TEACHERS' PERCEPTIONS OF INSTRUCTIONAL COACHING

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ABSTRACT

Too many students across the United States have been instructed by teachers who have delivered below grade level instruction and assigned below grade level tasks (The New Teacher Project, 2018). Due to these teacher practices, there has been a lack of student academic achievement and academic growth. Instructional coaching has been a strategy that schools have utilized to support teachers with improving practices with the goal of providing all students with grade level instruction. This study attempted to identify beneficial components of an instructional coaching program and instructional coach. The purpose of this study was to explore teachers' perceptions of instructional coaching conducted by a school-based teacher leader (SBTL) within a large urban school district in the Eastern part of the United States.

This was an explanatory mixed methods study which included three phases of data collection. The first phase was an analysis of school demographics and performance data for the twelve high schools included in this study. Phase two was a survey distributed to all teachers who taught in the twelve high schools during the 2020 – 2021 and 2021 – 2022 school years. Eighty-nine teachers completed the survey. The third and final phase was a series of one-on-one semi-structured interviews conducted with eight teachers who indicated on their survey that they had experienced instructional coaching.

The survey data provided the breadth, and the interview provided the depth to arrive at answers to the research questions posed. Of the survey respondents, quantitative results indicated that white teachers who experienced coaching discussed pedagogy and received written materials more often than black, ingenious, and people of color. (BIPOC) teachers who experienced coaching. Additionally, it was found through

quantitative data that teachers with three to ten years of fulltime teaching experience assigned less rigorous tasks, yet experienced instructional coaching less frequently than teachers with more than ten years of fulltime teaching experience. Most interestingly, it was found through regression results that experience with instructional coaching increased job satisfaction. Qualitative results indicated most beneficial and least beneficial components of an instructional coaching program and coach. The interviews elaborated upon and supported the quantitative findings.

The findings from this study provided insight into beneficial components of an instructional coaching program. It is intended that the implications from this study will used to inform policy and practices to implement instructional coaching to support teachers with providing grade level instructional to all students. Additional research is needed to further examine instructional coaching through the coaches' perspectives.

DEDICATION

This dissertation is dedicated to my children. Carson and Piper, you are loved so much by your daddy and me. We are impressed by all that you have achieved so far in your young lives and we know that there is more greatness in your future. There is no limit to what you can achieve when you set your mind to it. You were my primary motivation for completing this endeavor so that I could set a positive example for you. May you always reach for your highest potential in all that you pursue in life. I love you more!

I also dedicate this dissertation to my husband. Rich, I thank you for your love, patience, and support over the past three years as I worked towards my goal of earning my Doctorate in Educational Leadership. I could not have completed this research and dissertation without your encouragement and hours of childcare services. Thank you for your confidence in my abilities and your faith in me to pursue higher goals. You always leave me striving for more.

Finally, I dedicate this dissertation to my family. Mom and Dad, thank you for all the weekends that you spent with Carson and Piper to allow me to concentrate on my research and writing. You have instilled a love for learning in all you children, which contributed to the successful completion of this dissertation. Mike, thank you for thoroughly reading my dissertation and your feedback during the editing process. Ryan, your support from afar is much appreciated. The love, encouragement, and support that I have received throughout this process from my family is a testament to our strong family bond.

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INTRODUCTION

Define the Problem

Too many students across the United States have been receiving instruction below grade level and it has prevented our youth from reaching their fullest potential. In fact, the report, *The Opportunity Myth,* stated that students have spent most of their class time on below grade level content and tasks. Furthermore, the publication argued that, for students who are missing foundational skills, access to grade level content improved their academic level by 7.3 months (The New Teacher Project, 2018, p. 25). Research has informed educational professionals that students need grade level instruction in order to make academic progress (The New Teacher Project, 2018). However, students across our country have been sitting in classrooms being instructed by teachers who are delivering below grade level content and tasks (The New Teacher Project, 2018).

The lack of grade level instruction in classrooms has been a public problem because students are not making the progress that they need to be college and career ready upon graduation from high school (Venezia & Jaeger, 2013), which has been evident through state assessment data. The State Assessments from the 2018 – 2019 school year, indicated that within the Metropolitan School District (MSD), only 44.1% of high school students were proficient or advanced in English and Language Art (ELA) and only 32% of high school students were proficient or advanced in Algebra I. That means that the MSD had 55.9% of high school students preforming below grade level in English and Language Arts (ELA) and 68% of high school students preforming below grade level

in Algebra I (https://metro.schoolnet.com/). The name of the district has been modified to protect the identity of the organization.

This problem continues to be important to our society because denying students access to grade level instruction negatively affects their academic achievement and academic growth (The New Teacher Project, 2018). The goal of public education is to prepare our students for post-secondary success. In order to do so, students must fulfill the criteria for graduation from high school. If students are not functioning on grade level, they will not be prepared for graduation and post-secondary opportunities (Venezia & Jaeger, 2013). The Metropolitan School District (MSD) graduation rate for the 2017 – 2018 school year was 71.9% (https://metro.schoolnet.com/). This means 28.1% of high school seniors in the MSD did not meet the requirements for graduation or dropped out of school prior to completion of high school.

Background/Existing Policy

One of the problems was that students were not achieving due to receiving below grade level content and tasks (Lambert & Sassone, 2020). One could expect that this stemmed from students lacking foundational skills that some teachers believed they needed to access grade level content. It has been a belief shared by many educators that students' lack of foundational skills prevents them from experiencing success with grade level tasks (The New Teacher Project, 2018). The Opportunity Myth publication indicated that students need grade level tasks to close the achievement gap. In fact, students have been known to make more academic progress when provided with grade level instruction. Unfortunately, due to many teachers' beliefs, they continue to provide students with below grade level content (The New Teacher Project, 2018).

The Metropolitan School District (MSD) has attempted to address this problem by providing teachers with a scope and sequence for the school year, which outlines the content that needs to be taught per grade or course for the entire school year and exactly when it should be taught (www.metrosd.org). Teachers are held accountable by MSD for adhering to these timelines with the administration of benchmark assessments to measure students' proficiency for the content that was to be taught (www.metrosd.org). Teachers are also held accountable for teaching grade level content with the administration of state level assessments. Unfortunately, students are not meeting proficiency levels on these assessments, yet teacher practices have not changed (https://metro.schoolnet.com/). Students are being assessed on content that they possibly have not been exposed to due to teachers not following the scope and sequence so it should not be a surprise that proficiency levels are low. Accountability measures are ineffective if there are no incentives nor consequences for students' academic achievement and academic growth or lack thereof.

Every Student Succeeds Act (ESSA) was signed by President Obama in 2015 and has been current federal policy that addressed the problem and ensured that students had access to grade level content (https://www.ed.gov/essa?src=rn). ESSA stated that all students in America will be taught high academic standards to prepare them for success in college and career. Students' progress towards these standards are measured through an annual state assessment and the results have been shared with stakeholders, which include educators, families, students, and the community. The state assessment data highlighted that there is a need to have a greater focus on providing student with grade level instruction.

For proper implementation of ESSA to ensure students are taught high academic standards according to their grade level, teachers and administrators need professional development and instructional coaching to inform their instructional practices, which has not been occurring on a consistent basis. Teachers in the Metropolitan School District (MSD) have received sporadic professional development sessions on a variety of topics with limited to no accountability measures to ensure that the new skill learned is practiced and implemented in the classroom. Instructional coaching is a strategy to support the transition of a skill learned into practice in the classroom.

Many teachers and administrators lack an understanding of the academic standards and grade level content so they may be unable to provide students with high level, grade appropriate content and tasks (Alake-Tuenter, et al., 2012). There are limited funds in the MSD allocated for professional development and there is a lack of training sessions focused on grade level instruction and how students learn. Proficiency levels will not improve, and students will continue to be unprepared for college and career success if professional development and instructional coaching is not prioritized.

The Problem in an Urban Setting

One of the problems with education in urban settings was that academic achievement and academic growth is low and many students are functioning below grade level based on diagnostic assessments. Among the factors identified as a problem is teachers' lack of experiences and reliance on teaching methods that are ineffective. There has been a disagreement among educators on effective teaching practices. Some teachers believed that their responsibility was to give students the knowledge through a

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lecture style approach. Other teachers believed that students learned best when they built their own knowledge through struggling with grade level content.

Lord (1999) found that high school students achieve higher in an environmental science class when taught by a constructivist style approach. Constructivist style teaching varied, but the main gist of the approach was students were constructing their own knowledge with the guidance of the teacher. This approach aligned with Dewey's theory of progressive education (Gibbons, 2019). The thought was if students are actively involved in the learning process and take ownership of their learning, academic achievement and academic growth would increase as opposed to remaining stagnant or decreasing.

In many urban, public high schools across the Metropolitan School District (MSD, the view has been that students are not cognitively involved in the learning process. Many factors contribute to students' lack of cognitive involvement that are out of the locus of control of teachers. However, there are aspects to teaching that can be implemented to increase students' involvement in the learning process, which will lead to greater student academic achievement and academic growth. A constructivist approach required the teachers to give the students control of their own learning while they guide them through the learning process. For teachers to change their pedagogy and implement a constructivist approach in their classroom, there needs to be a shift in mindset. Professional development and instructional coaching have been strategies that school leaders have implemented to create student-centered classrooms.

As stated in the principal's job description, the MSD principals serve as instructional and operational leaders of their school buildings where their responsibilities

include providing a clear vision, creating a safe learning environment, forming strong relationships with all stakeholders, promoting rigorous instruction, hiring and developing qualified staff, and supporting instruction that leads to making progress towards state, district, and school goals. Schools within MSD range from small neighborhood schools to large high schools with over one thousand students. The scope of work for a MSD principal is massive and it is imperative to work collaboratively with a team to complete all job-related tasks (https://www.metrosd.org).

The main goal of school administrators and teachers was student academic achievement and academic growth through high quality instruction. Classroom visits, providing feedback to teachers, and instructional coaching are strategies implemented by school leaders with the intent to improve teacher practices and instruction. It takes time and effort to implement these practices with fidelity. It has required principals to rely on a team to ensure that high quality instruction is being delivered at their school. The Metropolitan School District (MSD) had a position titled school-based teacher leader (SBTL). As stated in the MSD's SBTL job description, the SBTL's primary responsibilities included serving as a content-specific instructional resource, conduct classroom visits and coaching, support a culture of high expectations and data-driven instruction, and support implementation of planning structures. The position could be a fully released or partially released position based on school budget and principal choice. The SBTL and principal worked collaboratively to promote instruction at the school. According to the MSD's K- 12 SBTL job description, the school-based teacher leader role has been a non-evaluative and peer support role (https://www.metrosd.org).

As a trend across Metropolitan School District (MSD), SBTLs have been strong teachers in their content area with a plethora of knowledge to share with their peers. However, they have not always possessed leadership skills and qualities to fulfill the job requirement. School-based teachers have often been hesitant to observe classrooms and provide feedback to teachers. Instead, their time has been filled with more administrative tasks. MSD has addressed this trend by providing professional development and coaching to SBTLs serving in high schools which began during the 2019 – 2020 school year and continued into the 2020 – 2021. In addition, Learning Network A (LN A) had been providing professional development and a learning community which began during the 2018 – 2019 school year and continued through the 2021 – 2022 school year. The intense focus on instructional coaching by SBTL began during the 2019 – 2020 school year (https://www.metrosd.org).

The purpose of this research was to determine the perception of high school teachers on instructional coaching conducted by SBTLs. Instructional coaching is job-embedded teacher training that occurs consistently over a period of time with the goal of improving the quality and effectiveness of instructional practices to increase students' achievement (Salavert, 2015). Research on teacher perception of instructional coaching exposes the complex nature of instructional coaching, but research exploring teacher perceptions of instructional coaching in high schools within the MSD has not been conducted. In LN A there had been a focus on instructional coaching for three consecutive years. In order to better understand the strengths and weaknesses of instructional coaching, it was imperative to gain teachers' perspectives into the practice. There was an urgent need to improve instruction within MSD to increase student

academic achievement and academic growth. One method to improve instruction

delivered by teachers is instructional coaching conducted by SBTLs. This research was

conducted with the goal of improving SBTLs' practices in order to improve instruction.

CHAPTER 2

EMPIRICAL RESULTS ADDRESSSING THE PROBLEM

Introduction

While the immediate issue is coaching, researchers have blended the categories of coaching and mentoring (e.g., Zainal-Abiddin, 2006 or Robinson, 2009). Thus, the existing literature for both applies and will apply universally. Within the Metropolitan School District (MSD), the preferred term for the strategy of supporting teachers is instructional coaching.

Coaching and Mentoring Models

Hudson and Hudson's Mentoring Beginning Teacher program was built on six stages of mentoring, which include self-awareness and skill development for mentors, building and maintaining a relationship between mentor and mentee, establishing needs of the mentee, developing a plan based on those needs, implementing the plan and evaluating the plan (Hudson & Hudson, 2016). Hudson and Hudson's (2016) study of six mentor participants serving in low to mid socio-economic status schools found that the mentor-mentee relationship is an important aspect of the mentoring process and supported goal setting and working towards those goals. Goal setting is necessary for guiding a mentee to achieve proficiency and holds the mentor accountable for providing mentoring practices. Mentors and mentees should establish goals collaboratively and should be built on academic standards. Through a mentoring process mentors develop as leaders as well. There is a need for mentors of mentors. Relationships, goal setting, and a mentoring framework are components necessary for a successful mentoring program (Hudson & Hudson, 2016).

The Peer Assistance Review (PAR) program is an example of a mentoring program that is used as an induction program for new teachers (Wiens, et al., 2019). PAR addresses principals by reducing their responsibility of supporting new teachers and supports new teachers with assimilation to the school culture. Similar to the findings of Hudson and Hudson (2016), PAR supports the development of mentors into school leaders. PAR has supported the development of new teachers through peer mentors more than principals can. PAR's goal is to support and retain new teachers. Wiens, et al. (2019) studied a large, urban school district to determine to what extent these goals were met. The sample size was thirteen mentors or consulting teachers. The study found that the PAR mentoring program was effective at retaining new and veteran teachers at hard-to-staff schools. This success is attributed to teachers having a positive impact on student learning and financial benefits of retaining teachers (Wiens, et al., 2019).

Lia's (2016) study revealed some best practices for instructional coaching. Professional development with follow up coaching is the method that Lia tested in her research. A coach with classroom experience can better understand a teacher's experience, which helps them to be empathetic and responsive. The first step in a coaching relationship with a school is to meet with the school principal to determine priorities and areas of concerns. The first coaching meeting with a teacher is dedicated to sharing the collaborative vision for coaching and to ensure the teacher that coaching is not evaluative. Teachers tend to be resistant to coaching but become more open to support with positive reinforcements. Modeling is a strategy for a coach to utilize when a teacher is resistant to highlight the positive outcomes of the practice you want them to try. Feedback delivered to a teacher is most effective if delivered within twenty-four

hours. In order to deliver "specific, informative, and positive feedback" (p. 316), Lia

created a coaching checklist with non-negotiables. The checklist should be a continuum

so a teacher does not get all negative feedback (Lia, 2016).

Dudek, et al. (2019), found that a teachers' formative assessment was helpful

baseline data to create a coaching plan in order to improve universal classroom practices.

Classroom Strategies Assessment System (CSAS) was the formative assessment used and

provided target practices needed and goals. CSAS also utilized observational data to

monitor implementation and provide feedback to teachers. The Classroom Strategies

Coaching Model intervention yielded positive results including improved classroom

management. Formative assessments to support instructional coaching is a suggested

tactic to improve of teachers' practices (Dudel, et al., 2019).

Salavert (2015) discusses coaching using an apprenticeship approach. The

apprentice process consists of five phases of gradual release of responsibility and task

execution. The phases in order are modeling, approximating, fading, self-directing, and

generalizing. Coaching is a goal-oriented process that is used to motivate, support and

increase knowledge of education professionals. Leadership and instructional coaching

are used to improve student outcomes. Coaching is built on an apprentice approach

where the learner gains knowledge, mastery of skills, and expertise (Salavert, 2015).

Mentoring Relationships

Hayes and Mahfouz (1999 – 2019) conducted a comprehensive literature review

of mentoring studies and developed four themes of how mentoring is perceived and

valued by new principals. The first theme is role clarification of the mentor. It was

found that successful mentoring was conducted by an experienced principal who is a

strong leader, communicates well, thinks creatively, and is willing to take risks. Principal

mentors must be willing to support new principals and build and maintain relationships

built on trust. The second theme is role clarification of the new principal. It is beneficial

when a new principal seeks out a mentor because they understand their learning needs

and strengths. A mentoring relationship is of mutual benefit to both participants. The

third theme is determinants of effective mentoring relationships. The literature suggests

that gender, race, and context impact a mentoring relationship. These factors must be

considered when pairing a mentor with a new principal for greater benefit from the

practice. Mentoring can be formal or informal and research varies regarding which is

most effective. The fourth theme is time. The length of time of the mentoring session

and the mentoring practice as a whole have an impact on effectiveness. Research

indicates that new principals need a mentoring program that lasts over a year with

consistent monthly meeting time (Hayes & Mahfouz, 1999 – 2019).

Mentoring New Teachers

A distributed mentoring model supports new teachers with acquisition of skills

and knowledge with expert and peer sources. In a distributed model, new teachers

receive expert mentoring and peer mentoring. Expert mentoring is provided by in-school

mentor teacher and administrators and enhances development of pedagogical practices

and classroom management strategies. Peer mentoring allows for new teachers to

collaborate on goals, successes, and challenges. New teachers feel more comfortable

asking questions of peers. It has been found that expert and peer mentoring has

supported teacher retention, specifically in urban settings due to the significant challenges

present. In a study of 25 new teachers serving in high need, urban high schools, Leon

found that a distributed mentoring model that includes expert and peer mentoring is a "powerful and promising approach" (Leon, 2014).

Gholam's (2018) case study found several positive outcomes to mentoring of new teachers. The mentoring experience supports teachers with reflections to become self-aware and highlights strengths and weaknesses, improves instructional practices and classroom management skills, and builds strong relationships with students. Attitude, interpersonal and communication skills, as well as professional competence and experiences are characteristics of an effective mentor. Effective mentoring programs support new teachers with their professional responsibilities and encourages them to continue in the field to support retention (Gholam, 2018).

Newly hired teachers experience various difficulties and problems during their first year of teaching. Mentoring is necessary to address those problems and experience growth as a teacher. New teachers in Dag & Sari's (2019) study reported that undergraduate programs inadequately prepared them for their first teaching position due to being built on theory and not enough practice and internship. These less experienced teachers claim that their ungraduated programs fell short in the areas of "education principle and methods, class management, time management, material design, training courses, educational planning and document work," (Dag & Sari, 2019). Furthermore, it was found that teachers in their first through fifth year of training needed support in the areas of "class management, time management, educational planning, relations with parents, guidance to students, relations with teachers, united class management, education principles, methods and techniques, primary reading and mathematics teaching, documentary and administrative works," (Dag & Sari, 2019).

Lisenbee & Tan (2019) found that induction and professional development sessions with a mathematics focus serve as an opportunity to distribute knowledge and tools. There is also a need for additional support to implement the learnings and tools with success. Not only do new mathematics teachers benefit from mentoring, but all teachers benefit from focused mentoring and conversations in areas they intend to grow. It is important to acknowledge that new teachers are at various stages of development so conversations are crucial for learning and growth. Mentoring is an effective way to support new teachers (Lisenbee & Tan, 2019).

Coaching Models

There are various models for implementing instructional coaching. It is common practice for public schools and districts to implement coaching, but each entity has its unique model. One method is that the district assigns a content coach to a teacher to provide job-embedded professional development based on the individual teacher's needs. The goals of the coaching are developed using an instructional framework (Sylvester, 2020).

Instructional coaching has been used in an effort to change teachers' practices as a way to increase student achievement. Instructional coaching is being used across the country for many purposes including new teacher induction, teacher development, and implementation of initiatives and state standards. For teacher professional development to be effective it must have five features which are "content focus, active learning, coherence, sustained duration, and collective participation," (Desimone & Pak, 2017). Instructional coaching is an effective form of teacher professional development because it

incorporates these five features. The combination of the five features creates a framework for instructional coaching (Desimone & Pak, 2017).

Coaching and Mentoring

Instructional coaching and mentoring are two practices that share similar characteristics and have an impact on the development of teachers. Coaching and mentoring both rely on relationships to determine the level of success of the practice. An instructional coach motivates, guides, and supports a teacher to make progress daily. Teachers, just like students, need feedback to make progress (Lia, 2016). There is a clear distinction between coaching and mentoring. "A mentor is a role model with experience that a learner might aspire to emulate, the coach becomes an expert partner and trusted advisor that encourages the learner to see the bigger picture, rethink a given assumption, or consider a new practice within the context of his particular school or context towards the accomplishment of clearly establish goals," (Salavert, p. 8).

Benefits and Challenges

Student achievement increased with quality instruction that includes students grappling with the content to construct their own knowledge. Administrators have found that they can improve instruction and teacher's pedagogical practices through instructional coaching. Coaching has been found to have a positive impact on teacher development. Coaching of teachers is primarily focused on new teachers, teachers in their first five years of teaching, and late career teachers. This is often because administrators assume that senior career teachers have sound practices and are not in need of coaching (Tierney, 2020).

Coaching is a form of job-embedded professional development. For coaching to be beneficial teachers receiving the coaching need to be open to it. Teachers who receive coaching are motivated to learn and grow in their profession. There is a gap in the research that identifies what motivates teachers to learn and grow professionally (Sylvester, 2020).

Similar to the benefits of coaching, Sezgin, et al. (2020) suggests that there are direct and indirect benefits of mentoring-based learning culture. Direct benefits include personal and professional development, professional satisfaction, feeling of happiness, and the provision of legal authority. Indirect outputs include improved student achievement, reduced parent problems, and enhanced social development. Sezgin, et al.'s (2020) study also found barriers to coaching. Mentoring creates a learning culture among staff. Barriers included personal problems with teacher characteristics, time constraints, and lack of space. Teacher characteristics that are problematic are unwillingness to learn and change, identification as senior teachers, and identification as teachers who tend to disagree (Sezgin, et al., 2020).

Baumgartner, et al.'s (2019) study found that the eleven participants were more eager to discuss benefits than challenges of peer mentoring. Benefits included gaining a different perspective, intellectual connections and collaboration, and emotional connection. The benefits allowed for mutual learning and excitement for the profession. Strong relationships were built, and the dyads enjoyed their time together. Relationships are key to a successful mentoring program. The challenges included role issues and decreased priority of mentoring in the spring. Role issue arose when peers were at different places in their work and there was not a desire to work together. In the spring,

the mentoring program lost momentum due to increased responsibility. In order to address the challenges, time at the beginning of the program should be utilized to define roles and expectations and incentives could be offered to encourage regular meetings in the spring (Baumgartner, et al., 2019).

Pre-service teachers in Wang & Apraiz's (2018) study reported that mentoring was a positive experience. The positives reported included learning to create lesson plans and activities, development of behavior management skills, build relationships with their mentors, developing disposition and skills necessary to be successful in the field of education, and developing passion for teaching. Similar to other studies discussed, Wang & Apraiz found the relationship between mentor and mentee to be essential to teaching and learning. Disposition and skills necessary in education include flexibility, tenacity, communication, listening, preparation, being ready for the unknown, and patience (Wang & Apraiz, 2018).

Wang & Apraiz's (2018) study also discovered four challenges with mentoring of pre-service teachers. These challenges included a weak connection between method courses and field experience, lack of communication and consistency, not enough time with mentor, and too much content to cover with mentor (Wang & Apraiz, 2018). Baumgartner, et al. (2019) also found that a lack of consistency in the mentoring process was a challenge. In both studies, the benefits outweighed the challenges.

In Lia's (2016) study, professional development was coupled with coaching with the goal of improving teachers' practices. Lia (2016) found that a benefit of coaching is that teachers had someone on a regular basis to collaborate with regarding instruction. Teachers looked forward to this time and were excited about the support and the

opportunity to show off their growth as an educator. Instructional coaching resulted in positive classroom environments and improved instruction (Lia, 2016).

Roff (2012) found many benefits to mentoring new teachers with a sample size of sixteen teachers. Mentee and mentors both benefit from learning from each other. It is essential for new teachers to receive mentoring for support, collaboration, and positive teaching experiences. In 2004, New York State passed a policy requiring that all new teachers receive mentoring. New York State provided schools with guidelines, but implementation was up to the school. Mentoring provides first year teachers with a supportive relationship to feel encouraged and supported so that they continue in the field of education (Roff, 2012).

Davis, et al. (2018) found positives to coaching, which has similarities to mentoring. Teaching high school students to read can be a daunting task. Coaching positively impacts teachers practices in English classrooms that are teaching high school students to read. One effective coaching strategy was modeling instructional practices in the classroom. Coaching improved the quality of implementation of instructional practices. Students are more engaged when teachers use specific instructional practices (Davis, et al. 2018).

Based on the literature reviewed, the benefits of the mentoring and coaching experience outweigh the challenges. Mentoring and coaching is a way for teachers to learn and improve their practices. The challenges mentioned can be mitigated by acknowledging them and planning to confront them.

Research Model

The goal of any classroom-based intervention is to improve student learning. This is a function of several factors including: school characteristics (size, composition, economic conditions); Teacher characteristics (demographics, experience, and attitudes and behaviors); and student characteristics (demographics, and attitudes and behaviors). The focus of this research project is on the teacher/mentee perspective. The school characteristics affect the context within which the teachers function. In a complex analysis such as this, contexts and controls must be addresses. While the context variables were entered into the analysis (e.g., school size) they did not prove to be related. In this research project, the specific focus is on how school factors affect and are affected by teacher characteristics. See Figure 2.1 for further details.

Figure 2.1

Model Underlining Research Project

Community Characteristics → School Characteristics Size Composition → Student Characteristics Demographics Attitudes → Student Learning

Focus of Research → Instructor Characteristics Demographic Experience Attitudes Behaviors
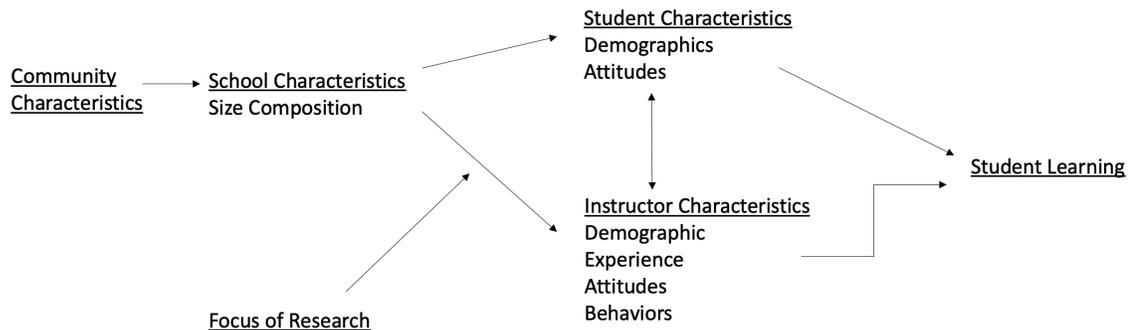
CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to gain teacher's perspectives of instructional coaching by school-based teacher leaders (SBTL) in the Metropolitan School District's (MSD) Learning Network A (LN A) high schools. LN A consisted of twelve comprehensive high schools classified as comprehensive support and improvement (CSI) schools by the state of Pennsylvania due to low academic achievement and academic growth. The intent was to explore best instructional coaching practices implemented by SBTLs to promote professional growth across educators. The research questions to guide this work were:

- How does gender or race/ethnicity affect the degree of satisfaction with the coaching circumstances?

- How does the number of years of fulltime teaching experience affect the degree of satisfaction with the coaching experience?

- What school conditions affect the effect of being coached on student learning?

- In terms of satisfaction what components of an instructional coaching program are perceived to be most beneficial? Least beneficial?

Data Collection Procedures

To conduct this research, an explanatory mixed methods approach was used to collect quantitative and qualitative data. The research began with a quantitative approach through distribution of a survey to teachers who taught in the MSD's LN A's high schools during the 2020 – 2021 and 2021 – 2022 school years. The qualitative data were

collected through a series of interviews conducted with eight teachers who volunteered in the survey and indicated that they have experienced coaching and/or mentoring. The results of the survey provided the breadth, and the interviews provided the depth to arrive at answers to the research questions posed.

Sampling

Participants were recruited through an email inquiry containing a link to the survey. The email described the research study and asked if the teacher would be interested in participating in the study through completion of the survey. The survey included a question that gave survey respondents the opportunity to volunteer to be interviewed in order to help the us better understand their survey responses. Each individual who agreed to participate in the study received an explanation of the anonymity of their responses and request for a signature on the informed consent form.

The target sample for the survey utilized in this research were teachers who taught or were currently teaching in MSD's LN A high schools. The target sample for the interviews conducted were teachers who indicated on the survey that they had experienced coaching or mentoring in LN A's high schools within MSD. Demographic information was collected for each participant, which included the number of years of fulltime teaching experience, qualifications (degree and certifications), subjects taught as a teacher, gender, race/ethnicity, and age. A random sampling of teachers was sought in order to collect multiple perspectives. School data were collected as well for each participating teacher and included number of students, race/ethnicity percentages, special education/ESOL percentages, type of high school (CTE, comprehensive, special admit, etc.), and academic performance based on State Assessments.

Teachers invited to participate in this research study were informed that the purpose of the research was to gain teacher perspective of instructional coaching conducted by school-based teacher leaders (SBTL). If they chose to participate, informed consent was obtained for each participant. At the completion of the study, each participant received a written debrief and an invitation to meet with the researcher to discuss the research findings in detail. The purpose of this study was to explore instructional coaching provided in Learning Network A (LN A) or the Metropolitan School District (MSD) and thus the findings must be shared with a wide audience to share best instructional coaching practices.

MSD has divided schools into seventeen networks. Each network is managed by an assistant superintendent who reports to the chief of schools. Network compositions were based on commonalities between schools. LN A consisted of twelve high schools that are designated comprehensive support and improvement (CSI) schools which meant the schools were facing significant challenges in academic achievement, student growth, and other areas. CSI was a state of Pennsylvania designation for schools with low academic achievement and academic growth. Schools with the CSI designation received support from the state which included financial support. The schools received funds that were intended to be spent on a fully released SBTL in order to support the necessary need for academic achievement and academic growth to exit the CSI designation (www.metrosd.org). This study was conducted using LN A high schools. The twelve high schools and their school profiles are outlined in Table 3.1.

Table 3.1

School Profiles

| | # of Students | Pct Minority | Pct Title I | Number of Teachers | Stu/ Tchr. Ratio | State Assessment Grade 11 | | |
| | | | | | | Algebra | Biology | ELA |
						Pct Proficient and up	Pct Proficient and up	Pct Proficient and up
High School One	2,017	83.34	100	113.97	17.7	17.6	17.8	37
High School Two	380	97.89	100	34.26	11.09	7.5	21.4	14.3
High School Three	913		100	55.07	16.58	11.9	4.6	19.6
High School Four	1,410	67.73	100	78.25	18.02	29.1	19.5	45
High School Five	634	94.48	100	43.05	14.73	13.7	2.3	13.4
High School Six	526	94.49	100	32.89	15.99	14.8	3.1	12.1
High School Seven	464	93.10	100	28.25	16.42	19.6	13.6	29.2
High School Eight	494	91.70	100	44.67	11.06	11	4.3	9.3
High School Nine	532	99.25	100	41.42	12.84	2.2	1.5	14
High School Ten	277	98.56	100	11.36	24.38	5.6	7.5	31
High School Eleven	783	93.10	100	62.7	12.49	8	3.7	18.7
High School Twelve	169	98.22	100	18.87	8.96	2.4	9.1	20.6

Recruitment

Teachers who have served in the Metropolitan School District's (MSD) Learning

Network A's (LN A) high schools during the 2020 – 2021 and 2021 – 2022 school years

were recruited to participate in this study by completing the electronic survey. The survey was used as a tool to recruit teachers to participate in the interview process of this study. A request for teachers' email addresses was submitted to MSD's Data Request Team. A list of emails of teachers who taught in MSD's LN A's schools during the 2020 – 2021 was obtained. Teachers were emailed directly from the researcher to request their participation in the study through completion of the survey. Principals' and assistant principals' emails were collected from a public database and were used to contact school administration to distribute an email with the survey link to teachers in their school in order to recruit teachers new to the school for the 2021 – 2022 school year. Reminder emails were sent to both teachers and principals and assistant principals to increase participation rates in the survey.

A list of teachers who indicated in the survey that they were willing to be interviewed was collected. The list of teachers was reviewed to create a separate list of teachers who have experienced coaching or mentoring. The teachers who experienced coaching or mentoring were contacted via email to participate in an one-to-one interview with the researcher on Zoom or phone call and to request their availability. Once they responded, the researcher contacted them individually to schedule their interview through their preferred method of communication.

The data from the surveys contributed context and supplemented the data collected from interviews. The third phase of data collection utilized a semi-structured interview approach of survey respondents who indicated interest in an interview. In addition to interviews, data were collected from other sources such as field notes taken during the interviews or materials brought by the interview participants. The interviews

were held on Zoom or phone call depending on the respondent's preference. The researcher initiated the interviews with the participants by using open-ended questions to let participants reference the subject matter they viewed as relevant. Then the researcher asked the participants to reflect on their experiences of being coached. All the interviews were held in a conversational style with the participants and recorded using the software Otter.ai. The length of the interviews varied based on the participant's responses. During the interviews, the researcher took notes on the behavior of and interactions with the participants. Follow up interviews were held after analysis of the participants' initial interview to gather additional information and clarify previous responses. The process for interviews was detailed in the interview protocol.

Data Collection Methods

To conduct this research, data were gathered using a variety of techniques to make meaning from multiple perspectives of teachers working in the field of education and quantitative data. A mixed method design was implemented where survey data were collected to provide breadth and interview data were collected to provide the depth of understanding. This study was conducted in three phases. The first phase was an analysis of the schools' demographics and performance data. The second phase was collection of the survey data from the Metropolitan School District (MSD) teachers who taught in Learning Network A (LN A) schools during the 2020 – 2021 and 2021 – 2022 school years. In the third phase interviews were conducted with those teachers who volunteered and had experienced coaching or mentoring. Collectively, this blend of research techniques offered a unique design to examine the complexities of instructional coaching.

Following the analysis of the presenting school characteristics, the surveys were addressed. The survey included basic demographic information, teaching attitudes and experiences in general, and included some questions focused specifically on the teachers' experiences. An initial set of quantitative data were collected through surveys using a five point Likert scale that were distributed to teachers serving in MSD's LN A's high schools. Questions from the Teacher Follow-Up Survey published by the U.S. Department of Education's National Center for Educational Statistics was used to create the survey for this study. Sample survey questions are listed below. See Appendix A for the full survey.

1. To what extent do you agree or disagree with each of the following statement about your current school?

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The school administration's behavior toward the staff is supportive and encouraging.				
I am satisfied with my teaching salary.				
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.				

2. To what extent is each of the following a problem at your school?

Statement	Serious Problem	Moderate Problem	Minor Problem	Not a Problem
Student tardiness				
Student absenteeism				
Student class cutting				

3. Indicate how effectively your principal or school head performed each of the YOUR CURRENT SCHOOL: CONDITIONS AND EXPERIENCES following at LAST YEAR'S SCHOOL.

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree

The stress and disappointments involved in teaching at this school aren't really worth it.				
The teachers at this school like being here; I would describe us as a satisfied group.				
I like the way things are run at this school.				

The third and final phase of this study was built on the survey results from the second phase, and broadened and deepened what was learned in the study. A total of eight interviews with teachers who have experienced coaching or mentoring were conducted. All interviews were conducted in a one-to-one format so that participants felt safe to express their true thoughts and opinions. Participants were verbally informed of confidentiality practices, which also appeared in print on their consent form. There was an analysis of the corresponding schools' demographics and performance data. This information was accessed through the Metropolitan School District's (MSD) instructional management system known as Schoolnet. Sample interview questions are listed below. See Appendix B for the full set of interview questions.

1. Tell me about your school administration's behaviors toward the staff. Does the school-based teacher leader adopt these behaviors as well or do their behaviors differ?

2. How does the school-based teacher leader support you with solving problems with students?

3. Do you like the way the coaching program is run at your school? What are the qualities of an effective coaching program? What are the qualities of an effective coach?

This research was guided by four research questions that was carried out in the three phases explained in detail above: analysis of schools demographics and data, survey data collection and a series of interviews. This research produced both quantitative and qualitative data. The quantitative data were analyzed using univariate, bivariate, and multivariate statistics. The interview data were transcribed and coded to find themes and patterns. The model of research questions and methodology was organized in Table 3.2.

Table 3.2

Model of Research Questions and Methodology

Research Question	Data Source	Type of Data	Proposed Analyses
How does gender or race/ethnicity affect the degree of satisfaction with the coaching circumstance?	Survey	Quantitative	Univariate statistics (Means, Standard deviations, proportions) of the whole survey response to set the context
			Bivariate statistics (Crosstabs, correlation, and ANOVA) to compare those who did or did not agree to be interviewed
	Interview	Qualitative	Selected interview to focus on in-depth material. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

Table 3.2

Model of Research Questions & Methodology (continued)

How does the number of years teaching affect the degree of satisfaction with coaching of the coach? Of the teacher being coached?	Survey	Quantitative	Univariate statistics (Means, Standard deviations, proportions) of the whole survey response to set the context
			Bivariate statistics (Crosstabs, correlation, and ANOVA) to compare those who did or did not agree to be interviewed
	Interview	Qualitative	Selected interview to focus on in-depth material. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.
What school condition affect the effects of being coaching on student learning?	Survey	Quantitative	Univariate statistics (Means, Standard deviations, proportions) of the whole survey response to set the context
			Bivariate statistics (Crosstabs, correlation, and ANOVA) to compare those who did or did not agree to be interviewed
			Multivariate statistics (Regression) to capture the complex and confounding relationships among the variables
	Interview	Qualitative	Selected interview to focus on in-depth material. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

Table 3.2

Model of Research Questions & Methodology (continued)

In terms of satisfaction what components are perceived to be most beneficial? Least beneficial?	Interview	Qualitative	Selected interview to focus on in-depth material. Creswell (2002) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional, quantitative approaches.

Research Objectivity

According to Paradis et al. (2016), "data collection methods are important, because how the information collected is used and what explanations it can generate are determined by the methodology and analytical approach applied by the researcher" (p. 263). Underlying discourse on data collection techniques are the issues of validity, reliability, and generalizability. These are all issues that should be but often are not addressed (Ali and Yusof, 2011). Thus, readers are left unable to fairly assess the "findings".

Despite differing strengths and weaknesses among the various data collection techniques, there is agreement of the goal of a value-free approach (Greenbank, 2002; Babbie, 2020). This appears to be more difficult for qualitative research studies. Quantitative analyses appear to enjoy a more desirable position than qualitative analyses as evidenced by Antwi and Hamza's (2015) position that while quantitative research results in formal analyses and report, qualitative research results in an informal narrative report. While qualitative approaches support more nuanced analyses and lesser validity issues, subjectivity and reliability issues must be addressed and it is the later that

constrains generalizability. The role of the researcher in a qualitative research project is complex as the "interviewers are the instruments of data collection" (Paradis et al., (2016). In an effort for qualitative researchers to be as unbiased as they can, overt "reflectivity" is advocated throughout the data collection process and analyses. This process was followed throughout the interview data collection process.

Conclusion

This study provided us with valuable information to make decisions about coaching and mentoring strategies implemented within the Metropolitan School District (MSD) to improve teachers' instructional practices in order to have a positive impact on student achievement. It gave teachers the opportunity to share their perceptions of instructional coaching conducted by school-based teacher leaders (SBTL) and other coaches. The information gained supported the determination of factors that create an effective instructional coach and coaching model. The focus of this study was on instructional coaching conducted by SBTLs and other coaches in order to determine the power of peer collaboration to improve instructional practices and positively impact student academic achievement and academic growth.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Introduction

The Metropolitan School District's (MSD) job description for a school-based

teacher leader (SBTL) stated a job responsibility of providing "instructional support to

peers through coaching and feedback aligned to the *Danielson Framework*"

(www.metrosd.org). Furthermore, the job description included that SBTLs were to coach

through modeling and demonstrating aligned to the *Danielson Framework* (Danielson,

1996) best practices to a minimum of three teachers over the course of the year. To

support SBTLs with this job responsibility of instructional coaching the Office of

Teaching and Learning has provided all School MSD's SBTLs with a copy of *The Art of*

Coaching (Aguilar, 2020) and provided monthly professional development opportunities

aligned to the book and the MSD's vision for instructional coaching.

This study focused on teacher perceptions of instructional coaching by SBTLs,

which is a role that is unique to the MSD. Data collection occurred specifically in

Learning Network A (LN A) which consisted of twelve comprehensive high schools that

are designated as comprehensive support and improvement (CSI) schools by the state of

Pennsylvania. CSI designations are based on low academic achievement and academic

growth. Data were collected in two ways: surveys and interviews. At the end of the

survey, survey respondents were asked if they would be willing to be interviewed to help

us better understand their survey responses. The two data sources were integrated to give

a deeper understanding. During the first stage of data collection, a survey was distributed

electronically to all teachers who taught in LN A high schools during the 2020 – 2021

and 2021 – 2022 school years. Eighty-nine teachers completed the survey. A total of thirty-two teachers volunteered to be interviewed. Of the thirty-two teachers who volunteered to be interviewed, eighteen teachers had experienced coaching or mentoring. Those eighteen teachers received an email asking them to participate in an interview. Of the ten teachers who responded to the email, eight teachers were interviewed on Zoom or phone call.

Statistical findings were based on survey data collected. The survey was sent to all teachers in this group of schools of interest, not just those who had experienced coaching in general or coaching by a SBTL. This was done for comparison purposes. If only teachers who had experienced coaching by a SBTL were included, issues that pertain to coaching in general or to teachers in the schools of concern could not be distinguished. The dependent variable in this study was related to job satisfaction in each teachers' current school that they were teaching at during the time of this study. Attitudinal variables were collected via Likert scale related to teachers' current school and experience with teaching. Another Likert scale was used in the survey to determine frequency of experiences with their coach or mentor, teaching practices, and problems at their school. Table 3.1 in the previous chapter depicts the relationship between the research questions, data sources, and analyses for both the quantitative and qualitative data in this study.

Characteristics of the Survey Respondents

      The initial phase of data collection began on September 29, 2021, with LNA's leadership team, which includes school-based principals and assistant principals receiving notification in the network newsletter of this research being conducted and requesting that they forward an electronic survey request to their teachers. On October 1, 2021, five hundred eighty-four teachers who teach in LN A high schools received an email asking them to complete a teacher survey to help improve instruction for all students directly from the researcher. A reminder email was sent to principals and assistant principals on October 18, 2021. Two reminder emails were sent to teachers on October 13, 2021, and October 25, 2021. See Appendices C – F for email correspondences.

      In all, eighty-nine teachers responded to the email by completing the survey. When asked about gender the model response was female (52, 58.4%).

Table 4.1

Gender of Survey Respondents

	Frequency
Female	52 (58.4%)
Male	37 (41.6%)
Total	89 (100%)

      The model response for ethnicity was white (65, 73%). See Table 4.1 and Table 4.2 for further details.

Table 4.2

Race/Ethnicity of Survey Respondents

	Frequency
African American/Black	16 (18%)
Latinx/Hispanic	5 (5.6%)
White	65 (73%)
Other	3 (3.4%)
Total	89 (100%)

The survey included a question asking respondents to indicate the number of fulltime teaching experience they had. The model response was 11 – 20 years of experience (37, 41.6%). See Table 4.3 for further details.

Table 4.3

Years of Fulltime Teaching Experience of Survey Respondents

	Frequency
3 - 10 Years	19 (21.3%)
11- 20 Years	37 (41.6%)
21- 30 Years	28 (31.5%)
31+ Years	5 (5.6%)
Total	89 (100%)

There are twelve high schools in LN A. The survey results included respondents from all twelve high schools. High School One had the highest number of respondents (14, 26.7%). See Table 4.4 for further details.

Table 4.0.4

High Schools of Survey Respondents

	Frequency
High School One	14 (15.7%)
High School Two	4 (4.5%)
High School Three	13 (14.6%)
High School Four	11 (12.4%)
High School Five	7 (7.9%)
High School Six	2 (2.2%)
High School Seven	6 (6.8%)
High School Eight	9 (10.1%)
High School Nine	4 (4.5%)
High School Ten	4 (4.5%)
High School Eleven	9 (10.1%)
High School Twelve	2 (2.2%)
* Learning Network A	4 (4.5%)
Total	89 (100%)

Respondents were asked about their degrees earned. By large, the respondents are well educated. In all 98.9% of respondents have earned their bachelors degree, 86.5% of respondents earned their masters degree, and 9% of respondents have earned a doctoral degree. See Table 4.5 for further details.

Table 4.5

Degrees Earned of Survey Respondents

	Frequency
Associates	12 (13.5%)
Bachelors	88 (98.9%)
Masters	77 (86.5%)
Doctoral	8 (9%)

In addition to degrees earned, respondents were asked about the number of professional certifications they have earned. The model response was two certifications (29, 32.6%). See Table 4.6 for further details.

Table 4.6

Certifications Earned of Survey Respondents

	Frequency
0	7 (7.9%)
1	18 (20.2%)
2	29 (32.6%)
3	23 (25.8%)
4	7 (7.9%)
5	5 (5.6%)
Total	89 (100%)

Characteristics of Interview Participants

At the end of the survey, respondents were asked if they would be willing to be interviewed to help us better understand their survey responses. They were informed that no names would ever be attached to any comments made. If they answered yes, they were asked to provide their full name and email address. A total of thirty-two teachers (36%) agreed to be interviewed. See Table 4.7 for further details.

Table 4.0.7

Survey Respondents Willing to Be Interviewed

	Frequency
Yes	32 (36%)
Sorry, not at this time.	57 (64.1%)
Total	89 (100%)

For the second phase of data collection, teachers who experienced coaching or mentoring were interviewed. Out of the thirty-two teachers who agreed to be interviewed, eighteen teachers indicated in the survey that they had experienced coaching or mentoring. An email was sent to the eighteen teachers requesting to schedule an interview via Zoom or phone call. See Appendix G for email correspondence.

In total, ten teachers responded, and eight teachers were interviewed. Of the eight interviews conducted, five took place on Zoom and three took place on a phone call. There were four female teachers and four male teachers who participated in the interview process. Regarding race and ethnicity, five white teachers and three black, indigenous, or people of color (BIPOC) teachers were interviewed. Years of fulltime teaching experience of interview participants ranged from six years to twenty-six years. In total, five out of the twelve high schools in LN A were represented in the interview process. The program "Otter.ai" was used to record and transcribe the interview conversations. Interviews were reviewed for themes and quotes to add depth to the statistical findings in order to answer the four research questions posed in this study. See Table 4.8 for further details.

Table 4.8

Interview Participants Characteristics

Interview Participant	Gender	Race/ Ethnicity	Years of Experience	School	Method of Interview
Participant 1	Female	White	16	High School 2	Zoom
Participant 2	Female	White	22	High School 7	Phone
Participant 3	Male	White	26	High School 3	Zoom
Participant 4	Male	BIPOC	21	High School 7	Phone
Participant 5	Female	BIPOC	15	High School 5	Zoom
Participant 6	Female	BIPOC	21	High School 9	Zoom
Participant 7	Male	White	15	High School 5	Zoom
Participant 8	Male	White	6	High School 9	Phone

Data Analysis of Survey Respondents

Out of the eighty-nine respondents to the survey, seventy teachers (78.7%) indicated that they experienced coaching or mentoring at some point in their career. See Table 4.9 for further details.

Table 4.9

Survey Respondents Who Experienced Coaching or Mentoring

	Frequency
No	19 (21.3%)
Yes	70 (78.7%)
Total	89 (100%)

An interview participants talked about his experience with his mentor during his first year of teaching. He said, "my very first year of teaching one of my co-workers, who I would say is like my mentor, gave me advice." Another teacher also discussed her mentor teacher that she had her first year of teaching high school. She mentioned that her mentor would, "come into the classroom and model a lesson."

In all, thirty teachers (33.7%) reported that they have participated in an instructional coaching program as a teacher receiving coaching from their school-based teacher leader (SBTL). See Table 4.10 for further details.

Table 4.10

Survey Respondents Who Experienced Coaching by a School-Based Teacher Leader (SBTL)

	Frequency	Percent
No	59	66.3%
Yes	30	33.7%
Total	89	100%

An interview participant discussed her experience with coaches serving in the SBTL role from the Office of Teaching and Learning. She said, "the English SBTLs actually have been working with me to come up with strategies." Another teacher discussed his work with his SBTL in common planning time and how she supports new and struggling teachers. Another teacher discussed what coaching looks like from his

two SBTLs. He said, "they provide supports or they'll even provide resources or show us where to access them or who to consult with if necessary."

Nine teachers (10.1%) responded that they were currently receiving coaching as someone being coached and eleven teachers (12.4%) responded that they were currently providing coaching. The model response is not at this time (69, 77.5%) indicating that the majority of respondents are not participating in a coaching program. See Table 4.11 for further details.

Table 4.11

Survey Respondents Currently Participating in a Coaching Program

	Frequency
Yes, someone being coached	9 (10.1%)
Yes, someone providing coaching	11 (12.4%)
No, not at this time	69 (77.5%)
Total	89 (100%)

Furthermore, on a percentage basis, new teachers with three to ten years of experience (19, 100%) have experienced coaching or mentoring more than veteran teachers. The chi-square of 8.138 (p = 0.043) allowed us to reject the null hypothesis of no relationship between years of teaching experience and experience with coaching or mentoring. See Table 4.12 for further details.

Table 4.12

Years of Teaching Experience and Experience with Coaching or Mentoring

		No	Yes	Total
Years of Teaching Experience	**3 - 10 Years**	19 (100%)	0 (0%)	19 (100%)
	11 - 20 Years	29 (78.4%)	8 (21.6%)	37 (100%)
	21 - 30 Years	19 (67.9%)	9 (32.1%)	28 (100%)
	31+ Years	3 (60%)	2 (40%)	5 (100%)
	Total	70 (78.7%)	19 (21.3%)	89 (100%)

$\chi^2 = 8.138, p = 0.043$

A teacher with six years of fulltime teaching experience was interviewed and he talked about a culture of coaching for new teachers at his school led by his school-based teacher leader (SBTL). He talked specifically about the coaching a first-year teacher was receiving and a group approach to coaching which was all managed by his school's SBTL. He said,

> I can start behaviorally, our school-based teacher leader jumps right in whenever there is a behavior issue. She's very hand on especially with the kids. For example, one of the other English teachers is a first-year teacher and was really struggling with his freshman class and she made time where she actually goes in for half that class every day just to help out and help redesign the lesson. She's like they're just a litte energetic. And at this point it is completely managed. She helps him revise his lesson plans and look at it. When I sit down with them, I am always like oh that's a cool idea. She helps with best teaching strategies pulling from a large population of teachers. English is the biggest department. So she has a lot to management. When it comes to academically, she always on top of pulling all the data and the numbers for us. We're lucky because we co-plan our lessons and objectives for the next week. They wanted to see some unity across the department to make sure that we're hitting all those standards. Obviously teachers are professional and able to modify it. So she's always willing to sort of work with us and plan which is nice because we get to have her and a group. I'd say that it's a big group activity, that she sort of is able to manage almost like a third class

This study was driven by four research questions to gain an understanding of teacher perspective of instructional coaching by SBTLs and other coaches at comprehensive support and improvement (CSI) high schools within the Metropolitan School District (MSD). Each question was considered to explore coaching practices to be implemented to professionally develop teachers as professional educators. The four research questions that were considered are:

1. How does gender or race/ethnicity affect the degree of satisfaction with the coaching circumstances?

2. How does the number of years teaching affect the degree of satisfaction with the coaching experience of the coach? Of the teacher who has been coached?

3. What school conditions affect the effect of being coached on student learning?

4. In terms of satisfaction what components are perceived to be most beneficial? Least beneficial?

Research Question 1: How does gender or race/ethnicity affect the degree of satisfaction with the coaching circumstances?

Satisfaction with Current School

Respondents to the survey were asked eight questions about their experience with teaching and the school they are currently teaching in. Statements included satisfaction with the following components of a teaching position: job description or assignment, degree of classroom autonomy, workplace conditions, school administration, leadership roles or professional advancement opportunities, support received for preparing students for their state assessments, formal evaluation process, and feedback received from your formal evaluation. Male teacher respondents were more satisfied than female teachers in three out the eight items, which include classroom autonomy, satisfaction with school administration, and leadership roles or professional advancement opportunities.

In all, male teachers were more satisfied than female teachers with their experience with teaching and the school they were currently teaching in. On a percentage basis, male teachers (32, 86.5%) are more satisfied with classroom autonomy than female teachers (37, 71.2%). The chi-square statistics of 2.92 ($p = 0.088$) allowed us to reject the null hypothesis of no relationship between gender and satisfaction with classroom autonomy. See Table 4.13 for further details.

Table 4.13

Gender and Satisfaction with Degree of Classroom Autonomy

	No	Yes	Total
Female	15 (28.8%)	37 (71.2%)	52 (100%)
Male	5 (13.5%)	32 (86.5%)	37 (100%)
Total	20 (22.5%)	69 (77.5%)	89 (100%)

$\chi^2 = 2.92$, $p = 0.088$

A male teacher interviewed talked about the autonomy he has in his classroom. He said, "I did spend two years as a Dean of Students and I needed to get back into the classroom." He continued to say, "leadership has a smaller impact on my satisfaction. I think a lot of my satisfaction or dissatisfaction comes from kids and their interaction with learning or not learning, behaving or not behaving. That's more of my day to day." He then continued to discuss his experience with coaching. "I've had some administrators that are more hands on, some of them are more hands off. I prefer hands off. The less I see of them is more to my liking. What cuts into my satisfaction is any kind of micromanaging or as I like to call it running interference."

On a percentage basis, male teachers (27, 73%) are more satisfied with their school's administration than were female teachers (17, 32.7%). The chi-square statistic of 14.03 (p = < 0.001) allowed us to reject the null hypothesis of no relationship between gender and satisfaction with school administration. See Table 4.14 for further details.

Table 4.14

Gender and Satisfaction with School Administration

	No	Yes	Total
Female	35 (67.3%)	17 (32.7%)	52 (100%)
Male	10 (27%)	27 (73%)	37 (100%)
Total	45 (50.6%)	44 (49.4%)	89 (100%)

$\chi^2 = 14.03$, $p = < 0.001$

During interviews with teachers, participants were asked to talk about their school administration's behaviors toward the staff. They were also asked if the school-based teacher leader (SBTL) adopted the behaviors as well or if their behaviors differed. Out of four male teachers interviewed, all of them expressed satisfaction with school administration. In fact, seven out of eight teachers who participated in an interview expressed satisfaction with school administration. Interestingly, one female teacher interview participant expressed dissatisfaction with school administration. One male teacher described his school administration as "very supportive, looks out for the interest of students and teachers." He continued to say that the same behaviors, "transfer from the school administration to the school-based teacher leader and to the culture staff."

Another male teacher participant talked about his satisfaction with a first-year principal and first year assistant principals. He said the following about his first-year administration team, "both of whom are available and reach out to us fairly often. Both of whom do weekly update as well over the weekend. On calls it the Saturday graham, the other calls it weekly updates. It's how we get a lot of information from them. Whenever I have a question, they're open to hear it and listening to it in a non-judgmental way. It's always nice to feel understood and heard." Interestingly, he continued to talk about the SBTLs that he works with who does not adopt the behaviors of the new administration team. However, he expressed satisfaction with the SBTL's behaviors as well. He said, "So I think we are in a unique situation where our school-based teacher leaders both have been in their position longer than our assistant principal and principal. At the moment, they are sort of still trying to follow after our former principal. They're doing things the same way that they were last year and looking at the

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processes and seeing where they can improve." He continued on to talk about his English SBTL, "she's very hands on especially with the kids. For example, one of the other English teachers is a first-year teacher and was really struggling with freshmen class so she made time to actually go in for half the class, just to kind of like help out and redesign the lesson. When it comes to academically, she's always on top of pulling all the data and the numbers for us. She's always willing to work with us and plan with us. What's nice is we get to have and a group of teachers to co-plan with."

Contrary to male teachers who expressed satisfaction with their school administration, one female teacher expressed dissatisfaction with her school administration. She explained that the dissatisfaction with school administration by the staff stemmed from lack of communication and support. She said, "the administration doesn't get back to me right away." She said that the staff would say, "they're not listening," and that staff acknowledged all the problems occurring in the school. The staff believed that the administrators should have been doing more for them. She concluded by saying that the "administration is lacking in some ways." When asked if the school-based teacher leader (SBTL) adopted the administrators' behaviors, she responded, "I'm not going to lie. At the present time, I don't know who our school-based teacher leader is."

On a percentage basis, male teachers (19, 51.4%) were more satisfied with leadership roles or professional advancement opportunities within their school then female teachers (15, 28.8%). The chi-square of 4.64 ($p = 0.031$) allowed us to reject the null hypothesis of no relationship between gender and satisfaction with leadership opportunities within their school. See Table 4.15 for further details.

Table 4.15

Gender and Satisfaction with Leadership Roles or Professional Advancement

Opportunities

	No	Yes	Total
Female	37 (71.2%)	15 (28.8%)	52 (100%)
Male	18 (48.6%)	19 (51.4%)	37 (100%)
Total	55 (61.8%)	34 (38.2%)	89 (100%)

$\chi^2 = 4.64, p = 0.031$

During interviews with teachers, one question was asked about teacher satisfaction with leadership roles and professional advancement opportunities available at their school. Of the eight teachers interviewed, seven teachers indicated that there are leadership roles and professional advancement opportunities available at their school if teachers wish to pursue them. Furthermore, seven teachers shared leadership roles that they were currently serving in or have served in which included English teacher leader, English language learner point person, mentor to colleagues or student teachers, JROTC teacher, and after school club teacher. One female teacher did not feel like there were leadership opportunities for her at her school due to her content area of low incidences special education. The three other female teachers were veteran teachers with sixteen plus years of fulltime teaching experience. While the statistical data showed that male teachers are more satisfied with leadership opportunities, female teachers with sixteen plus years of fulltime teaching experience also expressed satisfaction with leadership opportunities which was revealed through the interview process.

For example, a female teacher of sixteen years reported during her interview that she was given a leadership opportunity in her school as an English teacher leader, but she resigned from that position after a couple weeks into the school year due to the workload

associated with acquiring a new content area to teach. She stated that she, "feels like there is opportunity for teachers that are deemed competent, productive and effective." She went into more detail about leadership roles and professional advancement opportunities by saying, "I would say there is opportunity if you actually take initiative, and you can prove your worth and that you are capable of handling the additional responsibilities."

A female teacher of twenty-two years formally served as an English language learner point person in her school and stated that she currently serves as a mentor teacher to a student teacher. She stated that there are a lot of leadership roles and professional advancement opportunities available in her school from mentoring new teachers, leading teams, or creating new school-wide initiatives.

Experiences with Mentoring and Coaching

Respondents who indicated that they had experienced coaching were asked a series of questions about their experience with their coach or mentor. They were asked about how often they engaged in four coaching activities, which included formal and informal interactions with coach, receiving written materials from a coach, discussion of classroom management issues, and discussion of pedagogy. The rating they had to choose from were more than once a week, weekly, once a month, rarely, or never. A relationship between race/ethnicity and participation in specific coaching activities was found in two out of the four activities, specifically discussion of pedagogy and receiving written materials from a coach. There was no relationship found for frequency of interaction with your coach or discussion of classroom management issues.

On a percentage basis, white teachers who experienced coaching (29, 65.9%) discussed pedagogy with their coach on a weekly or more than once a week basis, which is significantly more often than black, indigenous, or people of color (BIPOC) teachers (6, 46.2%). The chi-square of 18.332 (p = 0.001) allowed us to reject the null hypothesis of no relationship between race/ethnicity and the discussion of pedagogy in a coaching experience. See Table 4.16 for further details.

Table 4.16

Race/Ethnicity and Frequency of Discussion of Pedagogy in a Coaching Experience

	More Than Once a Week	Weekly	Once a Month	Rarely	Never	Total
BIPOC	3 (23.1%)	3 (23.1%)	1 (7.7%)	2 (15.4%)	4 (30.8%)	13 (100%)
White	0 (0%)	29 (65.9%)	8 (18.2%)	3 (6.8%)	4 (9.1%)	44 (100%)
Total	3 (5.3%)	32 (56.1%)	9 (15.8%)	5 (8.8%)	8 (14%)	57 (100%)

$\chi^2 = 18.332, p = 0.001$

During the interview process, teachers were asked is they discussed pedagogy with their coach. One white teacher responded that she constantly discussed pedagogy with her coach. She said, "pedagogy is my thing because I think pedagogy is unique in an urban classroom. [Metropolitan] classrooms, [Metropolitan] schools, especially a neighborhood school are so unique to their neighborhood that pedagogy really has to adapt to what's happening right there. Specifically, I develop what I do in my classroom based around what works for me." She then talked about why a former coach did not work for her because there was no discussion of pedagogy. She said, "This is why I think the coach from Temple doesn't work because she does not talk to me about my pedagogy and she's not up to date with the most recent research and pedagogy. I think what I do is

backed by research and I don't know if she really understands like the trends in current

research and pedagogy."

Interestingly, a BIPOC teacher was asked during her interview if her school-based

teacher leader (SBTL) who served as her coach gave more feedback on classroom

management or pedagogy. She responded, "Pedagogy? Yeah. Pedagogy." Her response

reflected as if she was unsure of her answer, and she did not elaborate. Contrary to this

response, a white teacher was asked if she discussed pedagogy with her coach and her

response was brief, but steadfast. She responded to the question by saying, "All the time.

All the time."

On a percentage basis, white teachers who experienced coaching (22, 50%)

received written material from their coach on a weekly or more than once a week basis,

which is more often than BIPOC teachers (4, 30.8%). The chi-square of 8.212 (p =

0.084) allowed us to reject the null hypothesis of no relationship between race/ethnicity

and receiving written material from a coach. See Table 4.17 for further details.

Table 4.17

Race/Ethnicity and Frequency of Receiving Written Material from a Coach or Mentor

	More Than Once a Week	Weekly	Once a Month	Rarely	Never	Total
BIPOC	1 (7.7%)	3 (23.1%)	2 (15.4%)	3 (23.1%)	4 (30.8%0	13 (100%)
White	1 (2.3%)	21 (47.7%)	14 (31.8%)	4 (9.1%)	4 (9.1%)	44 (100%)
Total	2 (3.5%)	24 (42.1%)	16 (28.1%)	7 (12.3%)	8 (14%)	57 (100%)

$\chi^2 = 8.212, p = 0.084$

During the interview process, teachers were asked if they have ever received

written material from a coaching conversation. A white teacher responded that she had a

coaching log with two coaches she interacted with at different times. She explained that

the coaching log, "was basically whatever we discussed. They would follow up either through the log or through an email and ask for clarity if anything needed to be clarified or if I need clarification for anything." The white teacher discussed her opinion of the coaching log by saying, "it's nice and I can always go back and see what we talked about and what strategies they suggested if I was trying something new. They were very good with documentation."

Another white teacher said he would receive email documentation and running notes as a form of written feedback from a coaching conversation with his coach. He said, "we have a running agenda. Things we go over. It is important that happens in our meetings. That way I can look back and see what we talked about. Links that we find interesting and interesting topics are all added to that which is nice."

A BIPOC teacher was asked if she received written feedback or any written material from her school-based teacher leader (SBTL). Her response was, "um, no." The interview data collected proves to match the statistical data found in the survey that white teachers receive written material from a coach or mentor more frequently then BIPOC teachers.

Research Question 2: How does the number of years of fulltime teaching experience affect the degree of satisfaction with the coaching experience?

Teachers who responded to the survey were asked about pedagogical practices in their current teaching. Pedagogical practices included: have students work with students where the whole group get ones grade level content, have students participate in whole-class discussion during which you talk less than the students, have student write descriptions of their reasoning, have students work on problems or issues related to real world or practical issues, have students perform investigative activities that include data

collection and analysis, have students make connections to other classes, have students

complete assignments that involve complex solutions, and have students complete

assignments that include papers of five typed pages or longer. They were asked how

often they assigned specific tasks to students. Their choices were never, seldom (1 – 2

times a semester), occasionally (1 – 3 times a month) or regularly (once a week or more).

On a percentage basis, teachers with three to ten years of fulltime teaching

experience were less likely to have students' complete assignments that included papers

of five typed pages or longer than teachers with eleven or more years of fulltime teaching

experience. The chi-square of 12.05 (p = 0.061) allowed us to reject the null hypothesis

of no relationship between teacher experience and assigning papers of five typed pages or

longer. See Table 4.18 for further details.

Table 4.18

Years of Teaching Experience and Frequency of Students Completing Assignments
That Include Papers of Five Typed Pages or Longer

		Never	Seldom (1 - 2 Times a Semester)	Occasionally (1 - 3 Times a Month)	Total
Years of Teaching Experience	**3 - 10 Years**	8 (42.1%)	10 (52.6%)	1(5.3%)	19 (100%)
	11 - 20 Years	20 (54.1%)	10 (27%)	7 (18.9%)	37 (100%)
	21 - 30 Years	14 (50%)	14 (50%)	0 (0%)	28 (100%)
	31+ Years	4 (80%)	1 (20%)	0 (0%)	5 (100%)
	Total	46 (51.7%)	35 (39.3%)	8 (9%)	89 (100%)

$\chi^2 = 12.05, p = 0.061$

A follow up questions was asked of interview participants pertaining to the

frequency of having students' complete assignments that included papers of five typed

pages or longer. A teacher with fifteen years of fulltime teaching experience responded,

"never, but I am a math teacher. Answering from what I know of my colleagues in other

subject areas – almost never. If I were an English teacher or a history teacher, I think that

getting students to the point that they can regularly turn in multi-page papers should be a

goal in high school because being able to churn out paper is a huge college readiness

skill." This statement confirmed what the statistical data revealed. Teachers with more

than ten years of experience understand the importance of assigning rigorous writing

assignments.

A teacher with sixteen years of fulltime teaching experience discussed how school

administration expectations of students impacted teachers' expectations of students.

Specifically, her expectations for student work was lowered with a change in school

administration.   She also mentioned that the COVID-19 pandemic has lowered her

expectations of students. She explained,

> Back under the old administration, I had senior writing six to ten page research
> papers for their senior projects and my sophomore would write three to four page
> papers. Over the years the expectations were lowered by administration and
> teachers were given a hard time for requiring such assignments. It was changed
> to senior project that were only two to three pages. I am teaching eleventh grade
> honors class this year and that crew will end up writing a five page paper on
> something related to the novel they are reading. My English 1 recovery class is
> preparing to write a three to four page paper and this will be there first paper. I
> liked doing one paper per quarter, but virtual learning put a wrench in that plan. I
> like to do quarterly papers to show students the importance of being able to
> complete accurate research with credible sources as well as apply their real-world
> research to material learned in class.

A teacher with twenty-one years of fulltime teaching experience also mentioned

that the COVID-19 pandemic impacted assignments given to students by lowering

expectation. She said,

> Before the quarantine, I had my students type research essays that were two to
> five pages long. Since I teach tenth graders, I want them to get accustomed to
> research and writing in social studies before they hit eleventh grade. I provide
> sources and it is typically a mid-term grade. I haven't done it in a while because

we went virtual, and I didn't think II could teach it and support them in a virtual environment.

Interestingly, a teacher with six year of fulltime teaching experience talked about how the time commitment for writing, students' low writing levels, and students' full course loads impacted the amount of writing he required from students in his class. He said,

> I typically have two papers at five typed pages in a year. I don't often require lengthy writing because of the time commitment it costs to get those five pages, edit them, peer edit, and get them back on a timely basis. It is always difficult to teach writing and I simply don't have the time in a year with the deficits students have when it comes to the writing process. I believe the writing is important, but with everything else on a sophomore's pate it gets pushed around easily.

Teachers who responded to the survey were asked about their experience teaching and the school they are currently teaching in. The questions included: How satisfied are you with your job description or assignment (e.g., responsibilities, grade level, or subject area)? How satisfied are you with your degree of classroom autonomy? How satisfied are you with your workplace conditions (e.g., facilities, classroom resources, technology, school safety)? How satisfied are you with the school administration? How satisfied are you with leadership roles or professional advancement opportunities? How satisfied are you with the support you received in preparing your students for their state assessments? How satisfied are you with the formal evaluation process? How satisfied are with feedback you receive from your formal evaluation? Answer choices included extremely satisfied, very satisfied, moderately satisfied, slightly satisfied, and not at satisfied.

On a percentage basis, years of experience with teaching is not related to satisfaction with teaching and their school, except for satisfaction with the school administration. Teachers with three to ten years of experience were less satisfied with

school administration then more senior teachers (eleven plus years of fulltime teaching experience). The chi-square of 6.44 (p = 0.092) allowed us to reject the null hypothesis of no relationship between teacher experience and satisfaction with school administration. See Table 4.19 for further details.

Table 4.19

Years of Teaching Experience and Satisfaction with School Administration

		No	Yes	Total
Years of Teaching Experience	**3 - 10 Years**	14 (73.7%)	5 (26.3%)	19 (100%)
	11 - 20 Years	17 (45.9%)	20 (54.1%)	37 (100%)
	21 - 30 Years	13 (46.4%)	15 (53.6%)	28 (100%)
	31+ Years	1 (20%)	4 (80%)	5 (100%)
	Total	45 (50.6%)	44 (49.4%)	89 (100%)

$\chi^2 = 6.44, p = 0.092$

During the interview process, teachers were asked to discuss their school administrators' behavior towards the staff. In addition, they were asked if the SBTLs adopted the behaviors of their administrators or if they differ. Five out of the six veteran teachers (sixteen plus years of teaching experience) who were interviewed expressed satisfaction with their school administration and SBTL. A teacher described his administrators and SBTL behaviors as, "supportive and looks out for the best interests of students and teachers." He added that these behaviors transfer to the staff serving in a climate and culture role as well. Another teacher described the "relationship between administration and staff as good, healthy, and mutual respect." He agreed that the SBTLs adopted this style of relationship as well.

The teacher who was not satisfied with her school's administrators and SBTL felt that they did not understand low incidence special education needs and consequently did not provide the needed support. She said, "administration is lacking in some way." She

added, "I'm not going to lie to you, at this present time I do not know who our school-based teacher leaders are. Because I teach self- contained, low incidences, our paths don't cross." She further explained, "I get support from myself. I teach low incidences. Low incidences has had very little support. I am the expert at my school. I normally go to the director of our network for special education." In the Metropolitan School District (MSD), the Office of Specialized Services provides directors and compliance managers to schools for support with special education (www.metrosd.org).

A female teacher with sixteen years of experience shared that her principal treated teachers, "fairly with as much equity as possible." She also mentioned that her principal, "show appreciation towards our staff." Appreciation has been shown through saying thank you, hosting appreciation lunches, and complementing teachers. The SBTL at this school adopted the behaviors of the administration team by giving compliments to teachers too.

Research Question 3: What school conditions affect the effect of being coached on student learning?

Survey respondents were asked to what extent they agreed with statements with respect to their current school. The statements included: The school administration's behavior toward the staff is supportive and encouraging; I am satisfied with my teaching salary; The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching; I receive a great deal of support from parents for the work I do; Necessary materials are available as needed by the staff; Routine duties and paperwork interfere with my job of teaching; My principal or school head enforces rules for student conduct and back me up when I need it; Rules for student behavior are consistently enforced by teachers in this school, even

for students who are not in their class; Most of my colleagues share my beliefs and

values about what the central mission of the school should be; The principal or school

head knows what kind of school he/she wants and has communicated it to the staff;

There is a great deal of cooperative efforts among the staff members. Their choices were

strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, and

strongly disagree.

On a percentage basis, coaching status is not related to the level of agreement

with school conditions, except for agreement with one statement: There is a great deal of

cooperative effort among the staff members. Teachers who have been coached by a

school-based teacher leader (SBTL) agreed more that there was cooperative effort among

the staff members than a teach who has not been coached by a SBTL. The chi-square of

12.485 (p = 0.014) allowed us to reject the null hypothesis of no relationship between

coaching status and agreement/disagreement that there is a great deal of cooperative

efforts among the staff members. See Table 4.20 for further details.

Table 4.20

Coaching Status and Agreement/Disagreement That There Was a Great Deal of
Cooperative Efforts Among the Staff Members

Coaching Status	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree	Total
Has Not Been Coached by SBTL	12 (20.3%)	19 (32.3%)	13 (22%)	10 (16.9%)	5 (8.5%)	59 (100%)
Has Been Coached by SBTL	10 (33.3%)	17 (56.7%)	1 (3.3%)	1 (3.3%)	1 (3.3%)	30 (100%)
Total	22 (24.7%)	36 (40.4%)	14 (15.7%)	11 (12.4%)	6 (6.7%)	89 (100%)

$\chi^2 = 12.485, p = 0.014$

A consistent theme that was heard from interview respondents is clear communication between school administration, School-Based Teacher Leader(s) (SBTL), and teachers created an atmosphere that is conducive for an effect coaching program to have a positive impact on student learning.

One teacher reported that he respected his SBTL as a coach because she was "in the trenches with us" as he referred to her experience in the classroom prior to being a SBTL and instructional coach. He added to this by saying that she has ideas to offer to enhance lesson plans and the ability to build relationships with students to utilize with classroom management strategies. Another teacher added that not only does the coach need experience in the classroom, but it must be current experience. He strongly agreed that a SBTL serving as a coach should maintain a classroom teaching assignment to stay current with their instructional skills in order to provide most effective support to the teacher they are coaching. In fact, the Metropolitan School District (MSD) agreed with this teacher's philosophy because consultant teachers, who are teachers at the district level who provides instructional coaching, must have come directly from being a classroom teaching and could only serve in the role for a maximum of three years in order to have recent experience with teaching (ww.metrosd.org).

One teacher talked about an effective coach for a new teacher being passionate about teaching and letting the new teacher know that "it gets better." This teacher said that an effective coach practices "support critiquing as opposed to criticizing." She acknowledged that is takes a couple years to "get a feel for what you are doing" so it is important for a new teacher to have a coach to support them so that they choose to stay in

education. She summarized her thoughts by saying, "patience is important and so is being supportive and knowledgeable in the content area."

Research Question 4: In terms of satisfaction what components of an instructional coaching program are perceived to be most beneficial? Least beneficial?

In the survey and interview teachers were asked about their instructional coaching experiences and which components they perceived to be most beneficial and least beneficial. Specifically in the survey teachers were asked multiple questions to determine the perceived most beneficial and least beneficial components of instructional coaching. The survey questions included: What types of professional development have you experienced? Questions about their experience with a coach or mentor. What is the best part of the coaching program? Can you suggest any improvements you would like to see in the coaching program?

Interview participants were asked questions specifically about their interactions with their school-based teacher leaders (SBTL) in order to determine perceived most beneficial and least beneficial components of an instructional coaching program with the SBTL as a coach. The questions included: How does the school-based teacher leader support you with solving problems with students? Do you like the way the coaching program is run at your school? What are the qualities of an effective coaching program? What are the qualities of an effective coach? How does the school-based teacher leader encourage you to improve teaching methods? What does adequate support from a school-based teacher leader look like in preparing students for assessments? Are you receiving this support at your school? How often do you receive feedback from your school-based teacher leader? Are you satisfied with your feedback? Some probing questions based on statistical data revealed in the survey data included: Have you ever

received written material from a coaching conversation? Do you discuss pedagogy?

What is your preferred professional development method?

Teachers who responded to the survey were asked about types of professional

development they have experienced. The choices included: professional development led

by a school-based teacher leader (SBTL), collaboration with peers, common planning

time, coaching or mentoring, conferences, college level courses, and other. The

relevance of this question to the research question is that coaching and mentoring is

considered a type of professional development.

Gender was not related to professional development experiences, except for

attendance at educational conferences. On a percentage basis, male teachers (33, 89.2%)

are more apt to attend educational conferences then female teachers (31, 48.4%). The

chi-square of 9.36 (p = 0.002) allowed us to reject the null hypothesis of no relationship

between gender and conference attendance as professional development. See Table 4.21

for further details.

Table 4.21

Gender and Conferences Attendance as Professional Development

	Yes	No	Total
Female	31 (48.4%)	21 (84%)	52 (100%)
Male	33 (89.2%)	4 (10.8%)	37 (100%)
Total	70 (71.9%)	19 (28.1%)	89 (100%)

$\chi^2 = 9.36, p = 0.002$

Contrary to what the statical data reflected about conference attendance and

gender, during the interview process participants were asked about their preferred

professional development method. Interestingly, the four male teachers who were

interviewed did not mention attending conferences as a preferred professional

development method. Out of five female teachers interviewed, one female teacher

mentioned attending conferences as a form of professional development. She said,

> I go to conferences and we get to sit there with other people and you get to talk to
> actual authors themselves. As an English teacher, I got to speak with Lois Lowry
> a couple years ago and hear how she wanted teachers to teach *The Giver*. It was
> interesting because they way we were teaching it wasn't how she wanted it to be
> taught. It was nice to actually get exposure to other ideas and literally hearing it
> out of the author's mouth. I like to get hand on at conference, but at the same
> time, I also like to do things at my own pace with books.

In the survey, teachers were asked about their experience with a coach or mentor

and how often they engaged in specific activities which included: interact with coach

formal and informal (chats, emails, Zooms), receive written materials, discuss classroom

management issues, and discuss pedagogy. The frequencies they had to choose from

included: more than once a week, weekly, once a month, rarely, or never. Only fifty-

seven of eighty-nine respondents to the survey answered these questions about specific

coaching activities, which reflects the total of teachers who indicated that they

experienced coaching or mentoring. The model response for each specific activity

coaching activity was weekly, which revealed that in most coaching models in Learning

Network A (LN A) the coach had been interacting with the teacher they were coaching

on a weekly basis.

Teachers who experienced coaching or mentoring were asked in the survey: In an

average week, bow often did you interact with you coach? Include formal and informal

(chats, emails, Zooms). The model response for frequency of interaction with coach was

weekly (32, 36%). See Table 4.22 for further details.

Table 4.22

Frequency of Interaction with Coach Formal and Informal

	Frequency
More Than Once a Week	7 (7.9%)
Weekly	32 (36%)
Once a Month	7 (7.9%)
Rarely	3 (3.4%)
Never	8 (9%)
Total	57 (64%)

Teachers who experienced coaching or mentoring were asked in the survey: How often did you receive written materials? The model response for frequency of receiving written materials from a coach was weekly (24, 27%). See Table 4.23 for further details.

Table 4.23

Frequency of Receiving Written Materials from a Coach

	Frequency
More Than Once a Week	2 (2.2%)
Weekly	24 (27%)
Once a Month	16 (18%)
Rarely	7 (7.9%)
Never	8 (9%)
Total	57 (64%)

Teachers who experienced coaching or mentoring were asked in the survey: How often did you discuss classroom management issues? The model response for frequency of discussion of classroom management issues with your coach or mentor was weekly (23, 25.8%). See Table 4.24 for further details.

Table 4.24

Frequency of Discussion of Classroom Management Issues

	Frequency
Weekly	23 (25.8%)
Once a Month	13 (14.6%)
Rarely	12 (13.5%)
Never	9 (10.1%)
Total	57 (64%)

Teachers who experienced coaching or mentoring were asked in the survey: How often did you discuss pedagogy? The model response for frequency of discussion of pedagogy with your coach or mentor was weekly (32, 36%). See Table 4.25 for further details.

Table 4.25

Frequency of Discussion of Pedagogy

	Frequency
More Than Once a Week	3 (3.4%)
Weekly	32 (36%)
Once a Month	9 (10.1%)
Rarely	5 (5.6%)
Never	8 (9%)
Total	57 (64%)

Teachers who responded to the survey were asked two open ended questions about coaching programs they experienced: What is the best part of the coaching program? Can you suggest any improvements you would like to see in the program?

Teachers had many positive things to say about the coaching program that they had experienced. As a whole, teachers enjoyed working with a coach who was an experienced teacher and learning from their experiences, wisdom, and knowledge. Teachers enjoyed the collaboration and feedback components of the coaching experience.

During the interview process, one teacher described a positive experience she had

working with a coach that had recently taught in a school with similar demographics and

challenges as her school:

> She was that a comprehensive high school. I want to say [B School], but I am not
> sure. And she talks about what she used to use in the classroom and everything.
> When she talks I feel like okay, she actually knows what's going on. She hasn't
> been so out of touch with the classroom that she, you know, like when people
> come into your room and they're, you know, explaining what they want to see.
> It's kind of like alright, well the classroom isn't the same as it was in 2005. It's
> 2022 now, and she actually knows. So when she gives you suggestions or she
> gives you feedback. I'm more likely to accept it from her than from someone else.
> Disrespectful as that is, but it's not, because she actually understands the struggles
> that I'm going through. She sees the what's in the classroom. She's actually in the
> classroom and in the trenches with us. Like at one point, she was like, if you want
> me to come in and model a lesson, I'll come in and teach the whole lesson to show
> you. I've never had with the exception of another coach, I've never had an
> administrator or supervisor offered to do that. With the exemption of my mentor
> teacher when I first started teaching high school.

Interestingly, several teachers mentioned that the best part of the coaching

program was working in groups of teachers to collaborate and learn from each other.

They enjoyed sharing best practices, strategies and learning resources. One teacher said

specifically that they best part of the coaching program was "professional discussions

with other teachers with the ultimate goal of improving instruction for students." Other

best parts of the coaching program included:

- Meeting as a group of teachers to share best practices and discuss project-based learning

- A coach being able to help teachers reach their instructional goal and in turn improve teacher achievement

- Support and justification that what I was doing was the right thing

- Having someone to ask questions

- Having a person as a resource to help plan

- Having someone to help me to become a better teacher

- Learning from a colleague

- A person to team-teach with to increase student interest and participation

- Having a different perspective on how to teach materials

- Learning from my coach's wisdom and insight

- Having a coaching program for exceptional teachers

- Encouraging and practical supports and strategies

- Reflecting on lessons and preparing for lessons

- The human person to person interaction

- Receiving low inference data and creating goals around student outcomes

- Willing to help in any way

Teachers had less suggestions for improvement to the coaching program they experienced. A common theme was that the coaching program at their school has not been fully developed and implemented with fidelity. Teachers indicated that they would like a coach with experience teaching the content that they are. One career and technical education (CTE) teacher mentioned that they were coached by a "regular academic teacher" and would have preferred someone in their field. It was also mentioned that administrators must have the same vision for coaching and that coaches must be carefully selected and trained. The suggestions for improvement are school specific. For example, one respondent said more meetings and another respondent said less meetings. Other suggestions for improvements to coaching programs included:

- Offer a voluntary model

- More structure

- Less discussion on ideas and theory and more tangible resources to support instruction

- Have a coach that the same subject as you

- The coaching program has a great deal of potential but remains untapped at my school.

- Less punitive, more positive and supportive

- Roster adjustments to support a coaching program

- Coach presence in the classroom and modeling

- More frequent interactions with the coach

- Less frequent meeting with the coach

- Coach currently teaching at least one class

- Administrators having the same vision for coaching

- How the coaches are hired and selected

- Coaches complete a training program prior to coaching

Interviews sought depth to these survey response with questions, such as the following: Do you like the way the coaching program is run at your school? What are the qualities of an effective coaching program? What are the qualities of an effective coach? How does the SBTL encourage you to improve teaching methods? How often do you receive feedback from your SBTL? Are you satisfied with your feedback?

A total of eight interviews were conducted with teachers who have experienced coaching or mentoring. The interview mass revealed several interview themes about teacher perspectives of coaching that are most beneficial and least beneficial.

- Coaching is for new teachers.

- Coaching by a colleague is more comfortable then coaching by an administrator.

- A trusting relationship is a must for satisfaction with an instructional coaching program.

- Coaching is not a common practice in schools

One male interview respondent discussed his preferred approach to coaching as a veteran teacher. He had fifteen years of fulltime teaching experience.

It's hard to think back to when I was in my first couple years of teaching when I would

> have needed more support. It's different talking to an older teacher versus a younger teacher because I don't have the same need as a first-year teacher. I was talking to a first-year teacher at my school for a long while going over what to do when such a situation comes up. I was saying to him I have no idea why the kids behave in my class. They just do because of all the little tricks I picked up over time. So I don't need the support as much now and that's probably why I look at it like your interfering. But encouragement is always a plus. You know just a word or a head nod. Like I see what you're doing. That's always good. One of my vice principals is really good in terms of bouncing ideas. Have you tried this or that approach over when new stuff is getting rolled out. If he's got the time, he'll sit after school. We are more of a dynamic team, and he'll say this is coming down the pipeline. How will it fit into what we already have in place, rather than top down like do it this way.

Through interview and survey data, the theme that coaching is for new teachers was revealed. One teacher interview participant said he experienced a coaching program, "very early on." Another teacher interview participant talked about coaching for new teachers in her school. She said, "they're having meetings for the new teachers and

providing them with management ideas and strategy ideas. I think that's really

beneficial. I'm not a coach to any of these new teachers, but I do know that our SBTL

coaches them."

An interview participant discussed his ineffective experience with a coach during

his first and second year of teaching who reinforced his feeling that he was bad at his job

of teaching. He also discussed positive experiences with teachers and administrators in

his building that were encouraging and in turn caused him to stay in the profession. This

teacher prefers an informal coaching model then a formalized coaching program:

> They weren't teachers. They had been former teachers, but they had been out of
> the classroom for a long time and they had a large load of schools they traveled to
> so it just was a stop in. They had no connection really to the building or to the
> students. They would say you're doing this wrong, try to fix this or fix this. They
> weren't telling me anything that I didn't already know. I felt every day the stuff I
> was doing was wrong. I almost didn't come back to teach my second year and I
> almost didn't come back to teach my third year just because I felt like I was bad at
> the job and the coached reinforced that. On the flip side, all the teacher and
> administrators in my building my first year and my second year were very
> encouraging and that's why I stayed. Coaching that happens peer to peer, like the
> teacher down the hall is, for me, always the better because the person is working
> with the same kids I'm working with. They are not talking about the way things
> used to be. They're talking about the way things are now in our school. We can
> talk specific situations and that's what I liked. I learned better. But none of those
> people were official coaches. It was all just we're here, we're colleagues.

When asked about beneficial components of a coaching program, a survey

respondent talked about a coaching program they experienced as a new teacher. They

said, "it's been twenty years since I participated in a coaching program. It's hard for me

to remember." Another survey respondent said about the coaching program that's about

to begin. at her school, "Frankly, I find it insulting. I am an excellent teacher with

twenty-nine years of experience with all satisfactory and above rating and some AP

(assistant principal) with no teaching experience is going to coach me. No thank you."

Interview participants agreed that is easier to receive feedback from a colleague as opposed to school administrators. One teacher said he preferred "colleague to colleague" support as a form of professional development. He explained that each person brings their own expertise to the relationship. He said, "I'm a little bit more technology savvy than some of my colleagues and was getting all these questions outside of work time." Another teacher said, "I feel more comfortable asking my colleagues for suggestions and help." Another teacher talked about the culture at his school that is conducive for teachers to be able to "seek out a colleague and not always someone who is in your subject area, you could seek out pretty much anyone."

Teachers who participated in the interview process were asked specifically about their satisfaction with the coaching program implemented at their school. In addition, they were asked what are components of an effective coaching program and an effective coach. It was found that an effective coaching program is built on trust between the coach and teacher and is supportive in nature. One interview participant said an effective coaching program "starts off with building the trust and building that line of communication to let the person you are coaching know that you are only here to help them out and not as administration." Use of a coaching log is a strategy that has created clarity for the coach and teacher. It allowed teachers to review what was discussed during a coaching conversation at any time. A teacher said, "we have a running agenda of things we go over in meetings and that way I can look back and see what we talked about in previous session." It allowed teachers to review what was discussed during a coaching conversation at their convenience.

One teacher had many positive things to say about the English language art (ELA) coaching program that is currently being implemented at her school by an academic coach provided by the Metropolitan School District's (MSD) Office of Teaching and Learning. She indicated that she appreciated her coach's flexibility and ability to "morph" into whatever was needed by the teacher. The coach has provided support such as modeling, offering suggestions, serving as a thought partner, and asking questions to deepen thinking. The teacher said that when the coach provided feedback to a lesson, she did so by asking questions, such as, "How do you think that went? How can you jazz it up?" She added onto that statement by saying, "she very gently guides you in the right direction without making you feel inadequate." The coach was in the classroom doing the work with the teacher and sometimes that included making copies for an assignment. She said that she, "can't get her coach out of her classroom," which helped to build a strong relationship. A strong relationship built on trust was formed and maintained to create an effective coaching relationship.

One teacher who participated in an interview talked about his school's administrator using the word coaching, but the action of coaching not really occurring in the building. He said, "they do use the word coaching, but SBTLs wear a lot of hats. I guess there is a coaching component." Another male teacher who was interviewed said, "when you say coaching program, I'm not clear on what that is because I'm not directly involved with a coach, you know, being more than a certain number of years in the system." He continued on to say, that coaching by a SBTL "occurs on an as needed or request basis."

The theme of coaching not being a common practice in Learning Network A (LN A) schools was reinforced by the survey data that was mentioned earlier in this chapter. Several teachers mentioned in the survey that the coaching program at their school is just getting started or has not reached its fullest potential. Through survey and interview data it has been found that common planning time (CPT) or professional learning community (PLC) time has been perceived by teachers as small group coaching because the one-on-one coaching format by school-based teacher leaders (SBTL) is not occurring.

Multivariate Analysis: The Determinants of Job Satisfaction Within a School

To extend the discussion beyond bivariate relationships an ordinary least squares (OLS) multiple regression was run. The dependent variable was the respondent's job satisfaction. See Table 4.26 for the descriptive statistics for the dependent variable and the independent variables.

Table 4.26

Descriptive Statistics

	Job Satisfaction	Years of Fulltime Teaching Experience	Gender	Rigorous Tasks Assigned to Students	Experience with Coach or Mentor	Race/ Ethnicity	Problems at Your School	Satisfaction with Principal	Satisfaction with School Conditions
Mean	20.70	411.38	0.56	22.86	0.79	0.71	13.61	16.53	19.13
Standard Deviation	6.78	381.55	0.50	3.95	0.42	0.46	4.17	5.98	6.28
Minimum	8	9	0	8	0	0	7	7	8
Maximum	39	1681	1	31	1	1	22	30	35

In analysis, the R Square of 0.614 meant that 61.4% of the variation in the dependent variable was explained by the independent variables taken together. The F stat 9.539 was significant ($p = <.001$) allowing us to reject the null hypothesis of no relationship between the dependent variable and the independent variables taken together. Job satisfaction at the Metropolitan School District's (MSD) Learning Network A (LN A)

high schools is not dependent on gender, race/ethnicity, or years of fulltime teaching experience, as in each case the null hypothesis of new relationship between each variable and the dependent variables is accepted.

Five variables did prove to have statistically significant relationships with the dependent variable. All other things equal, being Metropolitan School District's (MSD) Learning Network A (LN A) high school teacher who experienced coaching or mentoring added 3.97 points to their job satisfaction score over what would be the case for a teacher who did not experience coaching or mentoring. Additionally, being a MSD's LN A high school teacher who assigned rigorous tasks to students increased job satisfaction score by 0.35. Furthermore, for every one point higher on the "satisfaction with their principal scale," job satisfaction increased by 0.51 points. Similarly, for every one point higher on the "satisfaction with school conditions scale," job satisfaction increased by 0.45. Interestingly, for every one point higher on the "school problems scale," job satisfaction increased by 0.39. School problems include student tardiness, student absenteeism, student apathy, lack of parental involvement, poverty, and poor student health. See Table 4.27 for further details.

The multivariate analysis highlighted several key points that are a compliment to the MSD. Gender, years of fulltime teaching experience, and race are not statistically significant in relationship to a teacher's job satisfaction. The data also show that the more problems there were at a school, the more satisfied teachers were working at that school. Interestingly, all other things equal, for every one unit increase in the Problems at the School Scale, job satisfaction increased by .386 points. This is evidence that supports MSD teachers have been facing challenges and have the tenacity to continue to serve

students who attend the MSD. Furthermore, the data proves that coaching and mentoring along with assigning rigorous tasks to students increased a teachers' job satisfaction. This finding suggest that coaching and mentoring is a strategy to increase job satisfaction which will in turn encourage teachers to remain in education.

Table 4.27

Regression Results

	Regression Coefficients b	**Beta**	**t**
Years of Fulltime Teaching Experiences	0.071	0.101	0.999
Gender	1.09	0.08	0.732
Rigorous Tasks Assigned to Students	0.349	0.191	1.935 *
Experience with Coach of Mentor	3.974	0.23	2.232 *
Race/Ethnicity	1.073	0.068	0.655
Problems at Your School	0.386	0.24	2.046 *
Satisfaction with Principal	0.507	0.456	3.483 ***
Satisfaction with School Conditions	0.449	0.42	3.06 **
(Constant)	-15.626		-2.373

Dependent Variable is the Job Satisfaction Scale
* $p < .05$, ** $p = .01$, *** $p < .001$

CHAPTER 5

DISCUSSION

Introduction

Across the United States students have been sitting in classrooms receiving instruction that is below grade level (The Opportunity Myth, 2018). This has been a trend prevalent in the Metropolitan School District (MSD), specifically in Learning Network A (LN A), which is evident through academic data that have proved that LN A students have low academic achievement and academic growth. In fact, LN A schools are classified as comprehensive support and improvement (CSI) schools by the state of Pennsylvania. As part of the CSI designation, schools have received extra funding from the state of Pennsylvania to which they purchased components to accelerate student academic achievement and academic growth. All LN A schools have utilized CSI funds to purchase at minimum one fully released school-based teacher leader (SBTL) during the 2020 – 2021 and 2021 – 2022 school years, which means that the teachers who served in the SBTL role during those years were fully released of teaching responsibilities and were able to focus solely on supporting teachers to increase student academic achievement and academic growth. According to the SBTL job description, a responsibility of a fully released SBTL was instructional coaching of at least three teachers per school year (www.metrosd.org).

As a key strategy and district-wide initiative to improve teacher practices focused on grade level standards and academic content, the MSD has had a focus on instructional coaching by SBTLs. The SBTL job description stated that fully and partially released SBTLs have a responsibility of providing support to peers through instructional coaching

and feedback (www.metrosd.org). MSD's Office of Teaching and Learning has provided professional development opportunities, resources, and coaching for SBTLs to develop and grow their capacity as an instructional coach. Within Learning Network A (LN A), SBTLs have met monthly as a group to further discuss and support each other with the district-wide initiative of instructional coaching

In addition to the instructional coaching responsibility, the SBTL job description included that SBTLs facilitate and collaborate with colleagues in meetings (www.metrosd.org). Metropolitan School District (MSD) has common planning time (CPT) as another key strategy and district-wide initiative to supporting academic achievement and academic growth. Schools within LN A were required to include time allotted for CPT in their school-wide schedules to ensure that CPT was occurring with fidelity at a minimum of forty-five minutes per week (www.metrosd.org). This study found that teachers in LN A have used CPT and professional learning communities (PLC) interchangeably and perceived the key strategy as a form of instructional coaching.

Summary of the Study

This study was conducted in the MSD, which is a large urban school district located in the northeast of the United States. Because MSD is so large it is divided into seventeen networks which have been led by assistant superintendents. This study focused specifically on LN A, which consisted of twelve comprehensive high schools that were designated comprehensive support and improvement (CSI) schools by the state of Pennsylvania.

This study used an explanatory mixed methods approach to answer four research questions. The survey responses provided the breadth and the interviews provided the

depth. The research began with an analysis of the schools' demographics and performance data. The next phase of research was data collection with a survey distributed electronically to all teachers who had taught in Learning Network A (LN A) in the Metropolitan School District (MSD) during the 2020 – 2021 and 2021 – 2022 school years. The survey was sent through email in September and October of 2021. A total of eighty-nine teachers responded to the survey. At the end of the survey, teachers were asked if they would be willing to be interviewed in order to help us better understand the survey responses.

Out of the eighty-nine survey respondents, thirty-two (36%) teachers volunteered to be interviewed and provided their full names and email addresses. Only eighteen of those teachers received an email to participate in an interview because they indicated in the survey that they had experienced coaching or mentoring. Interviews were conducted in January of 2022 on Zoom or phone call due to the COVID-19 pandemic. The interview questions were focused on asking teachers to expand upon their survey responses. They were also asked to reflect upon the behaviors of their school's administration and school-based teacher leader (SBTL), experiences with coaching, satisfaction within the workplace, and feedback received.

Summary of the Findings

This study sought to answer four research questions. The first question was focused on how gender and/or race/ethnicity affect the degree of satisfaction with the coaching experience. It was found that male teachers are more satisfied with their experiences within their schools than female teachers. Male teachers were more satisfied than female teachers with the degree of classroom autonomy, their school's

administration, and leadership roles and professional advancement opportunities offered at their school.

Survey respondents were asked questions about their experience with a coach. Experiences included interaction with your coach, receiving written materials, discussing classroom management issues, and discussing pedagogy. There were no statistically significant findings between gender and experience with the coaching practices. However, it was found that white teachers have had more productive experiences with their coaches or mentors than black, indigenous, or people of color (BIPOC) teachers. White teachers more frequently received written materials from their coach or mentor and more frequently discussed pedagogy.

The second research question was focused on how the number of years of fulltime teaching experience affected the degree of satisfaction with the coaching experience of the coach and the teacher who has been coached. It was found that teachers with three to ten years of fulltime teaching experience had lower expectations for students and were less satisfied with their school's administration. Teachers with three to ten years of fulltime teaching experiences were less likely to have students' complete assignments that included papers of five typed pages or more. Teachers with three to ten years of fulltime teaching experience assigned less rigorous assignments than teachers with greater than ten years of fulltime teaching experience. Teachers with three to ten year of fulltime teaching experience were less satisfied with their school's administration than teachers with ten or more years of fulltime teaching experience.

The third research question was focused on the school conditions that affected the effects of being coached on student learning. It was found that teachers with experience

of being coached by a school-based teacher leaders (SBTL) perceived that there was a great deal of cooperative effort among staff members. Through interviews with teachers, it was found that common planning time (CPT) is found to be perceived as a form of instructional coaching. CPT had often been led by a SBTL and was a space for teachers to collaborate and this may have been perceived by teachers as a great deal of cooperative effort among staff.

The fourth research question was focused on what components of an instructional coaching program were perceived to be most beneficial and least beneficial. Many beneficial components were found from responses to open ended survey questions and interviews with teachers. A coaching relationship must be built on trust and supportive in nature. Teachers preferred a coach with recent teaching experience in their content area. Teachers enjoyed learning from a colleague and in small groups. Teachers wanted frequent interaction with their coach in and out of the classroom. Less beneficial components that should be avoided are coaching programs that are punitive in nature and lack tangible next steps.

Trends were found about coaching programs. It was perceived that coaching programs were for new and struggling teachers. Coaching by a colleague was more comfortable than coaching by an administrator. Trust between coach and teacher was a must for satisfaction with instructional coaching. Instructional coaching has not been a common practice occurring in Learning Network A (LN A) schools.

A multivariate analysis was run to extend the discussion about instructional coaching. The dependent variable was teachers' job satisfaction. It was found that gender, race/ethnicity, and years of teaching experience had no impact on a teacher's job

satisfaction. However, five variables were found to have a positive impact on teachers' job satisfaction. Teachers who assigned rigorous tasks to students, experienced coaching or mentoring, worked at a school with problems, were satisfied with their principal, and were satisfied with their school conditions had greater job satisfaction.

Implications

The findings from this study highlighted several key areas that school administrators can learn from teachers' perceptions to build an effective instructional coaching program with SBTLs or teacher leaders as coaches at their schools. The interview and survey data has provided this study with a plethora of teacher perceptions of instructional coaching most beneficial and least beneficial components. School administrators should consider these components when constructing an instructional coaching program at their school.

- Instructional Coaching for All Teachers
    - When instructional coaching was occurring the survey results and interview data have conflicting messages. The survey data reflects that teachers with eleven plus years of fulltime teaching experience have had significantly more instructional coaching experience than teachers with ten and less years of fulltime teaching experience. A theme prevalent in the survey data indicated that instructional coaching is for new teachers and teachers that are experiencing challenges in the classroom.
    - Statistical findings revealed that teachers with three to ten years of fulltime teaching experience provided less rigorous tasks then teacher with more than ten years of experience. There were also statistically significant

findings that teachers with three to ten year of fulltime teaching

experience have less experience with coaching. The data revealed

inconsistencies. Contrary to what the survey found, interview data

revealed that coaching is perceived by teachers as a practices for teachers

new to the profession. Furthermore, interview data revealed that coaching

can have a negative effect on teachers to continue in the profession of

teaching. It is important for teachers with less than ten years of experience

in teaching to receive instructional coaching to support them with

providing students with rigorous instruction and the coaching program

must be supportive and encouraging in nature (Dag and Sari, 2019). An

instructional coaching program must encourage new teachers to increase

the rigor in the classroom and be supportive so that new teachers chose to

continue teaching.

o The Metropolitan School District's (MSD) Office of Teaching and

Learning mission statement stated, "ongoing growth of all teachers

through rigorous, relevant professional development and coaching to

ensure all student have access to an excellent public education"

(www.metrosd.org). This mission statement highlighted that coaching

was provided to all teachers to foster ongoing growth. It is evident

through interviews that were conducted for this study that a formal

instructional coaching program was viewed by the district's teachers as a

support for new teachers and teachers who are struggling. Instructional

coaching that teachers with ten or more years of fulltime teaching

experience who are doing well have received was support through conversations with school-based teacher leaders (SBTL). This type of coaching is not anchored to goals, practice, and feedback. Therefore, there is a need for the Office of Teaching and Learning mission statement to be shared and reinforced to change mindsets of teachers, which could take multiple years. Once there is a mindset shared amongst teachers that instructional coaching is a method for ongoing growth of all teachers, more fruitful findings can be explored to improve instructional coaching practices.

- Content Specific Coach
  - An effective coach possesses content knowledge for the subject area that they are coaching in and has experience teaching in a classroom with a similar context as the teacher they are coaching. The Metropolitan School District (MSD) have SBTLs specifically for English language arts (ELA) and math. Some larger high schools also have SBTLs for social studies and science. An interview with a low incidence special education teacher revealed a need for a content specialist who can provide instructional coaching to serve as a SBTL for low incidences special education teachers. This could also extent to specialty teachers, such as physical education, art, and music, as well as career and technical education teachers. A content specific coach can provide job-embedded professional development (Sylvester, 2020).

- Positive and Supportive in Nature

- It is imperative that a coaching program is positive and supportive in nature, which was confirmed throughout the data collection process of this research. One interview respondent discussed a negative experience with a coach which caused him to consider leaving the profession. He stressed the importance of a positive and supportive coaching program to retain new teachers. Prior literature supports this implication as well. Hudson and Hudson (2016) highlighted the importance of a positive relationship in a mentoring or coaching experience. Teachers must feel safe with setting goals and taking risks to further their practices (Hudson and Hudson, 2016).

- Small Group Coaching, Teacher Selection Process and Coaching Cycles
  - Instructional coaching was often viewed as a practice that took place one-on-one. The one-on-one approach has worked for some teachers, but not all teachers. School districts, schools, and administrative teams that are planning for an instructional coaching program for teachers as a method to support instruction and grow teacher practices, should consider an individualized approach to coaching. While some teachers do well with the one-on-one approach, others would thrive in a group instructional coaching approach. Groups of two or three teachers to one coach is a strategy to increase comfortability with the coaching process. The groups must be small enough to build and maintain trusting relationships which is essential to an effective instructional coaching program. New teachers may feel more comfortable with the group coaching approach because it is

less intimidating. The cooperative and collegial approach of small group coaching program allows for peers to learn from each other. Each member of the coaching team would bring their own knowledge and perspective to the coaching experience and create conditions for teachers to learn from each other. In this approach, the small group of teachers and coach all have something to contribute to the relationship, which promotes growth for all in their profession.

- o Schools district, schools, and administrative teams should develop a system for selecting teachers to receive instructional coaching. Instructional coaching is not just for new and struggling teachers. It is for all teachers because everyone has room for growth in their profession. The stance that all teachers will experience coaching to improve their instructional practice should be shared with the entire school community. It is helpful when administrative team members lead by example by participating in coaching programs as well and sharing their experiences. The culture of coaching in a school environment should be built on the theory that instructional coaching is non-evaluative and supportive in nature to promote growth of instructional practices in teachers as professionals to increase student academic achievement and academic growth.

- o Coaching cycles of multiple weeks should be established for the school year. In order for an instructional coaching program to be effective is must be sustained for a duration of time (Desimone and Pak, 2017).

Teachers chosen to participate in coaching cycles should be surveyed to determine their desired approach to the coaching experience. Teachers who will be coached should have the ability to opt into a one-on-one and small group coaching experience.

- Common Vision and Coaches Experience
  - A strong foundation for an effective instructional coaching program is common vision shared by the administration team and teachers (Lia, 2016). Instructional coaches have recent, if not current, experience teaching the content area in which they will coach (Lia, 2016). There is a coaching training program to learn common practices of an effective coaching program that align to the school's common vison for instructional coaching. A relationship and trust are established and maintained between coach and teacher throughout the coaching experience. There is structure to the program and interactions between the coach and teacher are regular.

- Trusting Relationship Between Coach and Teacher
  - An effective coach is supportive and understanding and the coaching relationship is built on trust. This sentiment was mentioned many times in survey and interview data. An effective coach must have the ability to build and maintain strong relationships with the teacher they are coaching (Hudson and Hudson, 2016). The relationship must be built on trust and understanding. The teacher must feel safe taking risks and being honest with the coach to grow their instructional practices.

- Modeling and Discussion of Pedagogy

    o An effective coaching program has a coach who is willing to support in the classroom in whatever capacity needed as well as model best instructional practices for the teacher they are coaching (Davis, et al. 2018). This includes discussion of pedagogy with all teachers regardless of their gender or race/ethnicity. Survey data found that coaches more frequently discussed pedagogy with white teachers. It is important for coaches to acknowledge this data and ensure that pedagogy is discussed with all teachers, including black, indigenous, and people of color (BIPOC) teachers.

    o Furthermore, data revealed that teachers with three to ten years of teaching experience assign less rigorous task. Coaches must be intentional about discussing pedagogy to with new teachers. Coaching conversations centered on pedagogy can support new teachers with understanding academic standards and growing their teaching practices so that there are more rigorous tasks and instruction. This practice of supporting new teachers through coaching will help them to connect theory and practice (Dag and Sari, 2019).

- Written Documentation

    o In an effective coaching program, there is a method for keeping written documentation of coaching conversation notes so that teachers can refer back to their progress to continue to grow their practices. The survey data found that white teachers who have experienced coaching more often

received written documentation from their coach. It is important for coaches to be cognizant of this data point and ensure that all teachers they coach, regardless of their race/ethnicity, receive written documentation because it is an effective practice in a coaching program.

- Inquiry Approach to Coaching Conversations
  - An effective coaching program values teachers' experiences and drives coaching conversations through a series of questions. The coach and teacher both possess knowledge and experiences and can learn from each other. A coaching relationship is mutually beneficial for both participants because there is continuous learning (Hayes and Mahfous, 1999 – 2019). Goals and next steps are co-constructed by the coach and teacher. Coaches offer ideas to teacher as opposed to mandates.

- Peer Coach
  - As one teacher who was interviewed said, "the SBTL (school-based teacher leader) serves as the intermediate between you (teacher) and the administrative." The SBTL must be supportive and understanding of the challenges the teacher is facing in the classroom and not report back details associated with a specific teacher to the administrative team. However, as the SBTL serving as the "intermediate" they must report back trends to the administration so school-wide action can be taken to address the challenges teachers are experiencing in the school which will lead to teacher satisfaction in the workplace. The use of a peer coach can be mutually beneficial to the teachers and administration team.

- It was also expressed in survey and interview data that teachers feel more comfortable receiving coaching from a peer as opposed to an administrator. It creates a less stressful environment and allows for teachers to express their true feelings. Sharing classroom experiences with a peer is comforting and sharing practices is helpful. It was found that teachers value a coach who is still currently teaching.

- Coaching as a Strategy to Increase Satisfaction and Teacher Retention
  - The multivariate analysis proved that experience with coaching and mentoring improved a teacher's job satisfaction. School administrators should consider coaching and mentoring as a strategy to increase job satisfaction among teachers. Coaching and mentoring creates a growth mindset where teachers are continuously working to improve their craft. When like-minded teachers are working together at a school with an approach of continual improvement, they are more satisfied with their job. When a teacher is satisfied with their job they are less likely to leave their current school or the profession of teaching. Coaching and mentoring can also be used as a retention strategy to bring consistency to the staff. Teacher retention is also beneficial to student academic achievement and academic growth.

Guidance for District and School Leaders

District and school level administrators can use the implications mentioned above

to implement instructional coaching as a practice to increase student academic achievement and academic growth. There are district-specific and school-specific factors to be addressed. To illustrate:

School District

- o Similar to Metropolitan School District (MSD), school districts should consider developing a mission or goal statement that includes a focus on coaching for all teachers. The mission or goal statement must be shared with all stakeholders. Not only do teachers need to engage with a coaching program, but administrators should support and engage with coaching to grow their leadership capabilities and model coaching for all. The district would need to establish a coaching program for administrators and teachers to be experienced by all staff.

- o A team needs to be formed to develop the coaching programs for all. A district may consider an external partner to do this work or create the team with using of internal employees. The district may choose to use this same team to drive the instructional coaching initiative and keeping it moving forward.

School

- o At the school level, administrators need to choose and support instructional coaches within the school.

- o Instructional coaches need to have time built into their schedule dedicated to coaching. The coaches must meet as a team prior to the beginning of

the school year to plan a schedule so that all teachers experience coaching

at some point during the school year.

o   This plan must be shared with entire teaching staff to illustrate that

coaching is for all teachers. Fidelity to the plan is essential to create a

culture of coaching for all.

Strengths

This research utilized an explanatory mixed methods approach to arrive at the

findings and answers to the four research questions. First, there was an analysis of the

schools' demographics and performance data. Next, data were collected through

distribution of a survey to teachers serving in a Learning Network A (LN A) high schools

which are a part of the Metropolitan School District (MSD). Eighty-nine teachers

responded to the survey, which allowed for chi-square tests to be run using SPSS

Statistical software. Ten relationships between variables were found to support the

answers to the four research questions. Then, a series of eight interviews were conducted

to collect additional data and teacher perspectives of instructional coaching. The

quantitative data were that breadth analysis with the qualitative data adding the depth

analysis. The explanatory mixed methods approach produced findings and answers to the

research questions that can support schools with the development of an effective

coaching program to increase teachers' skills in order to increase student academic

achievement and academic growth.

Initially, the goal of this study was to explore instructional coaching practices

implemented by school-based teacher leaders (SBTL). Through data collection and

analysis of collected data this goal was reached. The realm of this study was increased to

include teachers' experience of coaching and mentoring from various educational professionals. One key finding was that in bivariate analysis teachers preferred to experience coaching by a peer, which would include a SBTL. The Metropolitan School District (MSD) chose instructional coaching as a job responsibility for SBTLs, which aligns to teacher perceptions found in this study. Effectively utilizing SBTLs as instructional coaches will have positive effects on teachers' job satisfaction, teachers' instructional practices, and student academic achievement and academic growth.

Limitations of the Study

This research focused on teachers' perspectives of instructional coaching conducted by SBTLs. It provided insight into the components of effective coaching programs and effective coaches from teachers' perspectives. However, teachers have not received training on instructional coaching program in the same manner that SBTLs are in the MSD. To gain a deeper understanding of key instructional coaching components SBTL perspectives should be sought.

This research was limited to teachers' perceptions of instructional coaching by SBTLs of teachers serving in a subset of twelve high schools in the MSD. The role of SBTLs as described in this dissertation is unique to MSD. This research can be extended to include teacher perceptions of instructional coaching by SBTLs to additional teachers serving in different subsets of high schools, middle schools, and elementary schools. The school district has a total of one hundred fifty-two elementary schools, sixteen middle schools, and fifty-seven high schools. Learning Network B (LN B) is composed of high schools classified as comprehensive support and improvement schools which is similar to Learning Network A (LN A) high schools. Learning Network C (LN C) is composed of

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special admit high schools and Innovation Network is composed of high schools with an innovative approach to learning.

Data collection was completed during the COVID-19 pandemic. Teachers were experiencing stress and working in challenging work environments. Rapid spread of COVID-19 which shut down schools and parts of schools for ten days at a time was common. Staff shortage was at all-time high. Teachers were being required to fulfill responsibilities outside their job description, such as class coverages and lunchroom duty. Time built into their schedule for prep time was being cut short. The limited amount of free time that teachers had most likely had an impact on the number of survey responses and volunteers for participating in interviews.

Researcher Objectivity

As the researcher that is part of the school system studied, it was important to maintain objectivity during the data collection process. As a central office employee of Metropolitan School District (MSD), I was able to fully provide a description of the context of the organization from my experience with the district. Working directly with LN A as part of the network team who works with school-based leadership teams and school-based teacher leaders (SBTL) brought my full investment to topic of research due to my desire for the network to experience academic achievement and academic growth. The teacher participants in this study did not work directly with the research which keep the findings biased free.

Recommendations for Future Research

This study collected data from teachers to answer the four research questions to determine teachers' perceptions of instructional coaching by SBTLs. Through the data

collection process it was found that instructional coaching by SBTLs is not a common

practice in the Metropolitan School District's (MSD) Learning Network A (LN A) and

has provoked additional questions specifically for SBTLs. Additional research

specifically focused on SBTL perceptions of instructional coaching would provide a

more thorough understanding of the topic.

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APPENDIX A

SURVEY

1. To what extent do you agree or disagree with each of the following statements about your current school?

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The school administration's behavior toward the staff is supportive and encouraging.				
I am satisfied with my teaching salary.				
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.				
I receive a great deal of support from parents for the work I do.				
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.				
Routine duties and paperwork interfere with my job of teaching.				
My principal or school head enforces school rules for student conduct and backs me up when I need it.				
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.				
Most of my colleagues share my beliefs and values about what the central mission of the school should be.				
The principal or school head knows what kind of school he/she wants and has communicated it to the staff.				
There is a great deal of cooperative effort among the staff members.				
In this school, staff members are recognized for a job well done.				

I worry about the security of my job because of the performance of my students on state and/or local tests.				
State, district, or local content standards have had a positive influence on my satisfaction with teaching.				
I am given the support I need to teach students with special needs.				
The amount of student tardiness and class cutting in this school interferes with my teaching.				
I am generally satisfied with being a teacher at this school.				
I make a conscious effort to coordinate the content of my courses with that of other teachers.				

2. To what extent is each of the following a problem at your school.

Statement	Serious Problem	Moderate Problem	Minor Problem	Not a Problem
Student tardiness				
Student absenteeism				
Student class cutting				
Teacher absenteeism				
Students dropping out				
Student apathy				
Lack of parental involvement				
Poverty				
Students come to school unprepared to learn				
Poor student health				

3. To what extent do you agree or disagree with each of the following statements?

Statement	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
The stress and disappointments involved in teaching at this school aren't really worth it.				
The teachers at this school like being here; I would describe us as a satisfied group.				
I like the way things are run at this school.				
If I could get a higher paying job, I'd leave teaching as soon as possible.				

I think about transferring to another school.				
I don't seem to have as much enthusiasm now as I did when I began teaching.				
I think about staying home from school because I'm just too tired to go.				

4. Indicate the level of importance EACH of the following. * Question was altered.

Assignment & Classroom Factors	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
Satisfaction with my job description or assignment (e.g., responsibilities, grade level, or subject area).					
Autonomy over my classroom.					
The number of students I teach.					
Uninterrupted teaching time.					
School Factors	**Not At All Important**	**Slightly Important**	**Somewhat Important**	**Very Important**	**Extremely Important**
The opportunity to teach.					
Satisfaction with workplace conditions (e.g., facilities, classroom resources, school safety).					
Student discipline problems.					
Satisfaction with the administration.					
Satisfaction the influence I have over school policies and practices.					
Opportunities for leadership roles or					

Student Performance Factors	Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
Satisfaction with how student assessments/school accountability measures impact my teaching or curriculum. Satisfaction with how some of my compensation, benefits, or rewards were tied to the performance of my students.					
Satisfaction with the support I receive for preparing my students for student assessments.					

5. Indicate how effectively your principal or school head performed each of the YOUR CURRENT SCHOOL: CONDITIONS AND EXPERIENCES following at LAST YEAR'S SCHOOL.

Statements	Not At All Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
Communicated respect for, and value of, teachers					
Encouraged teachers to change teaching methods if students were not doing well					
Worked with staff to meet curriculum standards					
Encouraged professional collaboration among teachers					

Worked with teaching staff to solve school or department problems				
Encouraged the teaching staff to use student assessment results in planning curriculum and instruction				
Worked to develop broad agreement among the teaching staff about the school's mission				
Facilitated and encouraged professional development activities of teachers				

6. To what extent do you agree or disagree with each of the following statements about the state or district assessment program at LAST YEAR'S SCHOOL?

Statements	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I did not receive adequate support in preparing my students for the assessments.				
I believe that my students were capable of performing well on the assessments.				
The assessment program influenced the curriculum I taught.				
My students' knowledge and abilities were reflected accurately through their performance on assessments.				
Overall, I was satisfied with the assessment program.				

7. To what extent do you agree or disagree with each of the /following statements about the formal evaluation of your work as a teacher last school year?

Statements	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
My work as a teacher was assessed fairly in the formal evaluation.				
I received feedback from the formal evaluation that was helpful in the development of my work as a teacher.				
I was satisfied with the formal evaluation process.				

APPENDIX B

INTERVIEW PROTOCOL

1) Tell me about your school administration's behaviors toward the staff. Does the school-based teacher leader adopt these behaviors as well or do their behaviors differ?

2) How does the school-based teacher leader support you with solving problems with students?

3) Do you like the way the coaching program is run at your school? What are the qualities of an effective coaching program? What are the qualities of an effective coach?

4) What work conditions support your satisfaction with the workplace?

5) How does the school-based teacher leaders encourage you to improve teaching methods?

6) What does adequate support from a school-based teacher leader look like in preparing students for the assessments?

7) How often do you receive feedback from your school-based teacher leader? Are you satisfied with your feedback?

APPENDIX C

NETWORK A NEWS BLURB

Request from Alison Barnes: Survey for Teachers
Our colleague, friend, and guide, Alison, is working towards her EdD at Temple University with her research focusing on improving instruction for all students. Her initial phase of data collection is a survey administered to all Learning Network A teachers. Alison is asking for your help. Can you please forward the email below with a survey link to all your teachers? If you would like more information about her research, please feel free to reach out to Alison. She truly appreciates your support.

Hello Learning Network A Teachers -

I hope that you are well. I am working towards my EdD at Temple University with my research focusing on improving instruction for all students. My initial phase of data collection is a survey administered to all Learning Network A teachers.

This survey should take you about twenty minutes to complete. All responses will be kept confidential. Your participation is greatly appreciated. If you have any questions, please feel free to contact me.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

Survey Link: https://educationtemple.qualtrics.com/jfe/form/SV_6eSK6DLkGkPD0cC

Thank you,

Alison Barnes

APPENDIX D

REMINDER EMAIL TO PRINCIPALS AND ASSISTANT PRINCIPALS REQUESTING TEACHERS' PARTICIPATION IN TEACHER SURVEY

Hello Learning Network A Principals & Assistant Principals -

I hope that you are well. As mentioned in a Network A News, I am working towards my EdD at Temple University with my research focusing on improving instruction for all students. My initial phase of data collection is a survey administered to all Learning Network A teachers.

Thank you so much to those of you who have already shared my email and survey link with your staff. If you have not, it is not too late and I would greatly appreciate your support! **Can you please forward the email and survey link in the box below to all your teachers?**

If you would like more information about my research, please feel free to reach out to me. Thank you so much for your support.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

Thank you,

Alison Barnes

Hello Learning Network A Teachers -

I hope that you are well. I am working towards my EdD at Temple University with my research focusing on improving instruction for all students. My initial phase of data collection is a survey administered to all Learning Network A teachers.

This survey should take you about twenty minutes to complete. All responses will be kept confidential. Your participation is greatly appreciated. If you have any questions, please feel free to contact me.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

Survey Link: https://educationtemple.qualtrics.com/jfe/form/SV_6eSK6DLkGkPD0cC

Thank you,

Alison Barnes

APPENDIX E

EMAIL TO TEACHERS REQUESTING PARTICIPATION IN TEACHER SURVEY

Hello Teachers -

I hope that you are well. I am working towards my EdD at Temple University with my research focusing on improving instruction for all students. My initial phase of data collection is a survey administered to teachers.

This survey should take you about twenty minutes to complete. All responses will be kept confidential. Your participation is greatly appreciated. If you have any questions, please feel free to contact me.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

You may have received this request from your principal or a member of your leadership team. If you have already taken the survey, please disregard this email. Only take the survey once.

Survey Link: Improving Student Learning: Teacher Survey

Thank you,

Alison Barnes

APPENDIX F

**REMINDER EMAIL ONE TO TEACHERS REQUESTING PARTICIPATION IN
TEACHER SURVEY**

Hello Teachers -

I hope that you are well. I have requested your participation in a teacher survey to support
my research focusing on improving instruction for all students. Thank you so much to all
of you who have already completed the survey. If you have not, this is a friendly
reminder that the survey is still live. **The survey will be closing November 1st**, so please
complete it this week because I would love to hear your thoughts.

The survey should take you about twenty minutes to complete. All responses will be
kept confidential. Your participation is greatly appreciated. If you have any questions,
please feel free to contact me.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

Survey Link: Improving Student Learning: Teacher Survey

Thank you,

Alison Barnes

APPENDIX G

EMAIL TO TEACHERS REQUESTING INTERVIEW

Hello Teachers -

I hope that you are well. Thank you so much for completing a teacher survey earlier this school year to support my research focusing on improving instruction for all students. I am also thankful for your willingness to be interviewed so that I can hear more about your thoughts.

I would love to schedule an interview with you this month! Could you please take a minute to fill out this <u>survey</u> with your availability?

All responses during our interview will be kept confidential. Your participation is greatly appreciated. If you have any questions, please feel free to contact me.

Email: Alisonb@temple.edu
Cell Phone: 215-779-0146

Survey Link: <u>Interview Survey</u>

Thank you,

Alison Barnes