnaire responses, teachers' interviews, and student achievement data. The chapter is divided in the following sections: Student Achievement Trends; Data Analysis, Quantitative Results, Mixed-Methods Results: Job Satisfaction, and Mixed Methods Results: Andragogy.

## Student Achievement Trends

### Student Achievement Data Collection

Below are tables containing basic information and End-of-Grade (EOG) testing data for the five schools that responded to the researcher's email and had implemented the SND model for at least three years. Table 4.1 lists the grade-levels served at each school, the school locations, the number of students, and the first year the school began implementing the SND coaching model. Tables 4.2 through 4.6 list the math, reading, and science EOG scores for the three years prior to and the three years following the implementation of the SND model for Smith Academy, Martinez Charter School, Garcia College Preparatory, Miller Charter Academy, and Johnson Charter School respectively. The first number represents the percentage of students who scored "proficient" on the EOG (levels 3-5). The number in parentheses is the percentage of students who scored "career- and college-ready" on the EOG (levels 4-5).

Table 4.1

*Information on Schools Investigated in Study*

| School | Grades | Location | Number of Students | Year SND First Implemented |
|---|---|---|---|---|
| Smith Academy | K-8 | Central NC | 412 | 2017-18 |

| | | | | |
|---|---|---|---|---|
| Martinez Charter School | K-8 | Central NC | 639 | 2013-14 |
| Garcia College Preparatory | 4-8 | Central NC | 351 | 2017-18 |
| Miller Charter Academy | K-12 (coaching in K-8) | Southern NC | 1,724 | 2017-18 |
| Johnson Charter Academy | K-12 (coaching in K-8) | Northern NC | 1,300 | 2013-14 |

Table 4.2

*Smith Academy Student EOG Proficiency Data*

| EOG Subject | 2014-15 | 2015-16 | 2016-17 | 2017-18* | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Math | 19.9 (11.6) | 20.9 (12.6) | 24.4 (18.1) | 33.3 (23.8) | 49.2 (30.2) | No data available |
| Reading | 34.3 (20.4) | 31.3 (19.8) | 26.4 (15.5) | 32.9 (21.4) | 37.1 (25.8) | No data available |
| Science | 39.1 (31.7) | 47.1 (29.4) | 50.9 (38.2) | 65.4 (46.2) | 64.6 (53.2) | No data available |

Note: "*" indicates the year that the school implemented the SND coaching model

Smith Academy began implementing the SND coaching model during the 2017-2018 school year. EOG assessments were not administered during the 2019-20 school year due to the COVID-19 pandemic.

Table 4.3

*Martinez Charter School Student EOG Proficiency Data*

| EOG Subject | 2010-11 | 2011-12 | 2012-13 | 2013-14* | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Math | 76.2 | 82.1 | 35.6 | 41.5 | 54.3 | 59.9 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | (29.6) | (47.7) | (46.5) |
| Reading | 70.8 | 73.2 | 27.9 | 38.3 (25.3) | 47.7 (31.7) | 53.1 (35.7) |
| Science | No data available | No data available | No data available | 74.2 (60.9) | 84.2 (74.3) | 85.9 (78.5) |

Note: "*" indicates the year that the school implemented the SND coaching model

Martinez Charter School began implementing the SND coaching model during the 2013-14 school year. The NC Report Cards for the 2012-13 school year and prior school years do not provide science testing data. The testing data from before the 2011-12 school year do not align with the testing data for the year 2012-13 and later school years due to the switch from the ABCs of Public Education accountability model to the READY accountability model.

Table 4.4

*Garcia College Preparatory Student EOG Proficiency Data*

| EOG Subject | 2014-15 | 2015-16 | 2016-17 | 2017-18* | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Math | No data available | 23.3 (18.9) | 20.8 (13.5) | 30.0 (24.3) | 38.9 (19.8) | No data available |
| Reading | No data Available | 26.7 (14.4) | 25.4 (11.3) | 34.0 (21.5) | 32.2 (20.1) | No data available |
| Science | No data Available | 52.2 (30.0) | 48.2 (29.4) | 45.8 (29.2) | 55.5 (37.4) | No data available |

Note: "*" indicates the year that the school implemented the SND coaching model

Garcia College Preparatory began implementing the SND coaching model during the 2017-18 school year. The school opened in 2015, so there are no student achievement data for the 2014-15 school year. EOG assessments were not administered during the 2019-20 school year due to the COVID-19 pandemic.

Table 4.5

*Miller Charter Academy Student EOG Proficiency Data*

| EOG Subject | 2014-15 | 2015-16 | 2016-17 | 2017-18* | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|
| Math | 58.5<br>(42.5) | 61.8<br>(48.2) | 57.5<br>(44.7) | 63.7<br>(49.3) | 58.7<br>(33.7) | No data available |
| Reading | 58.3<br>(39.3) | 58.9<br>(40.2) | 56.6<br>(37.9) | 58.0<br>(39.6) | 47.4<br>(34.9) | No data available |
| Science | 74.6<br>(50.8) | 70.3<br>(53.8) | 74.6<br>(57.7) | 85.4<br>(65.9) | 71.1<br>(60.5) | No data available |

Note: "*" indicates the year that the school implemented the SND coaching model

Miller Charter Academy began implementing the SND coaching model during the 2017-2018 school year. EOG assessments were not administered during the 2019-20 school year due to the COVID-19 pandemic.

Table 4.6

*Johnson Charter School Student EOG Proficiency Data*

| EOG Subject | 2010-11 | 2011-12 | 2012-13 | 2013-14* | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Math | 90.6 | 91.8 | 52.9 | 65<br>(59) | 83.8<br>(71.9) | 84.9<br>(75.6) |
| Reading | 77.1 | 80.0 | 27.9 | 69<br>(48.6) | 80.6<br>(62.4) | 78.7<br>(58.8) |
| Science | No data available | No data available | No data available | 92<br>(81.4) | >95<br>(90.8) | >95<br>(93.2) |

Note: "*" indicates the year that the school implemented the SND coaching model

Johnson Charter School began implementing the SND coaching model during the 2013-14 school year. The NC Report Cards for the 2012-13 school year and prior school years do not provide science testing data. The testing data from before the 2011-12 school year do not align

with the testing data for the year 2012-13 and later school years due to the switch from the ABCs of Public Education accountability model to the READY accountability model.

## Student Achievement Analysis

### Student Achievement Findings

Table 4.7 below displays the change in student EOG scores from the year prior to adoption of the SND coaching model to the second or third year after implementation (depending on the school's last available data). Martinez and Johnson Charter Schools do not have science comparison data since the North Carolina Department of Public Instruction did not provide science assessment data on the year prior to SND adoption for these schools. (Note: Martinez Charter School's science scores increased 11.7 from the first year of implementation to the third year; Johnson Charter School's science score increased 3 from the first year of implementation to the third year – the school's second- and third-year scores were < 95, so there was not much room for positive growth).

Table 4.8 shows the changes in EOG assessment scores from three years prior to the school's implementation of the SND model to the year before implementation. Martinez Charter School and Johnson Charter School do not have data since the year before the schools adopted the SND model (2012-13), North Carolina switched from the ABCs of Public Education accountability model to the READY accountability model. The state assessment scores before the 2011-12 school year do not align with the testing data for the year 2012-13 and later school years, therefore comparisons of the data are impractical.

Table 4.7

*SND Schools: Changes in Proficiency Scores from Year Prior to Second/Third Year of Implementation*

| School | Math Scores | Reading Scores | Science Scores | Years Adopted |
|---|---|---|---|---|
| Smith Academy | Increased 24.8 | Increased 10.7 | Increased 13.7 | 2 years |
| Martinez Charter School | Increased 24.3 | Increased 25.2 | No Comparison Data | 3 years |
| Garcia College Preparatory | Increased 18.1 | Increased 6.8 | Increased 7.3 | 2 years |
| Miller Charter Academy | Increased 1.2 | Decreased 9.2 | Decreased 3.5 | 2 years |
| Johnson Charter School | Increased 32 | Increased 50.8. | No Comparison Data | 3 years |

Table 4.8

*SND Schools: Changes in Proficiency Scores Before Implementation*

| School | Math Scores | Reading Scores | Science Scores |
|---|---|---|---|
| Smith Academy | Increased 4.5 | Decreased 7.9 | Increased 11.8 |
| Martinez Charter School | No Data Available | No Data Available | No Data Available |
| Garcia College Preparatory | Decreased 2.5 | Decreased 1.3 | Decreased 4.0 |
| Miller Charter Academy | Decreased 1.0 | Decreased 1.7 | No Change |
| Johnson Charter School | No Data Available | No Data Available | No Data Available |

Johnson Charter School's student achievement scores had impressive gains following the implementation of SND coaching (+32 in math and +50.8 in reading). Johnson was one of the first schools in North Carolina to use this coaching model. Martinez Charter School is also one of the first schools in North Carolina to implement the SND coaching model. The school had substantial increases in math (+24.3) and reading (+25.2).

Smith Academy also had a huge increase in math scores (+28.4) and moderate change in reading (+10.7) and science results (+13.7) during its 2-year SND implementation period. In the three-years prior to the adoption of SND Instructional coaching, Smith Academy had a small increase (+4.5) in math scores, a modest increase (+11.8) in science scores, and had 7.9-point decrease in reading results. The gains in student math achievement increased six-fold, the reading scores changed trajectory from declining scores to moderate gains, and the science scores increased slightly after the implementation of the SND coaching model. Of the five schools that implemented the SND coaching model, Smith had the second highest gain in math (+24.8), the third highest increase in reading (+10.7), and the largest growth in science scores (+13.7). It is worth noting that Martinez and Johnson Charter Schools did not have science comparison scores, the science scores of Smith Academy were only compared to Garcia College Prep and Miller Charter Academy.

Garcia College Prep had a sizable gain in student math scores (+18.1) and small gains in reading (+6.8) and science scores (+7.3) after SND implementation. All three of these subject areas experienced a decline in student achievement during the three year period prior to the adoption of SND coaching.

The results of Miller Charter Academy are definitely curious. Miller Charter Academy is the only one of the five schools that had a decrease in EOG test scores (reading scores decreased

by 9.2 points and scores science decreased by 3.5 points two years after SND implementation). Interestingly, the student EOG test scores actually increased in all subjects during the first year of implementation of the SND coaching model (math scores increased 6.2, reading scores increased 1.4, science scores increased 10.8). What could have caused such an extreme negative change in student achievement scores in one year? The researcher could not find relevant information (e.g., new school leaders, not implementing SND coaching with fidelity, sizeable teacher turnover, change in curriculum, etc.) that would influence such a drastic change in student achievement scores. Further investigation is recommended to identify factors that contributed to such a drastic decline in student achievement scores from the first year of SND implementation to the second year of adoption.

Table 4.9 below shows the change in student proficiency data by year of implementation of the SND coaching model. Year 0-1 shows the change in EOG assessment scores from the year before the adoption of the coaching model to the first year of its implementation. Year 1-2 displays the change in scores from the first year the school used SND instructional coaching to its second year of implementation. Year 2-3 shows the change in proficiency scores from the second year of SND implementation to its third year.

Smith Academy, Garcia College Prep, and Miller Charter Academy do not have data for Year 2-3 because the third year of implementation was the 2019-2020 school year for all three schools. No proficiency data were available this year due to COVID-19. Martinez Charter School and Johnson Charter School do not have science comparison data for Year 0-1. For both these schools, the year before adopting the SND model was the 2012-13 school year. North Carolina Department of Public Instruction did not track science assessment scores prior to and during this school year.

Table 4.9

*Student EOG Proficiency Data Change by Year of SND Implementation*

| School | Year 0-1 | Year 1-2 | Year 2-3 |
|---|---|---|---|
| Smith Academy | | | |
| Math | 8.9 | 15.9 | No Data Available |
| Reading | 6.5 | 4.2 | No Data Available |
| Science | 14.5 | -0.8 | No Data Available |
| Martinez Charter School | | | |
| Math | 5.9 | 12.8 | 5.6 |
| Reading | 10.4 | 9.4 | 5.4 |
| Science | No Data Available | 10 | 1.7 |
| Garcia College Prep | | | |
| Math | 9.2 | 8.9 | No Data Available |
| Reading | 8.6 | -1.8 | No Data Available |
| Science | -2.4 | 9.7 | No Data Available |
| Miller Charter School | | | |
| Math | 6.2 | -5.0 | No Data Available |
| Reading | 1.4 | -10.6 | No Data Available |
| Science | 10.8 | -14.3 | No Data Available |
| Johnson Charter School | | | |
| Math | 12.1 | 18.8 | 1.1 |
| Reading | 41.1 | 11.6 | -1.9 |
| Science | No Data Available | 3 | 0.0 |

**Quantitative Analysis (Research Question 1)**

What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *student achievement trends* at five charter schools in North Carolina? Student achievement scores increased in all three subject areas during the two- or three-year SND implementation period for four of the five schools analyzed. These increases ranged from immense (Johnson Charter School reading scores + 50.8) to small (Garcia College Prep reading scores + 6.8). The only school that implemented the SND coaching model that didn't show

growth in achievement scores was Miller Charter Academy (although the school did experience small to moderate gains in student achievement scores in all three subject areas during its first year of implementation). Further research is needed on Miller Charter School and their change in achievement results.

When comparing all the changes in proficiency scores by year of implementation, most of the largest increases occurred during year 0-1 (the first year of SND adoption). The researcher excluded the science scores for Martinez and Johnson Charter Schools since they don't have science proficiency data for year 0-1. One possible explanation for the first year having more of the large increases is that the SND coaching model focuses on the implementation of "high-leverage" instructional practices. Coaches often follow a scope and sequence that help identify and address gaps in instructional practices that have the most impact on student achievement (Bambrick-Santoyo, 2016).

Based upon the EOG assessment data, the SND coaching model appears to be a promising model for improving student achievement outcomes. Four of the five schools had gains in student test scores in all subject areas that were analyzed. The results of the fifth school are a bit more nebulous though. The school had gains during its first year of SND implementation and a severe decline in scores during the second year. Due to a lack of information about other variables that could influence student achievement scores at Miller Charter Academy, the researcher cannot make a thoughtful assessment for the substantial decline in student academic outcomes at the school.

In reference to the four schools that demonstrated improved student achievement, there are several factors outside of the adoption of the SND instructional coaching model that could contribute to increases in student achievement scores for these schools: new principal, new

instructional leadership (e.g., director of instruction), adoption of a new curriculum, the addition of higher-quality teachers, etc. Since the purpose of the quantitative portion of the study was to do a simple trend analysis of student EOG data at the schools that have implemented the SND coaching model, the researcher did not conduct a deep analysis of all the factors that could contribute to the changes in student academic outcomes. He did explore internet resources to see if he could find information regarding changes in school leadership and curriculum at the five schools. Unfortunately, he was unable to locate any information concerning these factors at the schools.

**Summary of Overall Quantitative Results**

Based on the analysis of student EOG scores, four of the five schools that adopted the SND coaching model demonstrated improvements in student academic outcomes. As mentioned in chapter one, the researcher only wanted to do a simple trend analysis of student achievement data for the schools that had implemented the SND coaching model for at least three years. He did not intend to do an in-depth analysis of the schools in order to identify variables other than instructional coaching that could influence student achievement outcomes. The main part of this research investigation is the mixed-methods study at Smith Academy concerning the SND coaching model's influence on five factors of teacher job satisfaction. The next section explores the findings and results of this portion of the research study.

## Qualitative Findings and Emergent Themes from Interviews

Before discussing the results and findings of the questionnaire and interviews, the researcher will share common themes that surfaced during the analysis of interview transcripts. These themes will be referred to in later sections, so they will be examined early in this paper.

Five major themes emerged from the analysis of the interviews: availability, support, growth, coach-teacher relationship, and feedback. While the concept of coach "support" was the focus of questionnaire question 5 and interview question 6, this theme consistently appeared throughout the interviews, especially in the "grand tour" questions (questions 1 – 4) and the concluding thoughts question (question 10).

**Availability**

The availability of the coach was one of the most dominant themes that emerged throughout the interviews. Almost all of the teachers mentioned that they are able to get ahold of a coach whenever they have questions or need help. Ms. Brooks likes having the ability to "ask my coach questions whenever I need." Ms. Jackson said that "the coaches are always available to answer questions." Ms. Davenport stated that she "can always get ahold of the coach" when she needs to. Ms. Fisher remarked that "I feel like I can go to my coach with any questions." Ms. Edwards stated that she "can go see them (coaches) and they will answer my questions." Ms. Lewis claimed that when she needs assistance or clarification on something, "I can just send her a message and she will be right over."

**Support**

Another common theme that appeared during the interviews was that teachers felt supported by their coach. A couple of teachers compared the support they received from coaches to their experiences they had without a coach. Ms. Edwards stated, "In the years that I didn't have an instructional coach, I didn't feel as supported as in the year that I do have an instructional coach." Ms. Harrison said that coaching "provides me with a lot of support that I might not of necessarily had with another model or if I didn't have a coach."

Some of the teachers gave specific examples of how the coach supports them and their work. Ms. Iverson said, “I feel recognized in areas where I do well and I feel supported in areas in which I need support.” Ms. Quinn stated that her coach, “knows my teaching style and she trusts me.” Ms. Fisher emphasized her coach’s encouragement in her interactions with her. “My coach,” she remarked, “has said so many nice things to me that has encouraged me.” Ms. Fisher also mentioned that her coach acts as a thought-partner for her and that “it’s nice to have someone to bounce ideas off of.” Ms. Harrison said that the “coach problem solves things with me” and helps her to be “more effective with my time management.”

**Growth**

A third major theme that emerged from the interviews was that the coaches helped the teachers grow as professional educators. Ms. Brooks declared that the coaches, “definitely push you to be better.” Similarly, Ms. Davenport mentioned that coaching “has helped me to push harder a little more” and that “it has created some growth.” Ms. Harrison commented that coaching has “helped me grow to be a better teacher.” She also stated that “it has helped me grow as a teacher with my classroom management and with instructional strategies.” Ms. Quinn declared that, “I have learned every year with an instructional coach.” Ms. Scott shared that, “I like the idea of having someone there to coach you and model for you and train you to grow and get better.” Ms. Kennedy stated “I am an old school teacher but I am learning new practices and procedures with the help of my coach.”

**Coach-Teacher Relationship:**

One theme that continually appeared throughout the interviews was the importance of the relationship between the teacher and the coach. A few teachers discussed their comfort when talking with their coach. Ms. Harrison felt that she has “a great relationship” with her coach and

is “able to be candid about my feelings and stress.” Ms. Kennedy stated that her coach “allowed me to share my concerns and frustrations with her.” Ms. Davenport highlighted the importance of the coach-teacher partnership. “The relationship between coach and teacher,” she remarked, “is just as important as the relationship between teacher and student.” She added, “if my relationship with the coach is sour, I don’t care what you say to me, I am not going to listen. But I have a good relationship with my coach and it’s not about me, it’s not about her, it’s about how are we going to grow these kids.”

Two teachers referenced poor relationships with previous coaches they had. Ms. Kennedy said that a coach she had a few years ago “was really horrible. She was not a people person and she liked things done her own way only.” Ms. Quinn also shared her negative experiences with a prior coach with whom she worked.

> “There was one year that I had a coach that I didn’t get along with, and I think her persona in the classroom, she was not supportive, her tone was very authoritative and there was a time when something occurred, and she blatantly yelled out something in my class while I was teaching and I was like, ‘Are you serious? Are you really doing this in my class.’ She wanted me to do something that I was about to do and she said it blatantly loud. And I said, ‘You know what, this ain’t working.’ Me and the coach did not click. My coach didn’t know how to address people, like her tone. She had a ‘do as I say’ attitude.”

**Feedback**

Another prominent theme that emerged from the interviews with the research participants was feedback. Many of the teachers interviewed declared that they like and appreciate the feedback they receive from their coaches. One of the reasons for this appreciation of coaching

feedback is that it helps the teachers grow and develop. Ms. Townsend said that "after you receive feedback, it helps you to perfect areas where you may be lacking in." Ms. Quinn stated that her coach "provides feedback on things that I need help on." Ms. Davenport mentioned her appreciation for real-time feedback because, "on the spot, I can make a change in my teaching."

Several teachers discussed how their coaches delivered feedback. Ms. Davenport explained how her coach gives real-time feedback to her. "It's not done in a way like, 'Oh no, I did something bad.' They come up and whisper, 'Try this.' The kids don't know though. I like that they aren't forcefully saying something like, 'Do this.'" Ms. Lewis talked about how her coach delivers feedback is a positive manner. She pointed out that at her former school, feedback tended "to highlight the negative more than the positive." She said that her coach at Smith Academy gives more positive than negative feedback and when she gives critical feedback, "it's not like, 'you did this wrong,' it's like, 'next time try this.' It makes the teacher feel like, even though I did do something, I'm not going to be shamed for doing wrong but am given ideas how to do it better next time." Ms. Jackson shared a similar thought. When the coach gives her feedback, "it's 'here's what you're doing well and here is what you can do to improve.' It's never 'never do this again' or 'it's terrible.' They always find the good in what you do before they give the feedback." Ms. Jackson also commented that getting feedback from a coach is different from receiving feedback from the principal or assistant principal (AP). Feedback from the principal and AP can feel evaluative while feedback from the coach feels supportive. "You feel like the coach is in your corner" she commented.

## Mixed-Methods Findings and Analysis: Job Satisfaction

### Mixed-Methods Findings for Job Satisfaction

As stated above, there a several factors that are consistently cited in research literature that are positively associated with teacher job satisfaction. In this study, the researcher explored the factors of job satisfaction that an instructional coach can influence: working conditions, coaching support, the work itself (i.e., work experience), self-efficacy, and relationship with students. Below, Table 4.10 displays both the questionnaire and interview questions associated with each factor of job satisfaction. Table 4.11 shows the frequency of responses for the job satisfaction questions on the questionnaire (question 4 – question 8). Table 4.12 provides the percentage of overall responses for these five questions. Table 4.13 supplies a break-down of the participant response averages by grade-level, years of teaching experience, and years working with a coach.

Table 4.10

*Job Satisfaction Alignment Table*

| Job Satisfaction Factor | Questionnaire Question | Interview Question |
|---|---|---|
| Working conditions | Q4. I feel that instructional coaching improves the work environment at the school. | IQ5. How has instructional coaching impacted the structure of your work environment? (Your workload? The hours that you work? Work-related stress?). |
| Coaching support | Q5. I feel encouraged and supported by my coach. | IQ6. How has instructional coaching contributed to to your feeling of being supported? |
| The work itself | Q6. I feel that instructional coaching improves my work experience. | IQ7. How has instructional coaching impacted your work experience? (Degree |

| | | |
|---|---|---|
| | | of autonomy and control? The challenge of the work? Your voice in the school?). |
| Self-efficacy | Q7. I feel that instructional coaching contributes to my ability to positively cope with the challenges of teaching. | IQ8. How has instructional coaching impacted your belief in your competence as a teacher? |
| Relationships with students | Q8. I feel that instructional coaching has contributed to improved relationships with my students. | IQ9. How has instructional coaching impacted your relationship with your students? |

Table 4.11

*Questionnaire Responses Frequency: Question 4 – Question 8*

| Frequency (n) | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|
| Strongly Disagree | 0 | 0 | 0 | 0 | 1 |
| Disagree | 0 | 0 | 0 | 1 | 1 |
| Neither Agree nor Disagree | 3 | 2 | 4 | 3 | 13 |
| Agree | 14 | 10 | 13 | 16 | 6 |
| Strongly Agree: | 5 | 10 | 5 | 2 | 1 |
| Agree + Strongly Agree: | 19 | 20 | 18 | 18 | 7 |

Table 4.12

*Questionnaire Responses Percentage: Question 4 – Question 8*

| Percentage (%) | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|
| Strongly Disagree | 0 | 0 | 0 | 0 | 4.6 |
| Disagree | 0 | 0 | 0 | 4.6 | 4.6 |

| | | | | | |
|---|---|---|---|---|---|
| Neither Agree nor Disagree | 13.6 | 9.1 | 18.2 | 13.6 | 59.1 |
| Agree | 63.6 | 45.5 | 59.1 | 72.7 | 27.3 |
| Strongly Agree: | 22.7 | 45.5 | 22.7 | 9.1 | 4.6 |
| Agree + Strongly Agree: | 86.4 | 90.1 | 72.8 | 81.8 | 31.8 |

Table 4.13

*Questionnaire Response Averages: Question 4 – Question 8*

| Averages | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|
| Overall Average | 4.09 | 4.36 | 4.05 | 3.86 | 3.23 |
| Grade Level | | | | | |
| K-2 | 3.88 | 3.5 | 3.75 | 3.5 | 3.13 |
| 3-5 | 3.83 | 5.0 | 4.33 | 4.17 | 3.33 |
| 6-8 | 4.33 | 4.33 | 3.67 | 3.67 | 3.0 |
| NCT | 4.25 | 4.25 | 4.25 | 4.0 | 3.5 |
| Years of Teaching | | | | | |
| < 3 Years | 4.25 | 4.38 | 4.13 | 3.86 | 3.38 |
| 4-7 Years | 4.2 | 4.4 | 4.0 | 4.0 | 3.4 |
| 8-11 Years | 4.0 | 4.5 | 4.0 | 3.5 | 3.0 |
| 12+ Years | 3.67 | 4.33 | 3.83 | 3.67 | 3.0 |
| Years Working with Coach | | | | | |
| < 2 Years | 4.25 | 4.38 | 4.25 | 4.25 | 3.63 |
| 3-4 Years | 4.25 | 4.25 | 4.0 | 4.0 | 3.25 |
| 5-7 Years | 4.0 | 4.25 | 3.5 | 3.5 | 2.25 |
| 8+ Years | 3.6 | 4.8 | 4.0 | 4.0 | 3.4 |

**Mixed-Methods Analysis for Job Satisfaction (Research Question 2)**

Before the researcher is able to discuss the SND coaching model's influence on teacher job satisfaction (RQ2), he needs to examine the relationship between the SND coaching framework and the five factors of teacher job satisfaction that the coach can influence: working

conditions, coaching support, work experience, self-efficacy, and the relationship with students (RQ2a – RQ2e).

**Job Satisfaction Factor Number One: Working Conditions**

The results of this section are derived from questionnaire question 4 (I feel that instructional coaching improves the work environment at the school) and interview question 5a (How has instructional coaching impacted your workload?), question 5b (How has instructional coaching impacted the hours you work?), and 5c (How has instructional coaching impacted your work-related stress?).

***Questionnaires***

Eighty-six percent of teachers who completed the questionnaire (19 of 22) indicated that they either agreed or strongly agreed that coaching improves the school's work environment. None of the respondents disagreed with the statement that coaching improves the work environment at the school.

For the "Years of Teaching" group in Table 4.12, the average response was the highest for the <3 years subgroup (4.25). The mean response decreased as the years of teaching increased. The subgroup 12+ years of experience had the lowest response average (3.67). Similarly, the "Years Working with a Coach" group had the highest response average in the < 2 years subgroup (4.25). The average response was the same for 3-4 years and then decreased as the number of years working with a coach increased. The subgroup 8+ years working with a coach had the lowest mean response (3.6).

***Interviews***

The researcher investigated the SND instructional coaching model and its relationship to three aspects of working conditions: workload, hours worked, and work-related stress. With

regard to workload, three teachers stated that coaching increases their workload. Ms. Brooks specifically mentioned that the preparation from reteaches contributed to this. Ms. Kennedy described the coaching process as "a bit overwhelming." Five teachers stated that coaching has impacted their workload very little or not at all. Ms. Quinn said that during the previous school year, coaching had added to her workload, but that it doesn't this year.

Two teachers said that coaching helped them positively manage their workload. Ms. Edwards said it helped her manage her workload better and the coach makes sure that she is not overwhelmed. Ms. Harrison claimed that coaching helped her cut back on her workload. Ms. Scott expressed that coaching can both increase and decrease a teacher's workload. She said that after coaching meetings, "there is always an action that you need to do or put in place" and in that regard, there is more to do. "But," she continued, "if you are able to put those things in place with fidelity, it should decrease your workload."

Concerning instructional coaching's impact on the hours that they worked, seven teachers stated that coaching did not impact hours worked. Conversely, two teachers stated that coaching contributed to more hours worked. Ms. Quinn claimed that coaching adds to the hours she has to work. She specifically cited writing out scripts for lesson plans and putting time-stamps on them. She feels that this is "unnecessary" work. Ms. Edwards stated that coaching impacts the hours she works, but not very much. Ms. Davenport had a unique response. She said that she "can't say yes or no" to the question.

Looking at the impact of coaching on work-related stress, two teachers stated that coaching added stress. Ms. Scott specifically mentioned coach scrutiny as a cause of stress. Three teachers claimed that coaching reduces their stress. Ms. Brooks explained that having someone (a coach) to go to when you have questions minimizes stress.

Three teachers said that coaching did not impact their work-related stress. Two teachers had different responses than the other interview participants. Ms. Lewis expressed that coaching sometimes adds to stress and sometimes alleviates stress. When coaches bring additional work for the teachers to do, this adds to stress. Conversely, coaches can advocate for teachers. Ms. Lewis explained, "if something comes up that doesn't benefit our grade, the coach is able to go back to admin and express that on our behalf." Ms. Iverson asserted that whether coaching is stressful or not depends on the coach. She explained, "I think that people who are really good at coaching can make it feel less stressful. And people who aren't as experienced can deliver feedback that can be more stressful."

***Summary (Research Question 2a)***

On the questionnaire, eighty-six percent of the respondents indicated that they believe that SND coaching improves the school's work environment. The interview data suggest a less clear picture of SND coaching's relationship with job satisfaction. In the interviews, two teachers said SND coaching helped reduce their workload, five stated that it doesn't impact their workload, and three claimed that coaching increased their workload. With regard to hours worked, seven interviewees asserted that SND coaching had no impact on the hours that they worked, while two teachers responded that it increased the amount of time they worked. None of the teachers alleged that coaching reduced the time they worked. Finally, three teachers said that SND coaching reduced their stress, three teachers remarked that it has no impact on their stress, and two expressed that SND coaching adds to work-related stress.

The data associated with this research question are mixed. The neutral position (e.g., "coaching does not impact…") received the highest number of responses for all three interview questions. The number of positive impact and negative impact responses were relatively equal.

While almost nine-out-of-ten teachers claimed that coaching improves the schools' work environment, the researcher's use of the term "work environment" instead of "work conditions" on the questionnaire may or may not influence the study's findings. He used the two terms as synonyms, but research participants may interpret these terms differently.

**Job Satisfaction Factor Number Two: Coaching Support**

The information in this section was acquired from questionnaire question 5 (I feel encouraged and supported by my coach) and interview question 6 (How has instructional coaching contributed to your feeling of being supported?).

***Questionnaires***

Twenty of 22 respondents either agreed or strongly agreed that they were encouraged and supported by their instructional coach. This question had the highest percentage of respondents who indicated "Agree" or "Strongly Agree" (90.09%). No teacher who completed the questionnaire disagreed with the statement that they feel encouraged and supported by their coach.

For the job satisfaction questionnaire questions, question 5 (I feel encouraged and supported by my coach) had the highest average of job satisfaction questions (4.36). The grade level subgroup "K-2" was the only subgroup that had a mean response (3.5) less than 4.0. All other subgroups had a response average of 4.25 or greater.

***Interviews***

All twelve teachers said that they feel supported by their instructional coaches. Ms. Davenport stated that she can always get ahold of her coach when she needs help. She also mentioned that her coach "genuinely wants her to get better." Ms. Harrison said that her coach provides solutions and elevates issues to administration when necessary. Ms. Iverson indicated

that she feels recognized in areas that she does well and supported in the areas in which she needs help. Ms. Edwards said that during the years in which she didn't have an instructional coach, she didn't feel as supported as she does with a coach. Ms. Quinn stated that her coach "knows my teaching style and she trusts me. She supports me anyway that she can and my previous coach did that too. Anything that she saw best fit the scholars, she supported me with it."

While all the teachers feel supported by their coach this year, some shared negative experiences they had with former coaches. For example, Ms. Kennedy discussed how she felt that a coach she had last year was not supportive. The coach "was not a people person and liked things done her own way."

***Summary (Research Question 2b)***

Based on the interviews and questionnaire responses, there is overwhelming evidence that teachers at Smith Academy feel supported by their coaches. The questionnaire had the highest percentage of teachers who indicated "Agree" or "Strongly Agree" (90%) and highest job satisfaction response average (4.36) to the question concerning their feelings of being supported. Additionally, all 12 teachers who were interviewed affirmatively answered the question about coaching support. Finally, coaching support was a major theme that emerged from the analysis of the interview transcripts, specifically appearing in the "grand tour" (questions 1-4) and concluding questions (question 10).

**Job Satisfaction Factor Number Three: Work Experience**

The results of this section are derived from questionnaire question 6 (I feel that instructional coaching improves my work experience) and interview questions 7a (How has instructional coaching impacted your degree of autonomy and control?), 7b (How has

instructional coaching impacted the challenge of the work?), and 7c (How has instructional coaching impacted your voice in the school?).

***Questionnaires***

Seventy-three percent of questionnaire respondents (18 of 22) indicated that they either agreed or strongly agreed that coaching improves the experience of their work. No respondent disagreed with the statement that instructional coaching improves their work experience.

For the "Years of Teaching" group, the average response was the highest for the <3 years subgroup (4.13). The mean response decreased as the years of teaching increased. The subgroup 12+ years of experience had the lowest response average (3.83).

***Interviews***

The researcher investigated the SND instructional coaching model and its relationship to three aspects of working experience: the degree of autonomy and control, degree of challenge, and their voice in the school. With regard to the teachers' view concerning coaching's impact on their degree of autonomy and control in the classroom, four teachers stated that instructional coaching lessens their degree of autonomy. Ms. Iverson said coaching model expects teachers "to be homogenous." Ms. Scott mentioned that a lot of what teachers do is scripted. Ms. Fisher indicated that it's not the content that she feels she doesn't have control over, but the way she would typically hold a classroom.

Six teachers said that SND coaching doesn't impact their autonomy and control. One of these teachers, Ms. Lewis, asserted that she has "complete control" of her classroom.

One teacher had a response that was unique among the teachers interviewed. Ms. Davenport stated that the impact on a teacher's autonomy and control depends on her relationship with the coach. If she has a good relationship with her coach and she believes the

coach's advice will make a positive difference in her class, she will implement it. She also said that she will not allow the coach to demand her to do things.

In reference to the challenge of the job, four teachers said that SND coaching has helped with the challenge of the work. Ms. Jackson claimed that coaching made work easier and Ms. Lewis mentioned that it made her more efficient. Ms. Harrison said that SND coaching helped her more creatively problem-solve.

Three teachers stated that instructional coaching made the job more challenging. Ms. Brooks said that coaching "is challenging in a good way." It pushed her to become better at her craft. Ms. Iverson mentioned that while coaching makes the work more challenging and that one thing she likes about teaching is that she can keep learning and keep pushing herself to be better. Ms. Scott said that with coaching, she realizes there are always new things to learn.

Three teachers indicated that SND coaching hasn't impacted the challenge of their work. Ms. Fisher said instructional coaching doesn't influence the challenge of her job because of the coaching support that she receives.

With respect to the SND coaching model's impact on teachers' voice in the school, eight teachers said that instructional coaching has positively impacted their voice in school. Ms. Fisher stated that her coach encourages her to speak up. Ms. Iverson mentioned that the coaches will hear their concerns and bring them to appropriate person (mainly administration). Ms. Jackson said she now has more of a voice than she had in previous years. "As you build a relationship with your coach," she stated, "you can be more honest and transparent." Ms. Lewis expressed that her voice is heard even though she is not going to the school's administrators. Ms. Brooks said that she is has a unique situation in that the Director of Instruction is her coach. The fact that her coach is a school administrator increases her voice in the school.

Only one teacher, Ms. Edwards stated that coaching doesn't impact her voice in the school, while three teachers had unique responses to the question of coaching's influence on their voice in school. Ms. Davenport expressed that she sometimes doesn't feel heard in the school, but she qualified this by saying that she thinks "part of the lack of voice is cultural." She was born, raised, and has taught in a different country. "I would say something, and maybe it's because I use different words in (Davenport's home country), someone else will say something and I am like, 'That's what I just said.'" (Note: the researcher removed the name of the teacher's home country to help protect her identity). Ms. Iverson stated that coaching's impact on a teacher's voice depends on the coach that you have. At her previous school, the school's principal and assistant principal had served as her coach. She felt she was able to take issues directly to the school's leadership. At Smith Academy, she brings issues to her coach, who then in turn brings them to the appropriate school leader (principal, assistant principal, or director of instruction). Ms. Iverson prefers to go directly to the school's leadership. Ms. Scott stated that it "remains to be seen" if coaching helps with her voice in the school. She expressed that she is new to the school and usually doesn't speak up.

***Summary (Research Question 2c)***

On the questionnaire, seventy-three percent indicated that they either agreed or strongly agreed that SND coaching improves the experience of their work. In the interviews, six teachers said coaching doesn't influence their autonomy and control in the classroom while four teachers claimed that coaching does impact their classroom autonomy (although one stated that the impact is "very little" and another said it impacts how she runs the class, not her instruction). With regard to the challenge of the job, four teachers who remarked that coaching helped with the challenge, three said it doesn't impact their work, and three teachers claimed that it does

make the job more challenging is (although two stated that they like the challenge of teaching). Finally, in reference to SND coaching's influence on the teacher's voice in the school, eight teachers stated that it has positively impacted their voice, one asserted that it doesn't impact her voice, and one said she often doesn't feel heard in the school.

The data associated with this research question are mixed, but tends to support the position that the SND coaching model is positively associated with an improved work experience at Smith Academy. Three out of four questionnaire respondents believe there is a positive relationship between coaching and their work experience and a majority of interviewees agreed that coaching positively impacts their voice in the school. More teachers claimed that coaching did not affect their autonomy and control in their classrooms than those who expressed that it did. Finally, the teachers were pretty evenly split in their opinions regarding coaching's impact on the challenge of the job.

**Job Satisfaction Factor Number Four: Self-Efficacy**

The information in this section was acquired from questionnaire question 7 (I feel that instructional coaching contributes to my ability to positively cope with the challenges of teaching) and interview question 8 (How has instructional coaching impacted your belief in your competence as a teacher?).

***Questionnaires***

Eighty-two percent of respondents either agreed or strongly agreed that SND coaching contributes to the teachers' ability to positively manage the difficulties of teaching. One participant disagreed with the statement that instructional coaching contributes to her ability to positively cope with the challenges of teaching.

The overall response average for questionnaire question 7 is 3.86. This was one of two job satisfaction questions that had an average below 4.0 ("Agree"). In the "Years of Teaching" group, only the 4-7 years subgroup had a response average of 4.0 ("Agree") or higher. In the group "Years Working with a Coach," subgroup < 2 years had the highest mean of all the subgroups (4.25).

***Interviews***

Nine teachers expressed that instructional coaching has positively impacted their belief in their competence as a teacher. Ms. Fisher stated that her coach has said so many nice things to her that has encouraged her so she feels competent after their meetings. Ms. Jackson expressed that the feedback she gets makes her feel like she "can do anything." Ms. Lewis said that when she is given more positive feedback than negative, which helps her feel more confident. Additionally, she mentioned that when the coach gives her feedback, she is "not being shamed for doing wrong "but she is "given ideas how to do it better next time."

Only one teacher claimed that instructional coaching negatively influenced her feelings of self-efficacy. Ms. Brooks said that coaching has hurt her self-confidence a little bit because she doesn't feel like she is getting better. She expressed that part of this feeling comes from the fact that she has to get used to all the feedback all the time. She is new to Smith Academy and she said she has never experienced the amount of coaching and feedback she currently receives while she worked at other schools. Ms. Harrison had a more neutral stance. She said that coaching didn't help or hurt her feelings of self-efficacy. She said that she doesn't feel that her coach sees her as incapable.

***Summary (Research Question 2d)***

There is strong evidence to support the position that a positive relationship exists between the SND instructional coaching model and teachers' sense of self-efficacy at Smith Academy. On the questionnaire, more than eighty percent of teachers indicated that they either "Agree" or "Strongly Agree" to the question concerning coaching's influence on their feelings of self-efficacy. During the interviews, nine teachers asserted that SND coaching positively affects their belief in their competence while only one teacher stated that it negatively influences their feelings of competence as an educator. Another teacher maintained that coaching didn't help or hurt her feelings of efficacy.

**Job Satisfaction Factor Number Five: Relationship with Students**

The results of this section are derived from questionnaire question 8 (I feel that instructional coaching has contributed to improved relationships with my students) and interview question 9 (How has instructional coaching impacted your relationship with your students?).

***Questionnaires***

This question had lowest percentage of respondents who indicated "Agree" or "Strongly Agree" (31.82%). One respondent disagreed while another strongly disagreed with the statement that instructional coaching has contributed to improved relationships with their students. This question had the highest number of teachers (13) who indicated "Neither Agree nor Disagree" as their response.

Questionnaire question 8 (I feel that instructional coaching has contributed to improved relationships with my students), had the lowest average (3.23) of the job satisfaction questions. This was one of two job satisfaction questions that had an average below 4.0 ("Agree"). None of the subgroups had a mean average greater than 3.63.

***Interviews***

Seven teachers stated that coaching doesn't impact their relationship with their students. Three teachers said that SND coaching positively influences their relationship with their students. Ms. Iverson indicated that anytime a teacher improves his/her practice he/she has more time to spend developing relationships with the students. Ms. Harrison claimed that coaching helps her do her job better so that she doesn't get as frustrated with her students.

***Summary (Research Question 2e)***

Based on the questionnaire responses and interviews, most teachers think that SND coaching does not influence their relationships with their students. The question on the questionnaire concerning this factor of job satisfaction had the lowest percentage of respondents (32%) who agreed or strongly agreed with it. A majority of respondents (59%) neither agreed or disagreed that coaching contributed to improved student relationships. During the interviews, only three teachers said that coaching positively influences their relationship with their students compared to seven who claimed that it didn't. The teachers who said that coaching contributed to better relationships with their students discussed how improving their instructional skills allowed them to spend more time with their students or doing a better job in the classroom so she doesn't get as frustrated with her students.

**Job Satisfaction Summary (Research Question 2)**

Overall, analysis of the questionnaire and interview data suggest that there is a positive relationship between the SND coaching model and teacher job satisfaction at Smith Academy. There was strong evidence that the SND coaching model positively contributed to the teachers' feelings of being *supported by their coach* and their sense of *self-efficacy*. There was ample evidence to support the claim that the coaching model is positively associated with an improved

*work experience.* With regard to the coaching framework and its relationship to *working conditions*, the results of the data are mixed. The questionnaire results support the position that there is a positive relationship between the SND coaching model and the school's work environment, while the interviews results, although mixed, tend to support the point of view that coaching does not impact working conditions at the school. Finally, there is significant evidence that the SND coaching model does not impact a teachers' relationship with their students.

**Mixed-Methods Findings and Analysis: Andragogy**

The researcher asked specific questions on the questionnaire to examine the relationship between the SND coaching practices at Smith Academy and the six assumptions of andragogy. He did not design or ask specific interview questions concerning the SND coaching model and its connection to andragogy. Below, Table 4.14 provides the six assumptions of Knowles' theory of andragogy and the questionnaire questions that are aligned with them. Table 4.15 shows the frequency of responses for the job satisfaction questions on the questionnaire (question 9 – question 15). Table 4.16 provides the percentage of overall responses for these seven questions. Table 4.17 supplies a break-down of the participant response averages by grade-level, years of teaching experience, and years working with a coach.

Table 4.14

*Andragogy Questionnaire Question Alignment Table*

| Andragogy Assumption | Questionnaire Questions |
|---|---|
| Learner's Self-Concept | Q9. I feel that I am an active partner in my coaching experiences. |
| Learner's Experience | Q10. I feel that my life and work experiences are respected when working with a coach. |

| | |
|---|---|
| Readiness to Learn | Q11. I feel that instructional coaching is oriented to developing my skills as a teacher and professional educator. |
| Learning Orientation | Q12. I feel that my coach's feedback is focused on developing my teaching skills.<br><br>Q13. I feel that my coach's feedback is focused on improving student achievement. |
| Learner's Need to Know | Q14. I feel that my coach explains the reasons why I am learning a new skill or implementing a new practice. |
| Learner's Motivation | Q15. I feel that instructional coaching motivates me to learn and try new things in my practice. |

Table 4.15

*Questionnaire Responses Frequency: Question 9 – Question 15*

| Frequency (n) | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|---|---|---|---|---|---|---|---|
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Neither Agree nor Disagree | 3 | 3 | 4 | 1 | 4 | 8 | 7 |
| Agree | 16 | 12 | 11 | 15 | 11 | 9 | 9 |
| Strongly Agree: | 3 | 6 | 7 | 5 | 7 | 4 | 4 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Agree + Strongly Agree: | 19 | 18 | 18 | 20 | 18 | 13 | 13 |

Table 4.16

*Questionnaire Responses Percentage: Question 9 – Question 15*

| Percentage (%) | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|---|---|---|---|---|---|---|---|
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Disagree | 0 | 4.6 | 0 | 0 | 0 | 4.8 | 9.1 |
| Neither Agree nor Disagree | 13.6 | 13.6 | 18.2 | 4.8 | 18.2 | 36.4 | 31.8 |
| Agree | 72.7 | 54.6 | 50.0 | 71.4 | 50.0 | 40.9 | 40.9 |
| Strongly Agree: | 13.6 | 27.3 | 31.8 | 23.3 | 31.8 | 18.2 | 18.2 |
| Agree + Strongly Agree: | 86.4 | 81.8 | 81.8 | 94.7 | 81.8 | 59.1 | 59.1 |

Table 4.17

*Questionnaire Response Averages: Question 9 – Question 15*

| Averages | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 |
|---|---|---|---|---|---|---|---|
| Overall Average | 4.00 | 4.05 | 4.14 | 4.19 | 4.14 | 3.73 | 3.73 |
| Grade Level | | | | | | | |
| K-2 | 3.75 | 3.75 | 4.0 | 4.0 | 3.75 | 3.63 | 3.38 |
| 3-5 | 4.33 | 4.5 | 4.17 | 4.4 | 4.5 | 4.0 | 3.67 |
| 6-8 | 4.0 | 4.0 | 3.67 | 4.0 | 4.0 | 3.33 | 4.0 |
| NCT | 4.0 | 4.0 | 4.75 | 4.5 | 4.5 | 3.75 | 4.25 |
| Years of Teaching | | | | | | | |
| 1-3 Years | 4.0 | 4.5 | 4.38 | 4.17 | 3.88 | 3.75 | 4.0 |
| 4-7 Years | 4.0 | 3.6 | 4.2 | 4.4 | 4.6 | 4.0 | 4.2 |
| 8-11 Years | 4.0 | 4.0 | 4.5 | 4.0 | 4.5 | 3.0 | 2.5 |
| 12+ Years | 4.0 | 4.0 | 3.67 | 4.0 | 4.0 | 3.67 | 3.33 |
| Years Working with a Coach | | | | | | | |
| 1-2 Years | 4.0 | 4.38 | 4.38 | 4.38 | 4.0 | 4.0 | 4.25 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3-4 Years | 4.0 | 4.0 | 4.5 | 4.25 | 4.5 | 3.5 | 3.75 |
| 5-7 Years | 4.0 | 3.25 | 3.75 | 4.0 | 4.0 | 4.0 | 3.25 |
| 8+ Years | 4.0 | 4.2 | 3.8 | 4.0 | 4.2 | 3.2 | 3.2 |

**Andragogy Assumption Number One: Learner's Self- Concept**

Adult learners want to be seen and treated by others as being capable of self-direction (Knowles, et al., 2015). Facilitators of adult learning should create a climate of mutual respect, trust, and collaboration (Merriam & Bierema, 2014). These learners may resent or resist learning situations in which they feel something is being imposed on them (Taylor & Kroth, 2009). The results of this section are derived from questionnaire question 9 (I feel that I am an active partner in my coaching experiences) and overall interview responses.

***Questionnaires***

Eighty-six percent of participants (19 of 22) either agreed or strongly agreed with the statement that they are active partners in their coaching experiences. None of the respondents disagreed with the statement. All the subgroups in the "Years of Teaching" and "Years Working with a Coach" groups and two subgroups in the "Grade Level" group had an average of 4.0.

***Interviews***

Since adult learners have a need to be seen as self-directing and responsible for themselves, instructional coaches should create a climate of mutual respect, trust, and collaboration (Merriam & Bierema, 2014). A few teachers mentioned or implied that they have a collaborative relationship with their coach. Ms. Harrison said "I feel like I have a voice with my coach." Ms. Davenport contended that she has a good relationship with her coach and that when they discuss action-steps, "it's not about me, it's not about her, it's about how are we going to grow these kids." Ms. Fisher noted that one of the reasons she appreciates instructional coaching at Smith Academy is having someone available to bounce ideas off of. Ms. Edwards stated that

the SND coaching model at Smith Academy is "a mixture of top-down and collaborative." It is top-down concerning schoolwide goals and procedures, but collaborative when it came to setting her own goals.

When adult learners feel that they don't have input in their learning or that they are being forced to learn something, they can resent or resist these learning situations. None of the teachers who were interviewed claimed or implied that they resented or opposed their current coach. A few discussed previous coaches who were controlling and non-collaborative in their approach. Ms. Iverson stated, "I've had coaches that didn't like the way I taught. The way they gave feedback felt like they were being nit-picky and that felt more stressful than someone who is working with you on things that you want to be improving on." Ms. Quinn remarked that she had a coach with whom she didn't get along. The coach "was not supportive, her tone was very authoritative," she didn't listen to the teacher's feedback and she "had a 'do as I say' attitude." Ms. Kennedy said that a few years ago, she had a "really horrible" coach who "was not a people person and she liked things done her own way only." Ms. Davenport said, "If it is going to make a positive difference in my classroom, I will do it. But, you are not going to talk to me in a certain tone or demand that I do certain things."

***Summary: Learner's Self- Concept***

It appears that during the 2021-2022 school year, instructional coaches positively supported teachers' self-concept (but in prior years, some coaches hadn't done this). Nearly nine-tenths of questionnaire respondents feel that they are active participants in the coaching process. Merriam and Bierema argue that facilitators of adult learning should create a climate of mutual respect, trust, and collaboration (2014). During the interviews, if teachers mentioned that a coach was non-collaborative or disrespectful toward them, it was always a coach from a previous year.

Additionally, none of the teachers mentioned or implied that they are resistant to their coach's feedback, which is a sign that the teacher's self-concept is threatened. As the discussion of "coach-teacher relationship" demonstrates, coaching's impact on the teacher's self-concept often depends on the coach and his/her relationship with the teacher (see theme of "coach-teacher relationship" above) more than the type of coaching model used.

**Andragogy Assumption Number Two: Learner's Experience**

An adult learner's life experiences are an important element of their identity and self-concept. Adult educators should recognize and validate an adult learner's life experiences (Merriam & Bierema, 2014). Additionally, adult learners develop mental habits and biases that tend to lead them to be resistant to adopting new ideas. Consequently, coaches should try to find ways to help adults examine their habits and biases and open their minds to new ideas and perspectives (Knowles, et al., 2015). The information in this section was acquired from questionnaire question 10 (I feel that my life and work experiences are respected when working with a coach) and participant interviews.

***Questionnaires***

Eighty-one percent of the questionnaire participants (18 of 22) either agreed or strongly agreed with the statement that their life and work experiences are respected when working with a coach. Only one of the respondents disagreed with the statement. The overall average participant response (4.05) was slightly above the 4.0 ("Agree"). Interestingly, the teachers with the least teaching experience (< 3 years) and years working with a coach (< 2 years) had the highest response averages in their groups.

### *Interviews*

None of the teachers who were interviewed mentioned their coach recognizing or validating their life's experiences. Additionally, through the interviews, none of the participants specifically talked about or implied being resistance to their coach.

### *Summary: Learner's Experience*

The only data addressing this andragogical assumption's relation to the SND coaching model is one question on the questionnaire. Four out of five questionnaire participants believe that their life and work experiences are respected when working with a coach. None of the teachers interviewed either mentioned that their coaches took into consideration or ignored their life experiences when devising action steps or creating learning goals. Based on the questionnaire responses, the coaches at Smith Academy tend to respect the teachers' experiences during the coaching process.

## Andragogy Assumption Number Three: Readiness to Learn

Adults become ready to learn those things that they need to know in order to deal effectively with their real-life situations and problems. Adults tend to be more willing to learn skills, practices and concepts that are applicable and relevant to them and are usually unwilling to learn about those that are not (Knowles, et al., 2015). The results of this section are derived from questionnaire question 11 (I feel that instructional coaching is oriented to developing my skills as a teacher and professional educator) and overall interview responses.

### *Questionnaires*

Eighty-two percent of participants (18 of 22) either agreed or strongly agreed with the statement that coaching is oriented to developing their skills as a teacher. None of the respondents disagreed with the statement. The overall average participant response (4.14) was

slightly above the 4.0 ("Agree"). The non-classroom teachers (NCT) had a very high average response (4.75), which was close to 5.0 ("Strongly Agree"). In the group "Years Working with a Coach," the subgroups "< 2 Years" and "3-4 Years" had greater response means (4.38 and 4.5, respectively) than "5-7 Years" and "8+ Years" (3.75 and 3.8, respectively).

***Interviews***

The purpose of instructional coaching is to improve teacher practices, which in turn should lead to improved student academic outcomes. The skills and practices that the teachers learn through coaching help them deal with "real-life" situations (e.g., help students better learn required material, improve student behavior management, etc.). Several of the interview participants expressed a desire and willingness to learn from their coach. Ms. Edwards stated, "I want to keep growing as a teacher" and that her coach is "able to grow me to help me grow the students." She also declared that she "would like to see the coach more frequently." Ms. Iverson said that as a teacher, one needs to "keep learning and keep pushing yourself to be better." She continued by saying "every year I am growing as a teacher and I think coaching really does help with that." Ms. Jackson also expressed a desire to have more coaching sessions. She stated that her coach's feedback "is really beneficial" and helped her "to be a better teacher." Two teachers expressed their mentality with regards to learning from an instructional coach. Ms. Lewis shared that, with coaching, "I take everything as a learning experience." Ms. Scott said that learning from coaching is "just a mindset and you need to be ready and open."

***Summary: Readiness to Learn***

Based on the questionnaire and interview data, teachers at Smith Academy appear "ready to learn" from their coaches and what they are learning from the coaches helps them develop skills and practices that are applicable and relevant to them. Four out of five questionnaire

respondents felt that coaching helps them develop skills as a teacher and professional educator. Additionally, in the interviews, quite a few teachers expressed a willingness and desire to learn from their coaches. Several of the teachers shared how coaching has assisted them in becoming better teachers (see theme of "growth" above) and how coaching feedback has helped them to improve instructional skills in which they were lacking (see theme of "feedback" above).

**Andragogy Assumption Number Four: Learning Orientation**

Adult learners tend to be performance- and problem-centered in their orientation to learning. Adults learn new knowledge, skills, and understandings when they are presented in the context of application to real-life situations (Knowles, et al., 2015). The information in this section was obtained from questionnaire question 12 (I feel that my coach's feedback is focused on developing my teaching skills), question 13 (I feel that my coach's feedback is focused on improving student achievement) and participant interviews. One teacher did not answer question 12 on the questionnaire.

***Questionnaires***

Ninety-five percent of questionnaire participants (20 of 21) either agreed or strongly agreed with the statement that their coach's feedback is focused on developing their teaching skills. For the andragogy questions, this question had the highest percentage of respondents who indicated "Agree" or "Strongly Agree." None of the respondents disagreed with the statement.

Question 12 (I feel that my coach's feedback is focused on developing my teaching skills) also had the highest average of the andragogy questions (4.19). All subgroups have a response average of 4.0 ("Agree") or greater. In the group "Years Working with a Coach'" teachers in the "< 2 Years" subgroup had the highest answer mean (4.38). The response average

decreased as the number of years working with a coach increased. The subgroups 5-7 years and 8+ years working with a coach had the lowest mean responses (4.0).

For question 13, eighty-two percent of questionnaire participants (18 of 22) either agreed or strongly agreed with the statement that their coach's feedback is focused on improving student achievement. None of the respondents disagreed with the statement

The overall average participant response (4.14) was slightly above the 4.0 ("Agree"). In the group "Years of Teaching," only teachers with less than 3 years of experience had a mean response lower than 4.0 (3.88).

***Interviews***

As stated above, adult learners tend to be performance- and problem-centered in the orientation to learning. Performance-centered learning usually focuses on developing instructional skills and practices, while problem-centered learning generally emphasizes solving challenging issues that arise. With regard to performance-focused learning, several teachers shared how instructional coaching is oriented toward this. Ms. Harrison stated that coaching "is productive and allows me as a teacher to move forward and have action steps on how to get better and how to drive my instruction further." Ms. Iverson said that the coaches are consistently "working with you on things that you want to be improving." Ms. Townsend said that instructional coaching "helps you to perfect areas where you may be lacking in." Ms. Quinn expressed that coaching "provides feedback on things that I need help on."

Multiple teachers shared how their school's coaching model is oriented toward problem-centered learning. Ms. Harrison stated that her coach has "helped me more creatively problem solve" and she "is there to help and to provide me with some solutions." Ms. Kennedy said that her coach "allowed me to share my concerns and frustrations with her, yet helping me to address

my issues." Ms. Townsend remarked that she and her coach regularly "talk about any concerns I may have."

### *Summary: Learning Orientation*

SND coaching at Smith Academy appears to be problem- and performance-centered. All but one of the questionnaire respondents think that coaching focuses on developing teaching skills. This was the highest response average of all questions on the questionnaire. Eighty-two percent of participants either agreed or strongly agreed that feedback is focused on improving student achievement. In the interviews, none of the teachers mentioned that coaching feedback was not useful or applicable for their job. In fact, many of the teachers stated that coaches are regularly working with them on things that they need help on and on areas in which they need improvement. Multiple teachers indicated that their coach's feedback was helpful. Additionally, several teachers expressed that coaches are consistently available to answer questions or to help them in the moment (see theme of "availability" above).

## Andragogy Assumption Number Five: Learner's Need to Know

Before investing time into learning something new, adult learners need to know why the learning is important or necessary. The adult educator needs to help learners become aware of the need to know (Knowles, et al., 2015). The results of this section are derived from questionnaire question 14 (I feel that my coach explains the reasons why I am learning a new skill or implementing a new practice) and participant interviews.

### *Questionnaires*

Only one questionnaire participant disagreed with the statement that their coach explains the reasons why they are learning a new skill or implementing a new practice. Of the andragogy questions, question 14 (along with question 15) had the lowest percentage of respondents who

indicated “Agree” or “Strongly Agree” (59.09%). Question 14 had the lowest response average of the andragogy questions (3.68). All of the subgroup averages were 4.0 or lower.

### *Interviews*

None of the interview participants mentioned that their coach explained “why” they needed to implement a new skill or practice or why it is important. As stated above, the researcher did not specifically ask the interview participants if the coach did this though.

### *Summary: Learner’s Need to Know*

The data concerning coach’s explaining to teachers “why” what they are learning (feedback) is important or necessary are mixed. A little over half of the questionnaire participants think that their coach explains the reasons they are learning a new skill. In the interviews, none of the participants mentioned that their coach explained “why” they needed to learn a new skill or practice. This does not mean that it didn’t happen. This just was not referenced during the interviews. Part of the coaching process for the SND model is for the coach to help the teacher “see” the gap in his or her instructional practice. The “why” of learning a new skill could be implied in the teacher’s identification of the gap in his/her instruction.

## Andragogy Assumption Number Six: Learner Motivation

Adult learners tend to be influenced more by intrinsic motivators (e.g., to have a better quality of life, to be respected and valued by peers, to meet personal goals, etc.) rather than extrinsic motivators (Castleman, 2014; Knowles, et al., 2015). The adult educator should attempt to link the training content to the needs, interests, and goals of the learner (Merriam & Bierema, 2014). The information in this section was acquired from questionnaire question 15 (I feel that instructional coaching motivates me to learn and try new things in my practice) and participant interviews.

### *Questionnaires*

Fifty-nine percent agreed or strongly agreed with the statement that coaching motivates them to learn and try new things in their practice. In the andragogy portion of the questionnaire, this question (along with question 14) had the lowest percentage of respondents who indicated "Agree" or "Strongly Agree." Two of the respondents disagreed with the statement. In the group "Years Working with a Coach'" teachers in the < 2 years had the highest answer mean (4.25). The response average decreased as the number of years working with a coach increased. The subgroup 8+ years working with a coach had the lowest mean response (3.2).

### *Interviews*

None of the teachers who were interviewed specifically stated what their learning needs, interests, or goals were, but several mentioned that they wanted to become better at their instructional practices. Ms. Iverson said it was helpful to have a coach "who is working with you on things that you want to be improving on." She also remarked that she wants her coach's feedback "because there are things that I don't know I need to improve on." Ms. Townsend stated that coaching "helps you to perfect areas where you may be lacking in."

A couple of teachers linked the desire for instructional improvement with student academic growth. Ms. Iverson said she appreciates having coaching at the school because it helps ensure that the students "are getting the instruction they deserve." Ms. Edwards stated that she is glad that she has an instructional coach who is "able to grow me to help me grow the students."

### *Summary: Learner Motivation*

The researcher is unsure about the link between the SND coaching model and learner motivation. According to andragogical theory, adult learners are usually influenced by intrinsic

motivators rather than extrinsic motivators (Knowles, et al., 2015). A common idea shared by all the teachers that were interviewed was that they felt they need to keep growing and get better as educators. Based on these results, the teachers appear to be intrinsically motivated to learn from their coaches. Looking at the questionnaire results, three out of five respondents believe that coaching motivates them to learn and try new things in their practice. Along with question 14, this was lowest response average in the andragogy section. The researcher is wondering about the validity of this question concerning learner motivation though. If the coach "motivates" the teacher, wouldn't that be extrinsic rather than intrinsic motivation? Upon reflection, the researcher thinks that a better question might have been to ask if their coach's feedback is linked to their own needs, interests, and goals.

**The Relationship Between the SND Coaching Model and Andragogy**

Based on the above analysis of SND instructional coaching at Smith Academy and the assumptions of andragogy, it appears that the SND coaching model as implemented at Smith Academy tends to be aligned with the principles of andragogy. The data suggest that overall, the instructional coaches support the teachers' self-concept, incorporate the teachers' experiences in learning, creates an environment that fosters a readiness to learn in teachers, and focuses on problem- or performance-centered learning. The evidence is mixed concerning coaching at Smith Academy and the teachers' "need to know." Finally, the researcher is unsure about the relationship between the coaching model and learner motivation. An important notion emerges from the interviews though. Whether a teacher feels positively or negatively about how they are treated by their coach or the usefulness of what they are learning from their coach often depends upon the interpersonal and coaching skills of the coach rather than the model itself.

**Overall Analysis Trends by Grade-Level, Years of Teaching, and Years of Coaching**

This section discusses the researcher's trend analysis of the results derived from Tables 4.13, 4.17, and 4.18. Tables 4.13 and 4.17 supply a break-down of the participant response averages by grade-level, years of teaching experience, and years working with a coach for the job satisfaction and andragogy questions on the questionnaire, respectively. Table 4.18 (below) provides a tally of the frequency that each subcategory (e.g., "K-2" in the category "Grade Level," "< 2 Years" in the category "Years of Teaching," etc.) is the subcategory with the highest or lowest response average for all three categories for each question. For example, on Table 4.13, for question 4 (Q4), in the category "Grade Level," grades 6-8 had the highest response average (4.33), while grades 3-5 had the lowest average (3.83). The highest and lowest subcategories of all three categories for all 12 questionnaire questions were tallied and are displayed in Table 4.18.

For questions 4 (working conditions) and 6 (the work itself) on the questionnaire, the response average was higher for more inexperienced teachers (< 3 years) and the average gradually decreases as the teacher's years of experience increases. One possible explanation for these results is that teachers who are new to the profession haven't developed practices, procedures, and skills to effectively manage their classroom or deliver high-quality lessons and coaching helps them develop these skills. The first years of teaching are extremely demanding and teachers new to the profession and coaches can help them learn skills and practices to reduce the number of hours that they work and the stress they experience. As teachers gain experience and develop effective management and instructional practices, they are less likely to attribute coaching to improved working conditions or the work environment. Another possible

explanation for these results is that the order and arrangement of the response averages could be coincidental and no relationship actually exists.

Looking at questions 4 (working conditions), 12 (learning orientation), and 15 (learner's motivation), teachers with the least experience working with a coach (< 2 years) had the highest response average and the averages gradually decreased as the teacher's years working with a coach increased. A possible explanation for this trend with question 4 is similar to the explanation given for years of experience listed above. Several teachers new to coaching but that have taught for a few years expressed in the interviews that coaching has helped them improve their craft and become better educators. The skills and practices they learn from their coaches help them reduce the hours they work and help minimize work-related stress.

A possibility for this result of question 12 (learning orientation) is that with teachers new to coaching, instructional coaches spend more time helping them develop high leverage instructional and management practices. With more experienced teachers, coaches often work with them on analyzing student data and developing plans to address gaps in these data. Ms. Harrison said that as she became a more experienced teacher, the coaching she received changed. She claims that "it's more data driven" rather than focusing on teaching skills and classroom management.

With regard to question 15 (learner's motivation), a teacher new to coaching might be more willing to try new instructional techniques and practices than a more experienced teacher who has been working with a coach for a few years. There are multiple possibilities to explain the reason for the results for these questions and similar to "Years of Experience," another possibility remains for all three questions - the order of the averages was just happenstance and no relationship exists.

Table 4.18

*Questionnaire Participants: Highest and Lowest Averages*

| | Job Satisfaction | | Andragogy | | Combined | |
|---|---|---|---|---|---|---|
| | High Av. | Low Av. | High Av. | Low Av. | High Av. | Low Av. |
| Grade Level | | | | | | |
| K-2 | 0 | 2 | 0 | 5 | 0 | 7 |
| 3-5 | 3 | 1 | 4 | 0 | 7 | 1 |
| 6-8 | 1 | 2 | 0 | 3 | 1 | 5 |
| NCT | 1 | 0 | 4 | 0 | 5 | 0 |
| Years of Teaching | | | | | | |
| < 3 Years | 2 | 0 | 1 | 1 | 3 | 1 |
| 4-7 Years | 2 | 0 | 5 | 1 | 7 | 1 |
| 8-11 Years | 1 | 2 | 1 | 4 | 2 | 6 |
| 12+ Years | 0 | 4 | 0 | 2 | 0 | 6 |
| Years with Coach | | | | | | |
| < 2 Years | 5 | 0 | 5 | 1 | 10 | 1 |
| 3-4 Years | 0 | 1 | 2 | 0 | 2 | 1 |
| 5-7 Years | 0 | 4 | 1 | 5 | 1 | 9 |
| 8+ Years | 1 | 1 | 0 | 3 | 1 | 4 |

As stated earlier, the researcher analyzed the highest or lowest subcategories in the three categories for the job satisfaction section of the questionnaire (questions 4-8), the andragogy section (questions 9-15), and then for all the questions together. When looking at just the job satisfaction part of the questionnaire, teachers with 12 or more years of teaching had the lowest responses average for the "Years of Teaching" category for four out of five of the questions. For the "Years Working with a Coach" category, teachers with less than 2 years working with a coach had the highest average for all five questions and teachers have worked with a coach for 5 to 7 years had the lowest response mean for four out of five of the questions.

When analyzing the andragogy section of the questionnaire, the grades K-2 had the lowest average for in five out of seven questions. In the "Years of Teaching" category, teachers

with 4 to 7 years of experience had the highest response averages for five out of seven questions. In the category of "Years Working with a Coach," teachers with 2 or less years working with an instructional coach had the highest response mean in five out of the seven questions, while teachers with 5 to 7 years of coaching experience had the lowest average in five of the seven andragogy questions.

Looking at the grade level for all both the job satisfaction and andragogy questions combined, grades 3-5 have the highest response average for seven of the 12 questions asked. Grades K-2 had the lowest average for seven of the 12 questions. When looking at years of teaching experience, educators who have taught for 4 to 7 years had the highest average for seven of the 12 questions, while teachers who have 12 or more years of experience had the lowest average for six of the 12 questions asked. Finally, when analyzing the number of years that a teacher has worked with an instructional coach, teachers with less than 2 years of experience with a coach had the highest average for 10 of the 12 questions. Teachers who worked with a coach for 5 to 7 years had the lowest average nine of the 12 questions asked.

## Conclusion

The results of this study suggest that the SND coaching model positively influences student academic outcomes and teacher job satisfaction. Based on the analysis of student achievement scores, four out of five schools that implemented the SND coaching model for at least three years had increases in math, reading, and science EOG scores. Results from the questionnaire and interviews indicate a positive relationship between use of the SND coaching model and teacher job satisfaction at one North Carolina charter school. More specifically, the results suggest that the use of SND coaching has a positive influence on the teachers' sense of self-efficacy, their feelings of being supported by their coach, and their perceptions of an

improved work experience. Surprisingly, the results show that the SND coaching model has no influence on student-teacher relationships. This subject will be explored further in the next chapter. Finally, the study's findings indicate that the SND coaching model at Smith Academy is aligned to four of the six assumptions of andragogy.

CHAPTER 5: Summary, Conclusions, and Recommendations

## Introduction

The first section of this chapter will provide a brief review of the study's findings with regard to the research questions. The second part situates the study's results within the bodies of literature for job satisfaction and andragogy. This section also looks at the study's contribution to the research literature. The third segment is a reminder of the limitations of the investigation. Part four of this chapter provides some suggestions for practitioners based on the study's results. Finally, section five provide some suggestions for future research.

## Research Questions Summary

### Research Question 1: Student Academic Achievement

What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *student achievement trends* at five charter schools in North Carolina? The researcher found that at four of the five schools analyzed, student achievement scores increased in math, reading, and science during the three-year implementation period of the SND coaching model. The increases in student EOG scores ranged from small (6.8-point gain) to enormous (50.8-point rise). The school that did not demonstrate student achievement gains was Miller Charter School. The school actually had decreases in reading and science over the two-year implementation period (although student scores increased in all three subjects during the first year of implementation). Further investigation is recommended to help understand the changes in student achievement at this school.

**Research Question 2: Teacher Job Satisfaction**

What is the relationship between the "See it, Name it, Do it" (SND) instructional coaching model and *teacher job satisfaction* at one North Carolina Charter School? In order to answer this question, the researcher needed to analyze the data for the five factors of job satisfaction that coaching can influence (see research sub-questions 2a-2e below). The overall results of these five sub-questions suggest that there is a positive relationship between the SND coaching model and teacher job satisfaction at Smith Academy. There is evidence that the SND coaching framework positively contributed to the teachers' feelings of being *supported by their coach,* their sense of *self-efficacy,* and perception of an *improved work experience.* The results of the data in regards to *working conditions* are mixed. The questionnaire data indicate there is a positive relationship between the SND coaching model and the work environment while the interview data suggest that there is not a relationship between the two. Finally, the data imply that the SND coaching model does not influence a teachers' relationship with their students.

**Research Question 2a: Working Conditions**

What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *working conditions* at the school? The data related to this research question are mixed. Nearly nine out of ten questionnaire respondents supported the position that coaching improves the schools' work environment. With regard to the three interview questions, most teachers claimed that coaching does not impact either hours worked, workload, or work-related stress.

**Research Question 2b: Coaching Support**

What are teachers' perceptions regarding the relationship between the SND instructional coaching model and *coaching support* at the school? There is strong evidence that teachers at

Smith Academy feel supported by their coaches. The questionnaire question concerning coaching support had the highest percentage of respondents who indicated "Agree" or "Strongly Agree." Additionally, all twelve teachers who were interviewed stated that they feel supported by their instructional coaches.

**Research Question 2c: Work Experience**

What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *work experience* at the school? The data concerning this research question are mixed but tend to support that there is a positive relationship between the SND model and an improved work experience. Three out of four questionnaire respondents think that there is a positive relationship between coaching and their work experience. In the interviews, a majority of teachers said that coaching positively impacts their voice in the school and that it did not affect their classroom autonomy. Teachers were evenly divided concerning their views about coaching's influence on the challenge of their work.

**Research Question 2d: Self-Efficacy**

What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their sense of *self-efficacy*? The data strongly suggest that a positive relationship exists between the SND instructional coaching model and teachers' sense of self-efficacy at Smith Academy. More than eighty percent of the teachers indicated on the questionnaire and in the interviews that instructional coaching impacted their feelings of self-efficacy in a beneficial way.

**Research Question 2e: Relationship with Students**

What are teachers' perceptions regarding the relationship between the SND instructional coaching model and their *relationships with their students*? According to the questionnaire and

interview data, most teachers at Smith Academy think that coaching does not influence their relationships with their students. The questionnaire question concerning instructional coaching's influence of a teacher's relationship with their students had the lowest percentage of respondents who agreed or strongly agreed with it. In the interviews, only three teachers affirmed that coaching positively influences student-teacher relationships.

## Contribution to Research

### Job Satisfaction Research

As stated previously, teacher job satisfaction has important implications for schools, teachers, and students. First, job satisfaction is linked to teacher retention, while job dissatisfaction is associated with teacher attrition (Johnson, Kraft, & Papay, 2012). Likewise, multiple studies found that employees' job satisfaction is associated with higher levels of job performance (Judge, Thoresen, Bono, & Patton, 2001; Smith & Shields, 2013; Sypniewska, 2013). Additionally, studies have documented a link between teachers' job satisfaction and student performance (Banerjee & Lamb, 2016; Csikszentmihalyi & McCormack, 1986; Hean & Garrett, 2001). Finally, teachers' sense of job satisfaction is strongly associated with job commitment (Feather & Rauter, 2004) and reduced teacher absenteeism (Billingsley & Cross, 1992).

Most of the research on teacher job satisfaction centers around the identification and/or assessment of factors of teacher job satisfaction. A few of the studies focus on determining which factors actually influenced teacher job satisfaction (Huysman, 2008; Kim & Loadman, 1994; Kniveton, 1991; Liu & Ramsey, 2008; Skaalvik and Skaalvik, 2015; Sypniewska, 2013). A lot of the research though, were designed to assess the significance of specific factors that influence the work fulfillment of the teachers. Some of the factors explored in these studies

include: self-efficacy (Caprara, Barbaranelli, Steca, & Malone, 2006; Skaalvik & Skaalvik, 2014; Troesch & Bauer, 2017); interactions with children and administrative support (Clarke & Keating, 1995); school working conditions (Ferguson, Frost, & Hall, 2012; Geiger, & Pivovarova, 2018; Toropova, Myberg, & Johansson, 2021); autonomy (Kreis, & Brockopp, 1986; Skaalvik & Skaalvik, 2014); supportive teacher evaluations (Ford, Urick, & Wilson, 2018); self-efficacy and job stress (Klassen & Chiu, 2010); teacher-student relationships (Lavy and Bocker, 2017; Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013); and principal support and teacher cooperation (Olsen & Huang, 2019).

What makes this research study unique and allows it to contribute to the overall body of literature on teacher job satisfaction is that it explored an area of focus that has received little attention, the influence of instructional coaching on specific factors of teacher job satisfaction. For this investigation, the researcher used the results of the previously mentioned studies to identify the factors that instructional coaches could influence.

Prior to this investigation, only one research study had been conducted that explored the influence of instructional coaching on teacher satisfaction (Frazier, 2018). Frazier's study was based on a single Likert-scale question on two separate surveys. This current research study delved much deeper into the subject by obtaining participant perceptions of the influence of instructional coaching on job satisfaction through a multi-question questionnaire and interviews. The questionnaire and interview data were analyzed to assess the influence of a specific coaching model on five factors that can contribute to a teacher's job satisfaction.

Additionally, Borman and Feger (2006) stated that since coaching models can vary greatly, research on the impact of instructional coaching has limited generalizability. Therefore, they stated that researchers "need to specify explicit coaching frameworks" when they analyze

coaching and its possible impact (p. 13). While this was written over fifteen years ago, very few researchers have analyzed specific instructional coaching models. This research study explored a coaching model that had not been investigated before, the "See it, Name it, Do it" coaching model.

**Andragogy Research**

As stated in an earlier chapter, there is a general lack of research on andragogy. In many of the studies, investigators explored andragogy-based strategies and their influence on adult learning (e.g., the effect of choice on learner motivation, the impact of learners' involvement in planning of training on achievement, the use of independent training time for new-hire employees on and its influence on their achievement scores, etc.). This study was not designed to analyze or test any of the assumptions of andragogy. The researcher did ask questions on the questionnaire though, that gauged the teachers' perceptions about instructional coaching at Smith Academy and its relation to each of the six andragogical assumptions. The results of these andragogy questions suggest that SND coaching at Smith Academy is in alignment with four of the assumptions of andragogy: learner's self-concept, learner experiences, readiness to learn, and learning orientation. Participant statements from the interviews also lend support to the claim that the SND coaching model at Smith Academy is aligned with the andragogical assumptions of learner's self-concept, readiness to learn, and learning orientation.

Results of this study suggest that the SND coaching model positively influences teacher instructional development and improved student academic outcomes. Many of the interviewed teachers reported that coaching has contributed to their instructional growth (see the theme of "growth" in chapter 4). Additionally, Smith Academy had sizeable gains in student achievement

scores in the two years after the implementation of the SND instructional coaching model (math + 24.8, reading + 10.7, science + 13.7).

While the results of this study cannot support the position that aligning instructional coaching practices to andragogy will lead to improved teacher learning and student academic outcomes, they do suggest that a correlation exists. This association warrants further investigation.

## Thoughts and Takeaways

### Student-Teacher Relationships

One of the more puzzling results from this study was that a majority of questionnaire respondents and interviewees indicated that coaching doesn't impact their relationship with their students. The research literature shows the importance of positive student-teacher relationships. The relationships between teachers and their pupils can be a source of teacher satisfaction and motivation (Hargreaves, 2000; Quan-McGimpsey, Kuczynski, & Brophy, 2011) or a source of stress and frustration (Veldman, Van Tartwijk, Brekelmans, & Wubbels, 2013). Similarly, positive student-teacher relationships can have a favorable influence on student academic achievement (O'Shea, 2021), while negative relationships can have adverse effects on student learning (Hamre and Pianta, 2001). Based on this, it is clear that teachers need to build strong relations with their students and coaches need to ensure that teachers understand the importance of building a positive report with their kids.

There are a variety of behaviors that teachers can engage in to facilitate positive relations with their students: provide structure (classroom routines and procedures); greet each student as they arrive to class; be respectful to all students; positively interact with each student every day; regularly contact parents (especially to share positive information); and ensure a safe classroom

environment (physically, emotionally, psychologically, and academically). Many of these behaviors are not intuitive and are usually developed through experience and/or from guidance (feedback). It is hard to imagine that instructional coaches would not spend time discussing at least some of these classroom techniques with the teachers with whom they work, especially ones who are new to the profession. Additionally, in the interviews, some of the teachers stated that their coaches helped them problem-solve difficult student behaviors. If the teacher followed the advice the coach gave, wouldn't this impact the teacher's relationship with that student (either positively or negatively)?

So why do a majority of research participants at Smith Academy say that coaching doesn't influence their relationship with their students? One possibility is that the coaches don't influence a teacher's relationship with their students. The researcher thinks this is an unlikely explanation given that coaches using the SND model are often trained to instruct teachers in a variety of techniques that can promote positive student-teacher relationships (e.g., positive framing, engaging all students, emotional constancy, precise praise, normalizing error, etc.). A second, more plausible explanation is that some of the teachers don't recognize the influence that coaching has on their relationship with their students. A third possibility is that might not need help building relations with their students and/or don't see the connection between the two.

**Coach-Teacher Relationship**

One key takeaway from this study is the importance of having a positive and trusting relationship between the teacher and the instructional coach, regardless of the coaching model used. All the teachers who were interviewed appeared to have a positive relationship with their current coach and several stated that they had a "great relationship" with their coaches. Some of the sentiments expressed by the teachers included: being "valued" by her coach; feeling "cared

for" by her coach, believing that her coach genuinely wants her to get better; being encouraged by her coach; and feeling that the coach is in her corner. A few teachers indicated that they feel that their coaches know them and their teaching styles and that they try to incorporate this into their coaching feedback.

This was not always the case though. Two of the teachers shared stories of former coaches who they didn't work well with, specifically because the coaches didn't treat them respectfully and professionally. They also expressed that their coaches wouldn't consider their input when discussing areas of focus or action steps.

Since all the teachers seem to have a good relationship with their coach, the question is raised, "What are some of the coaching practices that contribute to positive teacher relationships with their coaches?" Some of the practices that were shared in the interviews by at least two teachers include: helping teachers to problem-solve issues (problem-centered learning); creating a safe meeting environment so the teachers are open and candid; ensuring that the coaching process is non-evaluative; making themselves available to support and help teachers outside of scheduled coaching sessions; differentiating coaching methods based on the teacher's needs; and modeling lessons for the teachers.

Interestingly, many of these practices are also listed in the "Best Practices in Instructional Coaching" section located in chapter two of this study. Some of these practices include: coaches "developing trust" by ensuring that their coaching sessions are non-evaluative; differentiating support based on teachers' individual needs and learning styles; modeling strategies or lessons in order to build the teacher's trust and confidence in the coach; and collaborating with teachers to make sure that they are part of the decision-making process (what skills to focus on).

**Importance of School Culture**

One factor that possibly contributed to improved student achievement and positive teacher job satisfaction at Smith Academy is their school culture. Instructional coaching might not have had as much as an influence on student academic outcomes and teacher job satisfaction in the absence of this culture. Many of the interviewed teachers mentioned or implied that the school had a culture where feedback, accountability, and instructional improvement was the norm. Ms. Iverson stated that, "all staff are kept to the same standard and held accountable and work to improve." Ms. Scott said that, "everyone needs to buy into the system and everyone needs to go all in to get it done." Ms. Johnson commented that, "at 'Smith Academy,' we go all in. Feedback is a gift." She added, "we have similar expectations about how we launch a lesson and prepare for lessons. They are kind of the same way and follow the same format." Ms. Lewis discussed the benefits of having a coach model a reteaching of a lesson for her. She shared, "it helped me in the long run because I was able to see another teacher do something that is the norm here."

**Fidelity of Implementation of SND Coaching Model**

A few times in this paper, the researcher has mentioned "fidelity of implementation" of the SND coaching model. What does fidelity of implementation of the SND model look like? First, coaches should observe teachers and provide feedback frequently (usually weekly or bi-weekly). Secondly, the coach's feedback (action step) should be observable, practice-able, bite-sized, and highest leverage. Thirdly, during coaching sessions, teachers need to plan implementing their action step and practice it. Planning often involves the teacher writing out a script of the how he or she is going to implement the action step. Practice involves the teacher rehearsing how he or she is going to implement the action step in their class. Finally, the coach

will look for the successful implementation of action step in future observations of the teacher. When the teacher has successfully mastered the assigned action step, the coach will assign a new observable, practice-able, bite-sized, and highest leverage action step.

**What Can We Learn from This Study?**

Firstly, the SND coaching model could be a useful professional development framework to improve teacher instructional skills and increase student academic outcomes. Based on the teacher interviews, many teachers believed that their coaches have helped them learn new instructional practices and grow professionally. Additionally, analysis of student achievement data show that in four out of the five schools that implemented the SND model had small to immense increases in student outcomes.

Secondly, coaches can influence a teacher's job satisfaction in multiple ways. The questionnaire and interview data suggest that the SND coaching model positively contributed to the teachers' feelings of being *supported by their coach,* their sense of *self-efficacy*, and an improved *work experience.* The interview participants shared examples of how coaches supported them (e.g., being a though-partner, helping to problem-solve, being available to help and answer questions, etc.), contributed to their feelings of self-efficacy (e.g., being encouraging, being thoughtful when giving feedback, sharing positive feedback, etc.), and improved their work experience (e.g., collaborating with them, helping them learn more efficient practices and procedures, etc.). Also, even though the results concerning the instructional coaches influence on teacher working conditions were mixed, coaches need to recognize that they can affect a teacher's workload, the hours that they work, and their stress level.

Thirdly, while the results of this study suggest that the SND coaching model can positively influence student achievement and teacher job satisfaction, it is important to point out

that adopting a coaching program, regardless of the model, might contribute to improved student and teacher outcomes. Coaching models can provide staff with an instructional framework, resources (e.g., assessments, guides, templates, etc.), and a common language around instructional practices, all of which can contribute to a school culture of learning and achievement.

Fourth, there is a benefit to having on-site coaches rather than coaches who work at multiple school sites or coaches who work remotely by design (e.g., MyTeachingPartner-Secondary, etc.). Some of the positive themes that emerged from the interviews might be difficult to achieve without on-site coaches. For example, many of the teachers interviewed stated that they were able to get ahold of a coach whenever they had questions or need help (availability). This most likely wouldn't happen if the coaches were off-site or rotated among schools.

Fifth, it is recommended that instructional coaches should not be involved with the official evaluation of teachers. This allows coaches to build trust with the teachers they support and facilitate open and honest dialogue between the two (Toll, 2005; Habeggar & Hodanbasi, 2011). With the exception of one case, administrators at Smith Academy did not coach teachers. Whether administrators/evaluators serve as coaches depends on the particular situation of the schools that implement the coaching model though. Administrators at Smith Academy often coached teachers prior to the 2021-22 school year. Additionally, at Martinez Charter School, the school at which the researcher conducted his pilot study, administrators also served as instructional coaches. Considering that all teachers at these schools receive instructional coaching, the use of school administrators as coaches can be a means to cut personnel costs.

Finally, the participant interviews show that the relationship between the coach and the teacher is important for a teacher's instructional development and, as a direct result, improvement in student achievement. There appears to be a correlation between the coach-teacher relationship and the teacher's willingness to work with and learn from the coach. All the teachers that described their relationship with their coach as "good" or "great" also expressed an eagerness to learn and grow from coaching. Conversely, one of the two interviewed teachers who described poor relationships with previous coaches stated that she didn't want to work with her coach and requested to be assigned a new coach (which the principal was granted).

## Limitations

As stated in chapter 1, there are several limitations to the research study. In this study, the limitations outside the control of the researcher included:

- The qualitative data was gathered from one K-8 school. Other schools may not have similar experiences, so the results cannot be generalized to other schools.
- There are no 2019-2020 End-of-Grade assessment data due to school closures on account of the COVID-19 pandemic.
- There are other variables that could have affect student achievement other than instructional coaching during the analyzed time frame (e.g., principal leadership, hiring skilled teachers, newly adopted curriculum, etc.).
- Participation in the study is voluntary, so the researcher could not control the sample size and the demographic of the participants of the qualitative portion of the study.

Some limitations were a result of the study design on the part of the researcher:

- The researcher conducted interviews from the months of October through November. This allowed him to analyze data and write about the data findings and analysis before

established deadlines. If the researcher had conducted participant interviews in later months, teachers new to coaching would have had more experience working with coaches and could have provided more insight into the coaching process.

- The researcher did not ask interview participants questions concerning the SND coaching model's relationship to the assumptions of andragogy. This could have supplied more data for researcher to use in his analysis of the relationship between the two.
- The researcher could not find data on other variables outside of the SND coaching model that could impact student achievement at the five schools (e.g., new curriculum implementation, changes in school leadership, etc.) from online resources.

## Suggestions for Practitioners

There are several recommendations for practice based on the findings of this study. First, if a school or school-district is considering using instructional coaching as a mode of teacher instructional development, they might consider implementing the "See it, Name it, Do it" coaching model. The results of this study suggest that the SND model may be beneficial for improving student academic outcomes. Additionally, this instructional coaching framework may positively impact teacher job satisfaction, specifically their feelings of being supported, their sense of self-efficacy, and their perceptions of an improved work experience.

Another recommendation is if educational leaders are considering adopting an instructional coaching program, they should think about removing obstacles to teachers' access to the coaches. One of the major themes that occurred throughout the interviews was that most of the teachers appreciated that their coaches were readily available to discuss problems, answer questions, and provide assistance. Two factors contributed to the availability of the coaches at Smith Academy. First was the fact that the coaches are site-based. A benefit of site-based

coaches over district-based or coaches from an outside organization (e.g., consultant from a coaching company) is that they are available for teachers to talk or meet with five-days a week as opposed to just one or two days per week. Secondly, instructional coaches were not assigned other time-consuming duties (e.g., MTSS Coordinator, teacher recruitment, etc.) or were not regularly used as substitute teachers. This allowed them to focus on their main job function – helping teachers improve their instructional practice.

A third suggestion for school leaders who are adopting instructional coaching, regardless of the model used, is to be thoughtful and intentional about the coach-teacher assignments. The interviews revealed that if the teacher and coach had a good relationship, the teachers tended to be more candid with their coach, share their feelings and concerns, and be more open to their feedback and suggestions. Conversely, if the teacher and coach did not have a good working relationship, the teacher would often resist the coach's recommendations or refuse to work with him/her at all.

A final recommendation is that coaches and instructional leaders should consider how they deliver feedback to teachers. A major theme that emerged from the interviews was feedback – not just the quality of it, but how it was delivered. Several teachers mentioned that their coaches provided feedback in a positive manner. Coaches regularly showed teachers areas in which they needed to improve their instruction but they were not "shamed" or made to feel bad about their instructional gaps. The teachers were given suggestions on how to improve these gaps. Additionally, multiple teachers shared their coaches routinely highlighted things that they did well in their instruction.

## Future Research

Based on the research conducted for this study (e.g., literature review, interviews, questionnaire, results analysis, etc.), the researcher recommends the following for possible future research studies:

- Look more deeply into the student achievement results for schools that use the SND coaching model. Conduct a similar study to this one but include more schools (e.g., from different states, traditional public or independent schools, etc.), include student achievement data after the 2019-20 school year, and/or control for other variables that could influence achievement scores (e.g., new leadership, adoption of new curriculum, etc.).
- Analyze the SND model using different data sources (e.g., influence of coaching on teachers using EVAAS data) and/or analyze it using various statistical models, specifically to try to isolate the influence of coaching on student achievement.
- Since all teachers received SND instructional coaching at the school at which the study was conducted, future research can look at a school in which some teachers receive coaching while others do not. This will allow for a comparison of a group that receives coaching and a group that does not.
- Since some schools continued to provide instructional coaching during remote learning, a qualitative or mixed-methods study could be conducted on teachers' perceptions of instructional coaching via virtual platforms compared to in-person coaching.
- Finally, with regard to job satisfaction, researchers could look at other factors of teacher job satisfaction that coaches can influence such as recognition and the teachers' relationship with their coaches.

## Conclusion

The purpose of this study was to investigate the influence of the "See it, Name it, Do it" (SND) coaching model on student academic outcomes at five North Carolina charter schools that implemented the model for at least three years and to explore the relationship between this coaching model and teacher job satisfaction at one North Carolina charter school. Results of the study suggest that the SND coaching model positively influences student academic outcomes and teacher job satisfaction. Four of the five schools analyzed had student achievement gains in math, reading, and science. Additionally, the study's data indicate that a positive relationship exists between the SND coaching model and teacher job satisfaction, specifically teachers' sense of self-efficacy, their feelings of being supported by their coach, and their perceptions of an improved work experience.

APPENDIX A: LIST OF SCHOOLS THAT RESEARCHER WAS INFORMED USE THE SND COACHING MODEL

*Schools that Researcher Was Informed that Use the SND Instructional Coaching Model*

| School | Grades | Location | Notes |
|---|---|---|---|
| Smith Academy | K-8 | Central NC | Implemented SND in 2017-2018 |
| Johnson Charter School | K-12 | Northern NC | Implemented SND in 2013-2014 |
| Garcia College Preparatory | 4-8 | Central NC | Implemented SND in 2017-2018 |
| Jones Charter Academy | 5-8 | Eastern NC | **Does not use SND model** |
| Martinez Charter School | K-8 | Central NC | Implemented SND in 2013-2014 |
| Williams School | K-5 | Southern NC | Implemented SND in 2019-2020. **Will not include in study** |
| Davis College Prep | K-12 | Eastern NC | **Does not use SND model** |
| Brown Charter School | K-8 | Eastern NC | Implemented SND in 2019-2020. **Will not include in study** |
| Miller Charter School | K-12 | Southern NC | Implemented SND in 2017-2018 |

# APPENDIX B: QUESTIONNAIRE

(Short Answer)

1. How many years have you been teaching?
2. What grade level/subject(s) do you currently teach?
3. How many years have you worked with an instructional coach?

Please respond to each question based on your own coaching experiences and professional development. Responses are based on a 4-point scale with: 1= Strongly Disagree; 2= Disagree; 3= Agree; 4= Strongly Agree

4. I feel that instructional coaching improves the work environment at the school. 1 2 3 4 5
5. I feel encouraged and supported by my coach. 1 2 3 4 5
6. I feel that instructional coaching improves my work experience. 1 2 3 4 5
7. I feel that instructional coaching contributes to my ability to positively cope with the challenges of teaching. 1 2 3 4 5
8. I feel that instructional coaching has contributed to improved relationships with my students. 1 2 3 4 5
9. I feel that I am an active partner in my coaching experiences. 1 2 3 4 5
10. I feel that my life and work experiences are respected when working with a coach. 1 2 3 4 5
11. I feel that instructional coaching is oriented to developing my skills as a teacher and professional educator. 1 2 3 4 5
12. I feel that my coach's feedback is focused on developing my teaching skills. 1 2 3 4 5
13. I feel that my coach's feedback is focused on improving student achievement. 1 2 3 4 5

14. I feel that my coach explains the reasons why I am learning a new skill or implementing a new practice. 1 2 3 4 5

15. I feel that instructional coaching motivates me to learn and try new things in my practice. 1 2 3 4 5

16. Will you be willing to participate a one-on-one interview concerning your experiences with instructional coaching? Yes No

## APPENDIX C: INTERVIEW QUESTIONS

1. Tell me about your experience with instructional coaching.
2. How is it working for you?
3. What do you like about it?
4. Are there any challenges?
5. How has instructional coaching impacted the structure of your work environment? (Your workload? The hours you work? Work-related stress?).
6. How has instructional coaching contributed to your feeling of being supported?
7. How has instructional coaching impacted your work experience? (Degree of autonomy and control? The challenge of the work? Your voice in the school?)
8. How has instructional coaching impacted your belief in your competence as a teacher?
9. How has instructional coaching impacted your relationship with your students?
10. Is there anything else would you like to share with me regarding instructional coaching and its influence on your job satisfaction?

APPENDIX D: PARTICIPANT CONSENT FORM

***Concise Summary***

The purpose of this study is to explore the relationship between the "See it, Name it, Do it" (SND) coaching model and teacher job satisfaction. There are two parts to this study. The first is a questionnaire, which should take approximately 5 minutes to complete. The second part is a one-on-one interview, which should take approximately 45-minutes.

The main risk to this study is a possible breach of confidentiality. The researcher has created protocols to protect the identity of study participants and the confidentiality of their questionnaire and interview responses.

**If you are interested in learning more about this study, please continue to read below.**

**IRB Study #21-1511**
**Consent Form Version Date:** 7/01/2021
**Title of Study:** "See it, Name it, Do it" Instructional Coaching Model's Influence on Student Achievement and Teacher Job Satisfaction
**Principal Investigator:** Timothy Rhue
**Principal Investigator Phone Number: 919 215-6097**
**UNC-Chapel Hill Department: School of Education**
**UNC-Chapel Hill Phone number:** N/A
**Email Address:** *rhue@live.unc.edu*

**Faculty Advisor: Dr. Kathleen Brown**
**Faculty Contact: brownk@email.unc.edu**

**Funding Source and/or Sponsor:** N/A
**Study Contact telephone number: 919 215-6097**
**Study Contact email:** *rhue@live.unc.edu*

**What are some general things you should know about research studies?**
You are being asked to take part in a research study. To join the study is voluntary. You may choose not to participate, or you may withdraw your consent to be in the study, for any reason, without penalty. Deciding not to be in the study or leaving the study before it is done will not affect your relationship with the researcher or the University of North Carolina-Chapel Hill. Details about this study are discussed below. It is important that you understand this information so that you can make an informed choice about being in this research study. You will be given a copy of this consent form. You should ask the researchers named above any questions you have about this study at any time.

**What is the purpose of this study?**
The purpose of this study is to explore the relationship between the "See it, Name it, Do it" (SND) coaching model and teacher job satisfaction. Research studies have linked positive

teacher job satisfaction with a) higher instructional quality, b) increased student engagement, and c) increased teacher retention (lower teacher turnover). Currently, there are no known empirical studies, qualitative or quantitative, that have been conducted on the SND coaching model.

**Who can take part in this study?**
You need to be a teacher at this school to take part in this study. Approximately 30 participants will take part in the questionnaire phase. Approximately 15 participants will take part in the interview portion of the study.

**How long will your part in this study last?**
If you participate in the questionnaire phase only, your part in the study should last approximately 5 minutes – 10 minutes to listen to the details of research study and 3 minutes to complete the questionnaire. Your participation will be concluded today. If you choose to participate in the interview phase, you can expect to spend another 45 minutes talking with the researcher sometime between October and November. Once the interview is complete, your participation in the study will be concluded.

**What will happen if you take part in the study?**
***Questionnaire:***

- You need to sign and date the Consent Form. Participation is voluntary and you can withdraw from participation at any time, even after providing consent to participate.
- The researcher will send you a link to the SurveyMonkey questionnaire via your work email.
- There are 16 questions on the questionnaire. You may choose not to answer a question for any reason.
- All responses will be confidential. Questionnaire data will be deleted at the conclusion of the study.

***Interview:*** If you are interested in participating in the interview, please indicate this on question 16 in the questionnaire.

- The researcher will contact you via your work email to schedule a date, time, and location to meet for the interview.
- The researcher will send you a list of the interview questions prior to the interview.
- Before the interview begins, you need to sign and date the Consent Form. Participation is voluntary and you can withdraw from participation at any time, even after providing consent to participate.
- The interview should last between 30 to 45-minutes. You may choose not to answer a question for any reason.
- The interview will be audio recorded. At your request, the audio recording can be turned off at any time during the interview. The audio recording will be transcribed. Audio recordings and interview transcriptions will be kept on the researcher's password-protected personal computer. Interview recordings and transcripts will not be shared with any other person. Both the audio recording and the transcription will be deleted at the conclusion of the research study. If you choose to withdraw from participation in the research study, any audio recording and the transcriptions will be deleted immediately.

**What are the possible risks and benefits involved from being in this study?**
***Risks:*** There is a risk of breach of confidentiality due to participant data being disclosed. In order to minimize this risk, the researcher will store data only on his password-protected personal computer. Participant data (e.g., interview transcripts, participant names and email addresses, questionnaire responses, etc.) will not be printed out, sent out electronically (e.g., email, fax, etc.), and will not be shared with other persons. Participant data will be deleted once the study is completed.

Another risk of breach of confidentiality is due to deductive disclosure. The researcher will take precautions to reduce this risk. He will avoid the use of gender pronouns such as him or her and refer to participants in the third person (e.g., the teacher). The researcher will also avoid using other identifiers such participants' age or ethnicity. When data are analyzed, teachers will be grouped by sets of grades rather than specific grade-levels (e.g., K-2, 3-5, 6-8). This will reduce the chance that a participant will be identified.

***Benefits:*** Research is designed to benefit society by gaining new knowledge. You will not benefit personally from being in this research study.

**How will information about you be protected?**
Several steps will be taken to protect your identity as a research participant.

A password-protected SurveyMonkey account will be utilized for the questionnaire in order to protect your anonymity and to ensure that the data remains confidential.

The audio recordings and transcriptions of your interview (if you participate in this phase) will be stored on the researcher's password-protected computer.

All questionnaire responses, audio recordings and interview transcripts will be deleted following the completion of the research study.

The investigator will not use your name in reporting the study's findings. You will be assigned a pseudonym to ensure your confidentiality.

**What if you have questions about your rights as a research participant?**
If you have questions or concerns about your rights as a research subject you may contact the UNC-CH Institutional Review Board at 919-966-3113 or by email to IRB_subjects@unc.edu.

**Consent Addendum for Unencrypted Communication**
The following information is regarding un-encrypted communication (e,g., texting or email) by study staff and should be read as an addition to the consent information you have already been provided. All information previously provided is still true and remains in effect. Your participation continues to be voluntary. You may refuse to participate or may withdraw your consent to participate at any time, and for any reason, without jeopardizing your future care at this institution or your relationship with your study team.

The study team would like to message you by email, however you may say "no" to receiving these messages and still participate in this study. If you say "yes", messages may contain personal information about you and may be sent or received by the study team's personal electronic devices or in a method that is not able to be encrypted (protected) and there is the risk your information could be shared beyond you and the study team. This information may include information such as reminders and notifications to contact the study team.

If you wish to stop receiving unprotected communication from the study team or have lost access to your device, please notify the study team using the study contact information on the first page of this addendum to the consent. After the study is complete and all research activities finished, or you withdraw from the study or request to stop receiving unprotected communication, you will no longer receive un-encrypted (un-protected) messages specific to this study.

_____ Yes, I consent to the study team utilizing the following email to send communication: (list e-mail)_____

_____ No, I do not consent to receive un-protected communication from the study team.

**Participant's Agreement**:
I have read the information provided above. I have asked all the questions I have at this time. I voluntarily agree to participate in this research study.

**Questionnaire:**

_____
Signature of Research Participant

_____
Date

_____
Printed Name of Research Participant

**Interview:**

_____
Signature of Research Participant

_____
Date

_____

Printed Name of Research Participant

Check the line that best matches your choice:

_____ OK to record me during the study

_____ Not OK to record me during the study

APPENDIX E: INTERVEIWS CODED BY QUESTION

| Question | First-Cycle Codes (In-vivo) | Second-Cycle Code (Pattern) |
|---|---|---|
| 1. Tell me about your experiences with instructional coaching. | Edwards: knowledgeable and helpful<br>Edwards: given me some good ideas<br>Fisher: appreciative to have someone to go to<br>Harrison: super positive<br>Harrison: I have a voice with my coach<br>Jackson: good experience<br>Jackson: accessible<br>Lewis: positive<br>Lewis: helpful<br>Quinn: learned every year<br>Townsend: helps you to perfect areas where you may be lacking | 3T = helpful<br>3T = good/positive experience<br>1T = appreciative for<br>1T = has voice<br>1T = accessible |
| 2. How is it working for you? | Brooks: a bit overwhelming<br>Brooks: focus on my growth (at previous school)<br>Brooks: real-time feedback gets me frazzled<br>Davenport: You feel like you have a coach at Smith Academy<br>Edwards: beneficial to have more coaching sessions<br>Fisher: Haven't met that much one-on-one<br>Fisher: Popping in my classes and giving me a little feedback<br>Harrison: Helped me grow<br>Harrison: helped me feel heard<br>Iverson: pushes me outside my comfort zone<br>Iverson: know what it is going to look and feel like<br>Iverson: You practice something rather than talk<br>Jackson: giving you immediate feedback<br>Kennedy: take feedback and immediately apply it<br>Lewis: It's working really good<br>Quinn: Previously (prior years) my coach didn't listen to my feedback | 1T = how things done<br>1T = feels like have coach<br>2T = want more coaching<br>2T = coaching is working well<br>2T = helps feel heard<br>1T = helped grow<br>3T = feedback is helpful/ practical<br>1T = feedback frazzles her<br>1T = bit overwhelming |

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| | Quinn: My coach listens to me<br>Scott: coaching itself is working great<br>Townsend: feedback is very helpful | |
| 3. What do you like about It? | Brooks: like having a coach at the school<br>Brooks: ask my coach questions whenever I need<br>Brooks: like feedback<br>Davenport: real-time feedback<br>Davenport: On the spot, I can make a change<br>Davenport: valued by my coach<br>Davenport: there to help me along the way<br>Edwards: give immediate feedback<br>Fisher: feel supported<br>Fisher: know exactly who to go to<br>Fisher: bounce ideas off of<br>Fisher: help me learn the school culture<br>Harrison: consistently they're present<br>Harrison: the coach knows me<br>Iverson: cares about me growing<br>Jackson: having that feedback to get better<br>Jackson: always getting feedback, it becomes kind of a norm<br>Kennedy: feel the coach has offered good advice<br>Kennedy: helps me to stay up to date with current teaching<br>Lewis: convenient it is to have a coach who is not a classroom teacher<br>Lewis: assist in real time<br>Scott: expectation is the same across the board<br>Scott: someone there to coach you and model for you<br>Scott: train you to grow and get better<br>Townsend: Availability | 3T = coaches consistently available<br>2T = appreciate feedback<br><br>3T = like real-time feedback<br>3T = coaching helped grow and improve<br>1T = knows who to go to with question<br>1T = likes having someone to bounce ideas off of |
| 4. Are there any challenges? | Brooks: have to go through a lot of data<br>Davenport: (coaches) can be a little overbearing<br>Edwards: would like to see | 2T = coach scrutiny is challenging<br>1T = preparation for reteaches are challenging<br>1T = coaches a little |

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| | the coach more frequently<br>Fisher: If we all had the same coach (ESL)<br>Harrison: coaches are spread pretty thin<br>Iverson: the program is racist or biased against certain cultures<br>Jackson: It is her first year as a Coach<br>Quinn: no challenge<br>Scott: The amount and level of scrutiny<br>Townsend: hard to hear the areas you need growth in | overbearing<br>1T – EC/ESL teachers don't have same coaches<br>1T = coaches spread pretty thin<br>1T = program is racist or biased against certain cultures<br>1T = coach is new to role<br>1T = no challenge |
| 5a. How has instructional coaching impacted your workload? | Brooks: Added more with the reteaches<br>Davenport: Able to support us better since they have less people to coach<br>Davenport: We have been working more<br>Edwards: makes sure that I'm not overwhelmed<br>Fisher: I don't feel like I have more work to do. I have more things to adjust, like the way I have to do stuff<br>Harrison: help me cut back on my workload<br>Iverson: It takes up one of your prep periods<br>Jackson: Not really<br>Kennedy: work load can be a bit overwhelming<br>Lewis: I don't think it has Impacted my workload<br>Quinn: Before, but not now, it actually increased my workload<br>Quinn: sometimes the workload was unnecessary<br>Scott: I think it both can both increase and decrease a teacher's workload | 3T = increases workload:<br>1T = preparation from reteaches; coaching process process a bit overwhelming<br>4T = has impacted their workload very little<br>1T = helped her manage her workload better<br>1T = helped her cut back on her workload<br>1T = during the previous school year, coaching had added to her workload, but not this year<br>1T = can both increase and decrease workload |
| 5b. How has instructional coaching impacted the hours that you work? | Davenport: I can't say yes or no<br>Edwards: Added to the hours worked, but not that much<br>Fisher: I don't think it has impacted it | 7T = did not impact hours worked<br>1T = adds to the hours work<br>1T = doesn't impact very much |

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| | Harrison: Not from the coaching<br>Iverson: It's not adding anything to my workload<br>Jackson: I don't think it really affected hours worked<br>Lewis: No<br>Quinn: I feel like it was a lot<br>Scott: I don't think it matters or not<br>Townsend: It has not impacted | 1T - can't say yes or no |
| 5.c How has instructional coaching impacted work-related stress? | Brooks: Have someone to go to when you have questions (minimizes stress)<br>Brooks: real-time feedback can lead to more stress<br>Davenport: Not at all<br>Edwards: It hasn't impacted it<br>Fisher: helped me a little bit<br>Harrison: Helped me with work-related stress<br>Iverson: Depends on your coach<br>Iverson: good at coaching can make it feel less stressful<br>Jackson: (coaching) helps, but it is still stressful<br>Lewis: Sometimes it adds stress and sometimes it alleviates stress<br>Scott: scrutiny comes with stress<br>Townsend: It hasn't affected it | 2T = added stress: 1T = real-time feedback; 1T = coach scrutiny<br>3T = reduces stress:<br>3T = does not impact stress<br>1T = adds and reduces<br>1T = depends on coach |
| 6. How has instructional coaching contributed to your feeling of being supported? | Brooks: feel supported<br>Davenport: I can always get ahold of the coach<br>Davenport: I feel cared for<br>Davenport: they genuinely want me to get better<br>Edwards: feel supported<br>Edwards: I know I can go see them<br>Fisher: feel supported<br>Harrison: coach is there to help<br>Harrison: elevate it to admin<br>Iverson: I feel recognized in areas where I do well<br>Iverson: feel supported in areas in which I need support<br>Jackson: made a positive impact<br>Kennedy: One coach, I had a few years ago, was really horrible<br>Kennedy: She knows me and my | All 12T = feel supported by coaches: 1T = always get ahold of coach when needed; 1T = coach "genuinely wants her to get better"; 1T = coach provides solutions and elevates issues; 1T feels recognized and supported<br>1T = pervious coach not supportive |

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| | teaching style<br>Lewis: very positive<br>Lewis: extra level of support<br>Quinn: feel like I am supported<br>Scott: Coaches are understanding and supportive<br>Townsend: don't feel like you're in the ocean looking for the life preserver | |
| 7a. How has instructional coaching impacted your degree of autonomy and control? | Brooks: I don't think it does<br>Davenport: This goes back to personality and coach personality<br>Davenport: relationship between coach and teacher is just as important as the relationship between teacher and student<br>Edwards: I've kind of always had autonomy<br>Fisher: It's not the content that I feel like I don't have control over the way that I'd typically hold a classroom<br>Harrison: gave me a feeling that I was new<br>Harrison: quick and easy, keep moving type of thing (real-time feedback - now)<br>Iverson: In some ways it lessens the amount of autonomy<br>Iverson: that can be positive and negative<br>Iverson: the coaching model expects us to be pretty homogenous<br>Jackson: I still feel like I have full control of my classroom<br>Lewis: I feel like I have complete control<br>Quinn: There was one year that I had a coach that I didn't get along with<br>Scott: I do struggle a bit with autonomy and control because so much of what we do is scripted | 4T = lessens their degree of autonomy: 1T = model expects teachers "to be homogenous"; 1T = a lot of what teachers do is scripted; 1T = doesn't have control over the way she would typically hold a classroom<br>3T = doesn't impact their autonomy: 1T = she has "complete control" of her classroom<br>1T = depends on the coach<br>1T = previous coach was very authoritative |
| 7b. How has instructional coaching impacted the challenge of the work? | Brooks: They definitely push you to be better<br>Brooks: challenging in a good way<br>Edwards: It hasn't<br>Fisher: I don't think it impacts it | 4T = helped with the challenge of the work: 1T = made work easier; 1T = more efficient; 1T = helped her more |

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| | Harrison: Definitely helped<br>Harrison: helped me more creatively problem solve<br>Iverson: makes the work more challenging<br>Jackson: made it a little easier<br>Lewis: made things more efficient for me<br>Quinn: no challenge<br>Scott: The new things that I am learning<br>Townsend: I don't think it has impacted that | creatively problem-solve<br>3T = added to the challenge of the job: 1T = coaching is challenging in a good way – it pushed her to become better; 1T = makes the work more challenging but she keeps learning; 1T = there are always new things to learn<br>3T = hasn't impacted the challenge |
| 7c. How has instructional coaching impacted your voice in school? | Brooks: I have a unique situation<br>Davenport: I sometimes feel that I am not heard<br>Edwards: It hasn't<br>Fisher: My coach knows that I'm the expert (ESL) and encourages me to speak up<br>Harrison: During my first year, I didn't feel super heard<br>Harrison: This year, I am able to have more of a conversation<br>Iverson: depends on who your coach is<br>Iverson: they will hear your concerns and bring them to someone else<br>Jackson: have more of a voice<br>Jackson: As you build a relationship with your coach, you can be more honest and transparent<br>Jackson: give it to them and they will take it up for you<br>Lewis: I feel like my voice is heard even though I am not going directly to admin<br>Quinn: I will always see my coach if I need to get information (to admin)<br>Scott: remains to be seen<br>Scott: relatively new and trying to figure things out<br>Townsend: Definitely | 6T = positively impacted their voice: 1T = coach encourages her to speak up; 1T = coaches will hear their concerns and bring them to appropriate person; 1T = has more of a voice than she had in previous years; 1T = her voice is heard even though she is not going to the school's administrators; 1T = has a unique situation in that the Director of Instruction is her coach<br>1T = sometimes doesn't feel heard<br>1T = doesn't impact her voice<br>1T = depends on the coach<br>1T = "remains to be seen" |
| 8. How has instructional coaching impacted your belief in your competence as a teacher? | Brooks: It has hurt my self-confidence a little bit<br>Davenport: It has created some growth<br>Edwards: I feel more confident | 8T = positively impacted their belief in their competence: 1T = coach has said so many nice things to her that has |

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| | than I have in the past<br>Fisher: has encouraged me so I feel competent after our meetings<br>Harrison: I haven't felt that my coaches see me as someone incapable<br>Jackson: The feedback I get makes me feel like I can do anything<br>Kennedy: my coaches have allowed me to feel quite competent in my abilities<br>Lewis: made me feel more confident<br>Lewis: I'm not being shamed for doing wrong but I am given ideas how to do it better<br>Quinn: She's letting me be a teacher<br>Scott: it has helped<br>Townsend: it has impacted it in a positive manner | encouraged her so she feels competent; 1T = the feedback she gets makes her feel like she can do anything<br>1T = has hurt her self-confidence a little bit<br>1T = didn't help or hurt her feelings of self-efficacy |
| 9. How has instructional coaching impacted your relationship with your students? | Brooks: I don't think it has<br>Davenport: my grows to better serve my students so coaching does help me with my students<br>Edwards: It doesn't<br>Fisher: I don't know if it has really made a difference<br>Harrison: Helps me do my job better so that I don't get as frustrated with my students<br>Iverson: I am becoming stronger at those invisible instructional moves<br>Iverson: more time to spend on relationships with students<br>Iverson: a good way for them to see that we are all learners<br>Jackson: I don't think that really has an impact on my students<br>Kennedy: address the scholar's behavior which usually causes the others to fall in line<br>Lewis: I don't think it has impacted my relationship with my students<br>Quinn: My relationship is the same with the students | 7T = doesn't impact their relationship with their students<br>4T = positively impacts their relationship with their students: 1T = anytime a teacher improves his/her practice he/she has more time to spend developing relationships; 1T = helps her do her job better so that she doesn't get as frustrated with her students; 1T = growth as teacher helps to better serve her students; 1T = helps her address student behaviors, others follow when she addresses one |

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|---|---|---|
| | Scott: I don't know if there has been any impact | |
| 10. Is there anything else would you like to share with me regarding instructional coaching and its influence on your job satisfaction? | Davenport: Setting realistic goals<br>Davenport: There should be a time that is a "me" time<br>Fisher: I think it would be more beneficial to have a specific coach (ESL)<br>Harrison: Helped me grow<br>Iverson: I think we could look at it to find ways to make it more culturally sensitive<br>Jackson: I think all schools should implement it<br>Jackson: It's different when your coach comes in and your principal or AP comes in<br>Lewis: I feel like it is very positive<br>Scott: It is modeled and then you talk through the process and it is done incrementally<br>Townsend: It is something that should be implemented across the board<br>Townsend: It makes that part of your job a little less stressful | 2T = all schools should implement coaching<br>1T = find a way to make the coaching program more culturally sensitive<br>1T = an administrator's presence can feel evaluative while a coach's presence tends to feel supportive<br>1T = coaching can make the job a little less stressful (**contradicts earlier statement**)<br>1T = coaches need to set realistic goals |

APPENDIX F: INTERVIEWS CODED BY PARTICIPANT

| Participant | First-Cycle Codes (In-vivo) | Second-Cycle Code (Pattern) |
|---|---|---|
| Ms. Brooks | A bit overwhelming | overwhelming |
| | Focus on my growth | growth (1) |
| | Feels evaluative | evaluative |
| | Real-time feedback gets me frazzled | anxiety |
| | Ask my coach questions whenever I need | availability (2) |
| | Someone to go to when you have questions minimizes stress | reduces stress |
| | Like feedback | feedback (3) |
| | Added more work | more work |
| | Have to go through a lot of data | lot of data |
| | Real-time feedback can lead to more stress | more stress |
| | Feel supported | support (4) |
| | They definitely push you to be better | growth (1) |
| | It has hurt my self-confidence a little bit | reduces confidence |
| Ms. Davenport | Real-time feedback | real-time feedback (3) |
| | On the spot, I can make a change | real-time feedback (3) |
| | Valued by my coach | valued |
| | Help me along the way | teacher development |
| | it (coaching) can be a little overbearing | overbearing |
| | She makes it easier to understand what we are supposed to do | support (4) |
| | I can always get ahold of the coach | availability (2) |
| | I feel cared for | caring |
| | They (coaches) genuinely want me to get better | investment |
| | This goes back to teacher personality and coach personality | coach-teacher relationship (5) |
| | The relationship between coach and teacher is just as important as the relationship between teacher and student | coach-teacher relationship (5) |
| | I sometimes feel that I am not heard | not heard |
| | If my relationship with the coach is sour… I am not going to listen | coach-teacher relationship (5) |
| | But I have a good relationship | |

| | | |
|---|---|---|
| | with my coach and it's not about me… it's about how are we going to grow these kids | coach-teacher relationship (5) |
| | I translate my grows to better serve my students | student improvement |
| | Setting realistic goals | realistic goals |
| Ms. Edwards | Knowledgeable and helpful | helpful (6) |
| | Given me some good ideas | helpful (6) |
| | Beneficial to have more coaching sessions | more coaching |
| | Immediate feedback | feedback (3) |
| | Makes sure that I'm not overwhelmed | helpful (protects time) (6) |
| | Added to the hours worked, but not that much | increase work |
| | I know I can go see them and they will answer my questions | availability (2) |
| | She will be able to grow me to help me grow the students | growth (1) |
| Ms. Fisher | Appreciative to have someone to go to | availability (2) |
| | Feel supported | support (4) |
| | Bounce ideas off of | thought partner |
| | If we all had the same coach (ESL) | need for NCT coach |
| | Has encouraged me so I feel competent after our meetings | encouragement |
| | Helps me to feel more confident | confidence |
| | Encourages me to speak up | encouragement |
| | It is a positive experience all around | positive |
| | If I message her, she will always message back | responsive/availability (2) |
| Ms. Harrison | Super positive | positive |
| | Provide me with a lot of support that I might not of necessarily had with another model or if I didn't have a coach | support (4) |
| | It's more data driven instruction rather than classroom management | data-driven |
| | I will also go find her and ask questions | availability (2) |
| | I have a voice with my coach | voice |
| | Helped me grow | growth (1) |
| | Helped me feel heard | voice |
| | Consistently they're present | presence |

| | | |
|---|---|---|
| | Never felt that they came in as an admin | non-evaluative |
| | Help me cut back on my workload | reduce workload |
| | Helped me with work-related stress | reduce stress |
| | Coach is there to help | helpful (6) |
| | Gave me a feeling that I was new (real-time feedback) | reduce confidence |
| | Helped with the challenge | helpful (6) |
| | Helps me problem solve situations | problem-solve/support (4) |
| | Helps me do my job better so that I don't get as frustrated with my students | helpful (6) |
| | Helped me grow to be a better Teacher | growth (1) |
| | The coach knows me | coach-teacher relationship (5) |
| Ms. Iverson | Pushes me outside my comfort zone | growth (1) |
| | You practice something rather than talk | practice |
| | Cares about me growing | caring |
| | The program is racist or biased against certain cultures | biased |
| | Depends on your coach | coach-teacher relationship (5) |
| | Good at coaching can make it feel less stressful | coach-teacher relationship (5) |
| | I feel recognized in areas where I do well | recognition |
| | Feel supported in areas in which I need support | support (4) |
| | In some ways it lessens the amount of autonomy | reduces autonomy |
| | The coaching model expects us to be pretty homogenous | homogenous |
| | It makes the work more challenging | increase challenge |
| | I am growing as a teacher and I think coaching really does help with that | growth (1) |
| | I want their feedback because there are things that I don't know I need to improve on | feedback (3) |
| | We could look at it to find ways to make it more culturally sensitive | culturally sensitive |
| Ms. Jackson | Good experience | positive |
| | Accessible | availability (2) |

| | | |
|---|---|---|
| | Always available to answer questions | availability (2) |
| | Would like to have more (coaching) | more coaching |
| | It is her first year as a coach | inexperienced coach |
| | Giving you immediate feedback | feedback (3) |
| | Having that feedback to get better | feedback (3) |
| | Always getting feedback, it becomes kind of a norm | feedback (3) |
| | Coach this year was on my team last year | coach-teacher relationship (5) |
| | The feedback I get makes me feel like I can do anything | confidence |
| | Feedback is a gift | feedback (3) |
| | More of a voice because as you build a relationship with your coach, you can be more honest and transparent | coach-teacher relationship (5) |
| | It's different when your coach comes in and your principal or AP comes in the room | non-evaluative |
| | You feel like the coach is in your corner | support (4) |
| Ms. Kennedy | Take feedback and immediately apply it | feedback (3) |
| | Real-time feedback on how to create best teaching practices | real-time feedback (3) |
| | Helps me to stay up to date with current teaching | current practices |
| | Work load can be a bit overwhelming | overwhelming |
| | One coach, I had a few years ago, was really horrible | horrible coach previously |
| | She offers really good feedback | feedback (3) |
| | Allowed me to share my concerns and frustrations with her | coach-teacher relationship (5) |
| | She knows me and my teaching style | coach-teacher relationship (5) |
| | Allowed me to feel quite competent in my abilities | competence |
| Ms. Lewis | Positive | positive |
| | Helpful | helpful (6) |
| | Assist in real time | |
| | It made things more efficient for me | efficient |
| | I'm not being shamed for doing wrong but I am given ideas how to do it better | support/positive |
| | It's a good relationship that I have | |

| | | |
|---|---|---|
| | with the instructional coach | coach-teacher relationship (5) |
| | When I need something, or I need assistance, or I need clarification on something, I can just send her a message and she will be right over | availability (2) |
| | It's very positive because I know I have that extra level of support | support (4) |
| | Made me feel more confident | confidence |
| | To have someone in here and observe and it not be an official observation | non-evaluative |
| Ms. Quinn | Learned every year | growth (1) |
| | Coach listens to me | coach-teacher relationship (5) |
| | There was one year that I had a coach that I didn't get along with | coach-teacher relationship (5) |
| | Provides feedback on things that I need help on | feedback (3) |
| | sometimes the workload was unnecessary | unnecessary work |
| | She knows my teaching style and she trusts me | coach-teacher relationship (5) |
| | This year I feel like I am supported | support (4) |
| | I will always see my coach if I need feedback | availability (2) |
| | An instructional coach's mindset should be to put themselves in the shoes of the teacher | relate |
| Ms. Scott | Coaching itself is working great | positive |
| | Expectation is the same across the board | consistency |
| | Everyone gets the training and accountability and guidance | consistency |
| | Someone there to coach you and model for you | growth (1) |
| | The amount and level of scrutiny | increase stress |
| | Scrutiny comes with stress | increase stress |
| | Coaches are understanding and supportive | support (4) |
| | I like the culture of everyone needs to buy into the system and everyone needs to go all in to get it done | norms |
| | It's not just one or two teachers that are doing it, all teachers are doing it | norms |
| | Train you to grow and get better | growth (1) |

| | | |
|---|---|---|
| Ms. Townsend | Helps you to perfect areas | helpful (6) |
| | Feedback is very helpful | feedback (3) |
| | Availability | availability (2) |
| | Hard to hear the areas you need growth in | difficult feedback (3) |
| | You don't feel like you're in the ocean looking for the life preserver | support (4) |
| | Should be implemented across the board | scale up |
| | Makes that part of your job a little less stressful | reduces stress |
| | Always available for any question I have | availability (2) |
| | I feel it has impacted me greatly knowing that it is available to me | availability (2) |

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