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Elementary Literacy Coaching in a Florida School District

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COLLEGE OF EDUCATION

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Crystal Tessmann

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2016

Abstract

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MA, University of Florida, 2008

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Doctoral Study Submitted in Partial Fulfillment

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Abstract

Literacy coaching is a widely implemented method for increasing teacher effectiveness and student learning. However, literacy coaches, teachers, and administrators from various countries have expressed confusion and concerns regarding this method. In the current research setting, literacy coaching was implemented to improve reading test scores with inconsistent results. Cultural historical activity theory was used as the theoretical framework for this sequential explanatory mixed-methods research that explored literacy coaching relationships in the research site from the teachers' perspectives. Phase 1 research questions examined (a) differences between the amount of time coaches spent with teachers, (b) components of coaching teachers found most/least effective, (c) how effective the teachers found literacy coaching, and (d) the correlation between the amount of time teachers spent with coaches and their effectiveness ratings. Phase 2 concerned teachers' experiences with coaching, and teachers' ideal literacy coaching situations. Twenty-two teachers completed surveys in Phase 1. Overall, teachers rated literacy coaching between ineffective and very effective. The median scores for individual components of literacy coaching were between neutral and effective. Significant correlations were found between effectiveness ratings and time spent with literacy coaches in a group, $r(20) = .34$, $p = .01$, and time spent one-on-one, $r(20) = .54$, $p = .01$. Phase 2 consisted of interviews with 9 teachers. Four themes resulted from framework qualitative analysis: what teachers want from coaches and coaching, teacher concerns, how teachers view the coaches, and coaching in practice. Three trainings were created to provide administrators, literacy coaches, and teachers with strategies and local data that may improve their practice and student reading capabilities.

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Dedication

I would like to dedicate this paper to all the dreamers. Without you, the world would not be the place it is today. I would not be who I am today. Jim Henson, Walt Disney, Dr. Martin Luther King Jr., Bonnie and Wayne Tessmann, Anthony Ramos, Kendra Vincent, Dana Slaughter, Alicia Whitaker, Kristyn Cadwell, and every single dreamer out there. Thank you.

"The lovers, the dreamers, and me." – Kermit the Frog

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I would like to thank my mom for listening over and over to my papers throughout the years when I wanted someone to listen to them. And for the statement that "it will all be worth it," which I needed to hear many times.

I would like to thank my dad for his support and understanding, whether it be in line for the Harry Potter Ride at Islands of Adventure, where I literally tore pages out of my textbook so I could read them in line instead of checking them at the mandatory locker check, or at Disney World when he wasn't allowed to talk until I was done listening to the audio to check my transcript in the food court.

I would like to thank my boyfriend Anthony for putting up with my stress and lack of free time between my studies and being an elementary school teacher. He was always good at comforting me when I got overwhelmed by my doctoral project. He helped me to remember that what I was doing *was* stressful, so I was not overreacting.

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I would like to thank Jamie, my friend and transcriptionist, for the encouragement to stick to my timelines, accompanying me on study dates, and for being my transcriptionist, aka savior.

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Section 1: The Problem

Introduction

In this project study, I focused on the interactions between literacy coaches and the elementary teachers they were assigned to support. Interactions between these two groups can be complex, varied, and conflicted. With the inherent importance of literacy in the world today, and the political focus placed on it in the United States, uncovering ways to maximize the quality of these interactions is vital (Coburn & Woulfin, 2012; Sailors & Price, 2010). Engle County (pseudonym) is a school district in Florida that can benefit from further research in this domain. I also used pseudonyms for personal communications citations to keep the district confidential. Section 1 includes a description of the problem, research questions and hypotheses, a theoretical framework, and an exploration of the professional literature surrounding literacy coaching.

Definition of the Problem

Public schools in Engle County, Florida, are failing to meet the reading needs of all students as defined by the proficiency levels established by the State of Florida. According to the Florida Department of Education (FLDOE, 2016a, 2016b), although the county itself has a B grade based on calculations for the 2015–2016 school year, this is not indicative of the performance of all students, as 10 elementary schools in the district have a C or below. From 2012–2014, proficiency was based primarily on student performance data from the Florida Comprehensive Assessment Test (FCAT). As of the 2014–2015 school year, proficiency was based on the Florida Standards Assessment

(FSA) and the FCAT. Table 1 contains pertinent information concerning district grade and school grades for typical elementary schools.

Table 1

District and School Grades

	District grade	Number of typical elementary schools	Number of typical elementary schools with a grade of F (%)	Number of typical elementary schools with a grade of D (%)	Number of typical elementary schools with a grade of C (%)	Percentage of typical elementary schools with a C or below
2015–2016	B	21	1 (4.76%)	4 (19.05%)	5 (23.81%)	47.62%
2014–2015	A	22	3 (13.64%)	1 (4.55%)	6 (27.27%)	45.45%
2013–2014	C	22	4 (18.18%)	3 (13.64%)	5 (22.73%)	54.55%
2012–2013	C	22	2 (9.09%)	5 (22.73%)	4 (18.18%)	50%

Note. From "2015–2016 School Accountability Reports—District Grades", "2015-2016 School Accountability Reports—School Grades", "School Accountability Report Links—2014 District Grades", and "School Accountability Report Links—2014-2015 School Grades Overview" by Florida Department of Education, 2016. Public Domain.

The State of Florida had a policy called One-Letter-Grade-Drop Protection, which, if not in effect, would have lowered one additional school to at least a C and further lowered two of the D schools to an F in 2013–2014 (FLDOE, 2016d). In 2012–2013, this policy would have lowered two schools to at least a C, and two more to an F (FLDOE, 2016e). One-Letter-Grade-Drop Protection was not factored into the 2014–2015 school grades (FLDOE, 2016c).

From 2012–2015, elementary-age students in Engle County were served at 23 elementary schools and two alternative (center) schools for students whose special or behavioral needs can be better met in a specialized setting (FLDOE, 2016a, 2016b, 2016e). Twenty-two of the typical 23 schools have exclusively elementary-age children, because one of the 23 also serves middle school children. The following information was calculated for the 22 elementary schools that exclusively had elementary-age students and are not center schools. I have not included the center schools in the following data

because their populations are so unique. Of the 22 elementary schools for the 2014–2015 preliminary data, 10 (45.45%) had 50% or less of students performing on grade level or higher in English Language Arts (ELA; including reading and writing), and 9 of the 22 schools (40.9%) had 50% or less of their students performing on or above grade level in math (FLDOE, 2016c). This level of proficiency is clearly less than desirable. Fifty percent or less of the students at 6 (28.57%) of the 21 schools with available data performed at or above grade level in science (FLDOE, 2016c).

Although all areas of instruction are vital to a quality education for all students, reading is interwoven into every other major academic subject, and therefore proficiency in this area can highly influence success in other academic subjects. According to De Naeghel and Van Keer (2013), "Being proficient in reading is an indispensable competence" (p. 365). Larwin (2010) exemplified the effects that literacy can have on other subjects by finding that reading ability affects performance in mathematics. This author also stated that when children have difficulty reading at a young age, it can negatively affect them in math for the rest of their lives (Larwin, 2010). Hooper, Roberts, Sideris, Burchinal, and Zeisel (2010) found that reading and math skills of the 21,409 kindergarteners in their sample were positively related to reading and math performance through time. Sailors and Shanklin (2010) noted a bleaker potential outcome: Students deficient in math and reading skills may experience unfortunate economic outcomes as adults. Sailors and Price (2010) similarly stated that, "In a country where reading and writing guide social equity, it is imperative that all children become proficient in their

ability to read" (p. 301). Perkins and Cooter (2013) noted the particular importance of investigating how to best serve inner-city students in their literacy.

A Focus on Literacy

Effective July 1, 2012, the State of Florida began generating a list of the lowest performing 100 elementary schools in reading proficiency each year (The Florida Senate, 2012). It was mandated that any school on that list extend their school day by 1 hour (Florida School Boards Association [FSBA], 2013). The extra hour of instruction cost more than $600 million annually (FSBA, 2013). This list has been changed to include the lowest 300 performing elementary schools in reading proficiency, thereby increasing the cost even further. This type of list requiring an extended hour is not generated for any other academic subject, reiterating the importance of reading to the State of Florida. Owing to the importance of quality reading instruction, and the substantial financial resources and time focused on reading instruction in Florida, the academic focus of this project was on literacy. Although the term *literacy* can be used to reference many subjects, I used the term to refer to reading literacy.

Literacy Coaching

An abundance of research exists on effective teaching methods for teachers to use with their students (Atteberry & Bryk, 2011; Blachowicz et al., 2010; Perkins & Cooter, 2013). In addition to state standards and test item specifications provided to teachers; personal professional development and collaboration between teachers, coaches, and administrators; and workshops, this knowledge is imparted to teachers in Engle County by district coaches, or in the case of particularly failing schools, by state coaches. In this

study, *coaches* are defined as quality educators assigned to assist teachers and schools in making learning gains with students in their area(s) of expertise. Although coaches are used in multiple subject areas, the focus in this study was on literacy coaches, specifically in the area of reading.

Literacy coaching has often demonstrated great success. It can be helpful to teachers and their students (Ferguson, 2014). Blachowicz et al. (2010) found that teachers valued coaching experiences, that teachers became more informed as a result of the experiences, and that students exposed to this coaching model made measurable gains. Coaching that includes methods such as using the gradual release of responsibility, encouraging coaches to push into classrooms, and establishing positive relationships with teachers has been shown to be effective (Blachowicz et al., 2010). Collaborative learning, modeling, and feedback have also been shown to be effective (Matsumura & Wang, 2014), as has content-focused coaching (Bickel et al., 2015). Literacy coaching is a widely implemented strategy for improving how teachers teach reading (Matsumura & Wang, 2014).

Not every instance of coaching is successful. Lynch and Ferguson (2010) noted that teachers were less likely to welcome coaching when they viewed their literacy coaches as holding power over them. Blachowicz et al. (2010) also cautioned against literacy coaches being "'checkers,' armed with checklists, watches, and pencils, observing in classrooms and insisting on the exact following of scripts" (p. 357). A coach in Barone's (2013) qualitative study said, "teachers started to call them the literacy police" (p. 402), which had a negative connotation. Bickel et al. (2015) alternatively

focused on the benefits of teachers feeling comfortable with the type of feedback they receive. Matsumura, Garnier, and Spybrook (2012) noted that certain coaching structures are more effective than others.

The presence of the potential for such dichotomous coaching methods indicates many kinds of literacy coaching exist. New literacy coaching methods are being explored by researchers such as Bates and Martin (2013). They studied the use of iPads and the Evernote application by coaches to take notes and provide feedback to teachers.

With these multiple coaching strategies comes a degree of confusion. Lynch and Ferguson (2010) found not only that literacy coaches in Ontario, Canada, often encountered resistance to their efforts by teachers, but that they themselves and their supervisors were often unsure of their exact roles. The school board did not define the expectations of their literacy coaches, despite the myriad of responsibilities they were given and the fact that the coaches desired more guidance (Lynch & Ferguson, 2010). The result of this lack of guidance was a group of coaches who were insecure about their job performance and ability (Lynch & Ferguson, 2010). In a 2014 article, Ferguson again noted that coaches have similar roles regardless of where they are in Canada and the United States, and the coaches also had confusion about their roles.

Calo, Sturtevant, and Kopfman (2015) reiterated that it is not uncommon for literacy coaches in the United States to begin their jobs without truly knowing what is expected. Likewise, Pomerantz and Ippolito (2015) stated that reading specialists were nervous when they were expected to take on novel roles. Similarly, Blachowicz et al. (2010) found that although the coaches in their study were trying to help teachers to

improve the effectiveness of their literacy instruction, the coaches themselves were learning and working through phases of their own professional competencies.

Although this lack of job clarity can be confusing, it can also be beneficial, because it can be necessary to differentiate the role of the coaches based on where the coach is coaching (Mangin, 2014). Literacy coaching is an inconsistent strategy that is open to numerous improvements. It is likely inconsistent in Florida as well, as coaches are mandated to perform 11 different functions, including working with teachers and students (FLDOE, 2015).

Literacy Coaching in Engle County

The potential to improve coaching extends to the Engle County school district in Florida, which employed 11 literacy coaches in 2013 (S. Black, personal communication, August 16, 2013). Although all schools received some level of assistance from these coaches, the grants procurement/project development head in Engle County stated that low-performing schools received and will continue to receive most of this support (S. Black, personal communication, August 16, 2013). This model is consistent with that in the study by Perkins and Cooter (2013), in which they focused their literacy coaching study on the lower performing schools. As of March 2016, eight district literacy coaches worked in Engle County, six of whom were elementary coaches, according to the District Literacy Coaches website (2016). As of the 2016–2017 school year, the elementary literacy coach positions were combined with the math/science coach positions to create instructional coaches (K. Walker, personal communication, September 4, 2016). This change puts additional responsibilities on the elementary coaches, and although they are

no longer considered *literacy* or *math/science* coaches, they still have the responsibilities of both positions. As this change came unexpectedly at the end of the project, the focus of this study was on literacy coaches, but the conclusions can be applied to the literacy coaching aspect of instructional coaches' jobs.

Many factors contribute to the challenges in achieving district-wide student reading success, including but not limited to the testing of students in multiple subjects and the switch to the more rigorous FSA. Although Engle County has been using literacy and other coaches for the past several years, its grade steadily declined from 2011 when it was an A, to 2014 when it was a C (FLDOE, 2016f). The district returned to an A in 2015, but its grade is now a B for 2016 (FLDOE, 2016a). However, the grade should be viewed cautiously, as the current evaluation system is new and not completely established. As of 2016, Engle County's coaching model does not have a consistent record of meeting the needs of its students across the district.

The effect of literacy coaching has been inconsistent within the district; for example, two schools in Engle County had similar demographics. Enrollment for both of these schools consisted of 95% of students on free or reduced lunch, and a minority enrollment of 89% for one school and 92% for the other (FLDOE, 2016e). During the 2012–2013 school year, both schools received similar coaching allocations. One school remained at an F, whereas the other increased to a D, implying possible inconsistencies in the effects of literacy coaching (FLDOE, 2016e).

It seems, however, that in terms of the progress of the lowest achieving students, literacy coaching had the same effect at both schools. The State identifies the *lowest*

quartile for each school, defined as 25% "of students scoring at achievement levels 1 and 2 of the FCAT 2.0 reading and math subtests in each grade" (FLDOE, 2012, p. 4). In score reports for Florida schools, one of the ways the achievement and/or progress of particular groups of students is designated is by *points*. When the calculations were performed during the 2012–2013 school year, the points (in this case calculated from progress) made by students in the lowest quartile were 64 points for both schools, implying consistency in the effects of literacy coaching for students in the lowest quartile (FLDOE, 2013).

Students in the lowest quartile at both of these schools earned 17 points higher than the lowest quartile at another one of Engle County's schools (FLDOE, 2013). Regarding the school that performed 17 points lower, it received a grade of C for 2012, and therefore less coaching attention during the 2012–2013 school year (FLDOE, 2016e). Not only did its lowest quartile perform below the two schools that received more coaching attention, but its school grade dropped to a D in 2013, implying that although the effects of literacy coaching are inconsistent, they are nonetheless positive (FLDOE, 2016e).

Given the gap in practice in Engle County, and the inconsistencies in literacy coaching implementation and success noted in other locations by Marsh et al. (2012), Blachowicz et al. (2010), and Lynch and Ferguson (2010), I discerned a need to study how schools were using the literacy coaches and how the teachers were viewing the assistance offered to them, to better understand how improvements could be made. Lynch and Ferguson stated that, "Because literacy coaching is still a relatively new initiative in

schools, more research is required about many aspects of coaching" (pp. 218–219). Scott, Cortina, and Carlisle (2012) noted that enough research is still not available concerning what teachers find useful about literacy coaching.

Rationale

Evidence of the Problem at the Local Level

The local problem was that Engle County's literacy coaching model was not meeting the reading needs of all students, thereby wasting financial resources and time. To address the effectiveness of the literacy coaching model in Engle County, it is necessary to know more about what teachers believe about this coaching.

As of the 2015–2016 school year, no program was adopted in Engle County to help teachers and literacy coaches relate. Furthermore, no training existed on how principals should facilitate the use of coaches, which is in contrast to the Literacy Collaborative model researched by Atteberry and Bryk (2011). Atteberry and Bryk suggested that because it is difficult to provide effective literacy coaching, it is vital to examine carefully each teacher, coach, and school setting to make literacy coaching a success. As of the 2016–2017 school year, the head of professional development in Engle County is structuring coaching primarily in 5-week cycles and trained administrators directly in September (K. Walker, personal communication, December 12, 2016).

I began focusing on literacy coaching during the 2012–2013 school year when I had an initially unpleasant experience with the state reading coach. She continually pushed me to make changes in my practice, without any significant positive feedback. Although it was a stressful and overall negative situation for me personally, I learned

more about teaching reading from that coach than anyone else ever. My experience mirrors the potential dichotomy of excellent coaching. There was a real danger that I could have dismissed her suggestions purely out of frustration. In fact, after I made these realizations, I went to another teacher who was about to receive coaching from this coach and told her, "You're going to hate it, but it works, so try to be open to it." My hope was that I could make the experience easier for this coworker than it had been for me.

Another teacher to whom I spoke during the 2013–2014 school year expressed a lack of faith in the competency of one of Engle County's literacy coaches, whom I found to be excellent. She made the comment that the coach incorrectly modeled phonemic awareness, and she was also frustrated with the fact that the coach kept pausing the literacy lesson to manage student behaviors. When I heard this, I had mixed reactions. One thought was that this teacher needed to open her mind to the positive things that the coach had to bring to her attention in terms of improved literacy instruction. Another thought was that perhaps the coach was ill equipped to model a lesson to kindergarten, when, to my knowledge, she has far more experience with the intermediate elementary grade levels (defined here as third through fifth grade). This gave me the opportunity to see from the outside how coaching was not welcomed by this teacher.

Currently, 13 elementary literacy coaches work in Engle County (K. Walker, personal communication, September 9, 2016). They directly affect approximately 252 teachers at 10 of Engle County's 21 typical elementary schools (████ County Public Schools, 2016; K. Walker, personal communication, September 6, 2016). As of the most current data available from the FLDOE, which is the 2014–2015 school year, the total

student population of these 10 schools is, on average, 4,612 students (FLDOE, 2016g).

Given that these 13 literacy coaches in Engle County affect almost half of the typical

elementary schools, more than 200 teachers, and more than 4,500 students, it is

imperative that the quality of their interactions with teachers be maximized.

Evidence of the Problem From the Professional Literature

Ferguson (2014) stated that it is possible to have a coach who is well versed in

literacy, but who cannot work effectively with teachers. It is vital to have a coach with

the content area knowledge and the ability to develop positive relationships with teachers.

Possessing both of these qualities is important because literacy coaching is widespread

and has the potential to make improvements in teachers and students.

Atteberry and Bryk (2011) stated that literacy coaching is being used widely

throughout the United States. The authors named Florida as an example of a state that

implements literacy coaching, in addition to large cities such as New York, Los Angeles,

and Boston. In addition to Florida, Wyoming has implemented literacy coaching

throughout the state (Rush & Young, 2011). Specific endeavors, such as Reading First,

have implemented literacy coaching (Bean, Draper, Hall, Vandermolen, & Zigmond,

2010; Peterson, Taylor, Burnham, & Schock, 2009; Rodríguez, Abrego, & Rubin, 2015),

as has the Literacy Collaborative (Atteberry & Bryk, 2011). In a study by Pomerantz and

Pierce (2013), a northeastern state financed literacy coaching as part of an effort to turn

around a particular failing school. The effectiveness of coaching for teachers and

students, however, is inconsistent, as is the opinion of it from teachers and coaches

participating (Atteberry & Bryk, 2011; Blachowicz et al., 2010; Lynch & Ferguson, 2011).

Stover, Kissel, Haag, and Shoniker (2011) expressed that coaching can provide beneficial differentiated instruction to teachers. The authors also stated, "For meaningful change to occur, teachers must have a voice in the process of their own learning" (Stover et al., 2011, p. 499). When teachers and coaches are not meshing, the potential benefits of coaching are significantly diminished, or disappear altogether. Stover et al. noted that the relationship between these professionals is fragile, expressing that trust and a lack of an evaluative relationship is key. Determining how to create the most positive relationships possible is essential to maximizing the effectiveness of this widely used strategy for improving teacher efficacy.

The advantages of the coaching model are not limited to the literacy coach-teacher relationship but are also referenced in vocational education. According to Abiddin and Ismail (2012), "The coaching relationship has been described as an invaluable learning activity for beginners as well as experienced practitioners such as teachers, administrators, trainers, and other professionals" (p. 102).

Marsh et al. (2012) found through a mixed-method study concerning middle school state reading coaches in Florida that the area of weakness coaches had was in supporting adult learners. Only 63% of principals answered that this was an area of strength for the coaches, in contrast to scores of between 73% and 91% in other areas. One principal stated how hard it is "finding the right person who can deliver the information they know to teachers in a manner that is easy for teachers to take it back

into their classrooms and use it without a lot of planning" (Marsh et al., 2012, p. 16). The teachers in this study often noted the importance of how the coaching was implemented (e.g., preferring when coaches were not too pushy or judgmental).

This attention to communication style is similar to when Gross (2010), in a study concerning secondary literacy coaching, found that the way the imparter of knowledge communicates matters. One participant, who subsequently left the study, expressed a dislike for what she perceived to be the condescending nature of the presenters. A cause-and-effect relationship cannot be established, because other factors likely contributed to her leaving the study; however, the participant's description of a negative interaction between herself and the presenters does add support to the importance of having a positive coach-teacher relationship. Gross stated that, "Literacy coaching was not an easy sell" (p. 136) at their research sites, reminding readers that coaching often meets resistance. Ferguson (2013) also noted the presence of teacher resistance. Cantrell et al. (2015) noted this in their sequential mixed-methods study, but the authors also found that teacher resistance can be overcome.

Konza and Michael (2010) found that literacy coaching was most successful when there was an "establishment of collegial relationships which led to a willingness to 'expose teaching to scrutiny' and take risks" (p. 193). The authors found that when the teachers had positive relationships with coaches, teachers thought the coaching was helpful. Ferguson (2014) also stated that, "To engage all teachers, coaches must work on building a trusting relationship with the entire staff" (p. 28). Calo et al. (2015) found in

their survey of literacy coaches that the coaches themselves realized the need to have positive relationships with individuals at all levels of the school system.

Coaching in general has the potential to improve the competencies of those receiving coaching. It is equally clear that a careful balance must be struck in coaching for it to be effective. The question remains, then, how to accomplish this in Engle County.

This mixed-methods investigation regarding teacher opinions of coaching in Engle County will help shed light on this subject. Gambrell et al. (2011) defended their use of mixed-methods research in education by stating that, "The data could be integrated to reveal a rich description of what occurred . . ." (p. 240). In this study, I also integrated the data to provide a comprehensive view of what was occurring in Engle County.

Definitions

Literacy coaches: According to the International Literacy Association (ILA), literacy coaches or reading specialists are tasked with increasing reading achievement through any or all of the following methods depending on their assignment: teaching students or teachers directly, coaching teachers, differentiating reading instruction, collaborating with any stakeholders in the education of the students to which they are assigned, and creating a new comprehensive reading program or determining the value of an existing one (ILA, 2016). Although the ILA definition stated that the methods of literacy coaches are expected to be consistent in that methods must be research based, it also stated that roles vary considerably from job to job. It is important to note that this definition is still current as of October, 2016. However, in a 2014 IRA publication, Toll

stated that, "A literacy coach partners with teachers for job-embedded professional learning that enhances teachers' reflection on students, the curriculum, and pedagogy for the purpose of more effective decision making" (p. 10).

Reading First: Reading First is an initiative funded by the U.S. federal government that provides scientifically based resources to meet the reading needs of students through third grade (U.S. Department of Education, 2014).

Significance

To further study how teachers in Engle County react to assistance from literacy coaches, this research focused on collecting data concerning the perceptions of elementary school teachers about the literacy coaching process. An understanding of their perceptions was vital, as Blachowicz et al. (2010) listed teachers as some "of the VIPs of the school world" (p. 349). Blachowicz et al. also encouraged collaboration with teachers, and noted the importance of the coach-teacher relationship, to make the coaching experience a success for all involved, especially the students.

If the perceptions regarding the literacy coaching process are negative, teachers can become resistant to literacy coaching tactics. Teacher resistance to coaching can take many forms, including but not limited to completely "refusing to participate" (Lynch & Ferguson, 2010, p. 202), or seeming to accept the coaching, but not truly internalizing what has been shared with them about teaching. Lynch and Ferguson repeatedly mentioned the importance of a positive relationship between the coaches and the teachers. However, Woodcock and Hakeem (2015) stated that it is important for teachers to be able to resist, for that allows them to feel valued. The creation of a more positive

and trusting relationship is more beneficial than being forced to comply. Literacy coaching has opposing characteristics.

The purpose of this mixed-method study was to understand more about how elementary teachers perceive literacy coaching in Engle County and what aspects of effective/ineffective coaching are present there, to make literacy coaching more effective for the sake of the students and teachers alike, and to make the allocation of funds for it worthwhile. A better understanding of how teachers view the district's literacy coaching will possibly influence changes for the better.

McDowell (2012), a reading specialist and literacy coach, expressed the potential for coaching to grow at a worksite through time. Ideally, this project study will improve coaching relationships in Engle County and will contribute to making these relationships consistently highly successful for the professionals and the students. When high quality literacy coaches share their expertise with teachers in a way that is conducive to teacher learning, and teachers are receptive to the help they have to offer, the growth of the teacher is at its maximum. If literacy coaches in Engle County can be helped to understand how to best help teachers, the level of teacher learning will increase. When teachers and literacy coaches are positively interacting to increase teacher learning, student learning and achievement are the next beneficiaries. In Engle County, if quality literacy coaching can be consistently implemented throughout the district, it will be an important step in closing the achievement gap of students and helping all students to be successful.

Consistency in the quality of literacy coaching is becoming more important, as on March 1, 2016 an action plan was presented at Engle County's budget workshop. Part of the plan was to place a full-time literacy coach/mentor at each of the three lowest performing elementary schools. This cost is estimated at $210,000 for the three schools combined. It is important that this added support be worth the price.

Guiding/Research Question

Professional development for reading teachers is the focus of a considerable amount of research (Abiddin & Ismail, 2012; Atteberry & Bryk, 2011; Burke, 2013; Carlisle & Berebitsky, 2011; Porche, Pallante, & Snow, 2012; Sailors & Price, 2010). Research conducted by Atteberry and Bryk focused on factors that might influence teacher receptiveness to coaching, but not precisely how the coaching was received by the teachers. These researchers expressed the need to research literacy coaching deeply, as coaching is a highly contextualized experience.

Scott et al. (2012) stated the need for more research concerning teacher perceptions of literacy coaching. Sailors and Shanklin (2010), who have conducted several studies on literacy coaching, and authored the introductory article in a special issue of *The Elementary School Journal* that focused on coaching, stated that results from studies regarding the effects of literacy coaching are inconsistent. The researchers did express a positive view of literacy coaching however, saying that, "The studies in this issue clarify that coaching is a viable and effective form of professional development for teachers, and as such, warrants further study" (Sailors & Shanklin, 2010, p. 5).

I focused my doctoral project on literacy coaching. As no research has been published on the details of elementary literacy coaching in Engle County, a gap is present in the research. The gap needs to be filled to improve the effectiveness of literacy coaching in Engle County so that student, school, and district grades improve. This study adds to the body of empirical research concerning literacy coaching. The research questions (RQ) addressed in this study are:

Phase 1: Quantitative

RQ1: Is there a significant difference between the amount of time that coaches spend with individual teachers and the amount of time that coaches spend with teachers as a group?

$H_0 1: \mu1 = \mu2$; There is no significant difference between the average amount of time that coaches spend with individual teachers and the average amount of time that coaches spend with teachers as a group.

$H_a 1: \mu1 \neq \mu2$; There is a significant difference between the average amount of time that coaches spend with individual teachers and the average amount of time that coaches spend with teachers as a group.

RQ2: What components of literacy coaching do teachers find most/least effective?

RQ3: How effective do teachers find literacy coaching? This question will also be addressed with the discussion of the descriptive statistics.

RQ4: How does the amount of time teachers spend with literacy coaches correlate with the level of effectiveness with which they rate literacy coaching?

$H_0 4$: $\rho = 0$; There is no significant correlation between time spent with literacy coaches and teachers' levels of effectiveness ratings of literacy coaching.

$H_a 4$: $\rho \neq 0$; There is a significant correlation between time spent with literacy coaches and teachers' levels of effectiveness ratings of literacy coaching.

Phase 2: Qualitative

RQ5: What are teachers' experiences with literacy coaching in the district?

RQ6: What are teachers' ideal literacy coaching situations?

Review of the Literature

Introduction

In researching literacy coaching, I mainly used Walden University's Thoreau Multi-Database Search, limiting the search to full-text, peer-reviewed research from 2009 and later. I first used the search terms *education coaches* AND NOT *physical education* AND NOT *sports*, which yielded 17 articles. I then briefly accessed the Educational Resources Information Center (ERIC) database through the Walden library using the terms *coaching* AND *teachers*, *teacher* AND *mentors*, *state* AND *takeover*, and *state* AND *restructuring*. Each of these searches provided less than 20 results. I therefore returned to the Thoreau Multi-Database Search and used the terms *coaches* AND *literacy*, which resulted in 186 articles.

I then began to search for authors I found to trend between articles. I limited the search to peer-reviewed articles published between 2010 and 2014, with the Boolean search term *literacy coach*. Individual searches for authors Bean, Ippolito, Vanderburg, Camburn, Carroll, Bayetto, Berkins, Boyd, Goldstein, Kimball, Lowenhaupt, Matsumura,

Rainville, Snowball, Walpole, Jones, and Miller did not yield any new/valid results. When I searched separately for Calo and L'Allier, I found one article for each author. I returned to a more general search, using an additional search term of *elementary*, which provided me with 133 articles. The addition of the terms *teacher view*, *teacher opinion*, and *teacher viewpoint* were not helpful.

On February 28, 2016, I returned to the Thoreau Multi-Database Search with a search of *coaches* AND *literacy* AND *elementary*, peer-reviewed and full text for January 2014-December 2016, to find new articles. I received 11 results. When I realized that I needed to replace or at least corroborate 19 older articles on literacy coaching, I returned to *coaches* AND *literacy*, and received 92 results, I ended up with 34 after removing exact duplicates. I then removed full-text as a requirement, and obtained 259 articles. On March 5, 2016 I searched the Thoreau Multi-Database Search with *coach* AND *literacy* AND *teacher view*, peer-reviewed from January 2011–December 2016. I received four results. Then the same with *coach* AND *literacy* AND *effectiveness*, and got 38. I found one article in particular that I was interested in, "Is Hiring a Literacy Coach Worth the Investment? Addressing Common Assumptions," but the Walden University library did not have it in full text format. I obtained a copy from the author, whom I contacted via her website.

In addition to a theoretical framework for literacy coaching, the following literature review contains research concerning teacher coaches in general, the myriad roles that literacy coaches fill, and the effects literacy coaching has on teachers, administrators, and students, as well as challenges associated with literacy coaching.

Theoretical Framework

One theory to support the use of coaching as a means of improving teacher instruction is activity theory. Nussbaumer (2012) noted the three *generations* of cultural historical activity theory (CHAT), the first generation being associated mainly with Vygotsky (1978), and the second and third generations being associated with Engeström (1987). In reference to CHAT, Douglas (2011) also described the learning benefits of external social resources.

Vygotsky's zone of proximal development (ZPD) is foundational in activity theory, and is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving…or in collaboration with more capable peers" (Vygotsky, 1978, p. 33). Despite being based on research done on children, it is most beneficial to learn when ZPD is taken into account for adults as well.

In the first generation of CHAT, Vygotsky placed these ideas in reference to individual learners (Nussbaumer, 2012). Later, Engeström (1987) described learning facilitated by the sharing of ideas between networks of stakeholders in order to surpass what is already known. In his discussion of *activity theory*, Engeström posited that, "It might be useful to try to look at the society more as a multilayered network of interconnected activity systems and less a pyramid of rigid structures dependent on a single center of power" (Engeström, Miettinen, & Punamaki, 1999, p. 36). This supports the use of a more integrated learning system for teachers, rather than only top-down instruction. Cited also by Atteberry and Bryk (2011), it is indicated that activity theory is

an excellent way to impart knowledge. In particular, activity theory is appropriate for framing literacy coaching because often teachers and coaches alike are responsible for what Engeström stated as "learning to master a new way of working while designing and implementing that new way of working" (Engeström & Glaveanu, 2012, p. 516).

Levine (2010) noted that *third space* is a derivative of activity theory. Third space is when the learner(s) have the ability to interact with an outside source of information that they would not otherwise experience. Even though the idea of a third space in reference to teacher learning is new, it has already been accepted as a way to describe the learning of students in elementary through high school (Levine, 2010). Selland and Bien (2014) similarly noted the benefits of activity theory in helping to teach practicum students.

Activity theory, though beneficial, is undoubtedly complex in its implementation, especially in regards to the education system. Levine (2010) noted in reference to collaboration between teachers that activity theory involves challenges such as finding the right resources, making interactions between individuals successful, and general tension. Williams (2013) investigated her own experience within third space as a teacher educator, finding it to be complex. The literacy coach-teacher relationship is inundated with these challenges as well.

Activity theory, and third space in particular, connect to the research questions for this study. By investigating which components of coaching teachers find to be most effective and how teachers rate literacy coaching as a whole, I can explore how third space is functioning in reference to literacy coaching in Engle County. In addition,

collecting data on how much time coaches spend with teachers and determining if that has a significant correlation with effectiveness rating further adds to an understanding of how well teachers interact with these experts to further their own learning. Finally, my inquiry into past experiences with coaches and teachers' ideal experiences, allows insight into how successful these interactions currently are and what is necessary to make them more successful.

Coaching

Showers and Joyce published an article in 1996 documenting more than a decade of coaching research that indicated that coaching works. Today, their work is still being cited in the current literature (Bates & Martin, 2013; Burke, 2013; Ferguson, 2014; L'Allier, Elish-Piper, & Bean, 2010; Lynch & Ferguson, 2010; Peterson et al., 2009). Showers and Joyce suggested peer coaching as a solution to the problem of the lack of implementation by teachers of what was taught at staff development. Coaching is still being implemented, and its effectiveness is still being studied.

Literacy Coaching in the Professional Literature

The job of literacy coach comes in many forms. Literacy coaches work with teachers, administrators, and other stakeholders from early childhood education through secondary education (Carlisle & Berebitsky, 2011; Gross, 2010; Kissel, Mraz, Algozzine, & Stover, 2011). At these different levels, coaches balance a multitude of job responsibilities (Calo, 2012). These vary from responsibilities that are explicitly placed upon them, to duties coaches take upon themselves (Heineke, 2013). Literacy coaching has been shown to benefit students and teachers, but results are inconsistent (Chalfant,

Plasschaert, Madsen, & McCray, 2011). Many challenges and successes of literacy

coaching are discussed in the professional literature.

Various roles. No set method of coaching exists, which is positive in that, as

stated previously, the teachers' ZPDs must be taken into account. Burke (2013) stated

that professional development (of which coaching is an example) should be "designed to

fit the instructors' and the teachers' schedules and needs" (p. 259). Burke conducted an

action research study of four Spanish teachers undergoing the experiential professional

development (EPD) model, using field notes, questionnaires, observations, and written

reflections. The participants in Burke's study "believed that the experiential design of

EPD made it successful" (p. 255). Calo et al. (2015), after surveying 270 literacy coaches

throughout the United States, expressed the importance of coaches being able to

implement different ways of leading their teachers to make changes. Hathaway et al.

(2016) found in their study of 104 literacy coaches that their jobs were quite different.

Coaches have many responsibilities. Calo (2012) surveyed 125 middle school

literacy coaches (randomly selected) from throughout the United States and found that

they tended to divide their time mostly among teaching students directly, planning with

teachers, assessment, modeling teaching strategies, and curriculum development. When

surveyed about their time spent with teachers, 88% of the coaches stated that they gave

teachers instructional ideas; 80% reported that they gave them materials; 70% reported

that they modeled instruction; 64% reported that they planned with teachers; and 46%

reported that they taught alongside teachers. In the qualitative follow up to this survey,

the seven coaches whom the researchers selected to interview (based on experience and location) also reported that they often worked with assessment and data.

Bean et al. (2010) engaged in a study utilizing retrospective time diaries (structured tape recorded interviews completed on the phone regarding what the interviewees did during the last 24 hours). For their sample of 20 coaches in Reading First schools, the coaches spent their time engaging in "working with individual teachers…management…school-related tasks…planning and organizing…working with groups of teachers…and working with students" (Bean et al., 2010, p. 95). Carlisle and Berebitsky (2011) surveyed 39 elementary literacy coaches and found that their time was divided among visiting classrooms, coaching individual teachers, modeling teaching strategies, and being the person teachers could come to for information. Lowenhaupt et al. (2014), also found that coaches perform many different duties, including those beyond what is required.

Coburn and Woulfin (2012) expressed the educative and political roles of coaches in Reading First Schools they studied. The data from seven first and second grade teachers consisted of observations, semistructured interviews, ethnographic field notes, and documents used by the teachers (e.g., lesson plans, handouts, and photographs of visuals displayed during the lesson). These researchers also observed and interviewed the principal, vice principal, and three coaches, as well as shadowed the principal. What Coburn and Woulfin found was that coaches were not there exclusively to help teachers improve, but they were there to implement the specific Reading First agenda (Coburn & Woulfin, 2012). Similarly, coaches have been used to assist in the proper implementation

of Response to Intervention (Bianco, 2010). Heineke (2013) found through

conversations, post interviews, and research logs that the goals of the four coaches in the

study were not only chosen by them, but also at the state, county, and school level by

others.

One of the most important coaching responsibilities is the building of

relationships with teachers, for it affects every other role. Shidler and Fedor (2010), a

coach and the teacher being coached respectively, interviewed each other on their

coaching relationship. The authors concluded that the coaching relationship is a

challenging one, dependent on both the coach and the teacher for success. In Heineke's

(2013) research interviewing four coaches and four teachers, he found that despite the

challenges in creating the coaching relationships, their relationships were positive.

Ippolito (2010) further found that coaches expressed the challenge of "balancing

coaching behaviors they identified as responsive (coaching for teacher self reflection) and

directive (coaching for the implementation of particular practices)" (p. 164). The 24

coaches interviewed by Ippolito were purposefully sampled from the 57 initial middle,

high school, and elementary school coaches who completed a survey. Ippolito found that

certain coaching behaviors tended to be more helpful in promoting change while avoiding

resistance. Among these behaviors were using both responsive and directive approaches

in the same coaching session and having a protocol to follow during coaching sessions

(Ippolito, 2010). Ninety-five percent of early childhood literacy coaches surveyed by

Kissel et al., (2011) stated that, "Establishing rapport with teachers to provide support

rather than evaluation" was "a high priority or an action-in-progress" (p. 296).

However, these inconsistencies also pose potential problems in that this also means it is difficult to pinpoint exactly how to coach well. Lynch and Ferguson (2010) noted after interviewing 13 literacy coaches for teachers of kindergarten through sixth grade that it is a challenge for literacy coaches to understand their roles. McLean, Mallozzi, Hu, and Dailey (2010) expressed that literacy coaches can have quite different methods of delivering coaching. These researchers further studied literacy coaching by interviewing 20 literacy coaches in Reading First schools, and by purposefully selecting two of these coaches for further interviews. McLean et al. (2010) found that even though their two purposefully selected coaches were charged with the same tasks, their tactics were quite different.

Heineke (2013) explored the variations in dominance, progressiveness, and responsiveness in terms of how coaches interacted with the teachers with whom they worked. Although their levels of dominance varied, coaches did dominate the conversations. However, the coaches also created an atmosphere that allowed teachers to ask questions and give their own opinions. Dominating but also encouraging authentic participation from the teacher is an example of coaching dichotomy.

Given that their time working directly with teachers can be so limited, it is necessary to maximize its effectiveness. Interestingly, Vernon-Feagans et al. (2013) tried implementing coaching via live webcam, and found that too can be an effective form of coaching. Their sample consisted of teachers from 15 schools randomly assigned to either receive the webcam coaching or not.

According to a nationwide survey of 111 literacy coaches/reading specialists, various roles extend to high school literacy coaching as well, taking on roles such as working with teachers both collaboratively and evaluatively (Campbell & Sweiss, 2010). Scott et al. (2012) conducted a study using a questionnaire, log, and surveys. Their study involved 105 participant coaches from Reading First schools and between 1,103 and 1,135 Reading First teachers in Michigan. The authors concluded that coaches spent their time in various ways, which were organized into six main categories (besides sick or personal days and *other*), that consisted of 18 sub responsibilities. Some of these roles were modeling lessons, meeting with teachers, working with students, and going to or leading professional development.

Effect on teachers and administrators. One goal of literacy coaching is to increase teachers' implementation of and adherence to best practice. In their comparison model study of 111 first-grade teachers from 62 schools in nine different districts, Carlisle and Berebitsky (2011) found that when teachers had a literacy coach in addition to literacy training, they were more likely to change their practice for the better than those not receiving coaching. Kretlow and Bartholomew (2010) concluded from their review of 12 studies that, "In general, coaching improved the extent to which teachers accurately implement evidence-based practices such as ClassWide Peer Tutoring, Direct Instruction, Learning Strategies, and Positive Behavior Support in classrooms or practicum settings" (p. 279).

In their observational study of 12 teachers, Rudd, Lambert, Satterwhite, and Smith (2009) found that teachers were more likely to implement what they learned in

their professional development if they also received coaching. Through surveys, interviews, observations, and focus groups, Perkins and Cooter (2013) found that teachers noted that having a coach helped them to use the strategies they had been taught. Carlisle and Berebitsky (2010) studied the effects of literacy coaching on teacher perceptions of the effectiveness of professional development at Reading First schools. Sixteen percent more teachers expressed that they actually altered their instruction based on the professional development when they received coaching as opposed to those who did not (Carlisle & Berebitsky, 2010).

Similarly, Coburn and Woulfin (2012) found that teachers in Reading First Schools were more likely to authentically alter their reading instruction to incorporate Reading First strategies if they received literacy coaching. When teachers did not receive coaching, they were far more likely to make superficial changes or no changes at all (Coburn & Woulfin, 2012). Ittner et al. (2015) found that while changes were slow, having a literacy coach did inspire teachers to change how they taught.

Atteberry and Bryk (2011) noted "the wide variability among teachers in coaching participation both within and between schools" (pp. 373–374) in the results of their longitudinal study of 250 teachers concerning 17 U.S. schools in eight states in the mid-west, east, and south. Likewise, Spelman and Rohlwing (2013), in their case study of 10 teachers, found that teachers receiving the same coaching can respond differently in terms of how much they alter their instruction to match what is taught by the coaches. Of the three teachers selected for an in-depth analysis of coaching in their study, the results ranged from essentially no change in instruction to a completely revitalized method of

teaching. Spelman and Rohlwing based their selection of these three teachers upon the participants' average knowledge ranking scores. The researchers selected the teachers with the lowest, midpoint, and highest scores.

Thirty-nine teachers were selected for interviews from a larger study of 1,600 teachers who had received literacy coaching in the form of study groups and in-class coaching (Vanderburg & Stephens, 2010). A majority of these teachers felt that the following components of coaching were valuable to them: collaboration, support, and discussion of research-based instructional practices. Changes teachers made were venturing into new teaching strategies, increasing their use of authentic assessments, increasing their investigation of professional literature, and shifting the locus of control to students (Vanderburg & Stephens, 2010). Rush and Young (2011) received survey responses from 1,644 elementary school teachers and found that teachers tended to respond more positively to coaching than did other educators in their study. This suggests that aiding the coach-teacher relationship in Engle County will be easier with elementary teachers than it might be for middle and high school teachers.

Dean et al. (2012) found that the 35 principals who answered Likert-type questions in their study valued the literacy coaches at their schools and thought coaches were doing what was expected. In their discussions with teachers participating in peer coaching, Jewett and MacPhee (2012) found that reflecting resulted in an increase in the confidence of the teachers participating. Gross (2010) found through interviewing 15 secondary teachers about high school literacy coaching, that the constant access to literacy coaches did positively affect teaching strategies. In addition, Blachowicz et al.

(2010) found that principals and teachers alike, as well as district stakeholders, found coaching to have a positive effect on changing the dynamic of a school. Taylor and Gordon (2014) found that it is beneficial if the coaches, administrators, and teachers all work together well and are held accountable.

The ability for coaches to positively affect teaching strategies and the dynamic of an entire school has important implications for improving literacy. Given the importance of literacy, and the many professional development activities that focus on literacy, it is vital to make them as effective as possible. Owing to the fact that a large percentage to a majority of teachers in these studies are reporting the aforementioned effects such as use of best practice and an increase in feelings of self efficacy, why are the reported levels of positive effects not higher? Is this something that can be improved upon by working on the coaching? Petti (2010) found in her lab site consisting of herself, the teacher, the coach, 20 kindergarten students, and six observers that what began as literacy coaching could spread to additional school subjects. This demonstrates the potential for expanded benefits of quality literacy coaching. Rodríguez et al. (2014) noted a similar expansion, that Reading First Literacy Coaches were able to also meet the needs of English Language Learners.

Effect on students. With improved instruction comes improved student performance. However, the body of knowledge concerning literacy coaching is far from complete, even though it is being widely implemented as a strategy for improving student achievement (Campbell & Sweiss, 2010; Ferguson, 2014). Marsh et al. (2012) found only that the number of years coaches had taught reading had a statistically significant

negative relationship with student achievement in reading. Marsh et al. also noted that studies have varying findings for the effects of literacy coaching on student achievement—some positive, some negative.

Positively, Carlisle and Berebitsky (2010) found that students (especially those at risk) made more gains when taught by teachers who received coaching by literacy coaches. Similarly, Vernon-Feagans et al. (2012) concluded that when teachers worked with a literacy coach and were able to work one-on-one with students, even their 29 challenged readers could make gains. De Naeghel and Van Keer (2013) found in their study using teacher and student questionnaires, that when a teacher had a literacy coach, the autonomous reading motivation of the students increased. It is interesting to note that different teaching strategies did not have the same effect. The coaches also have been found to believe they have a positive effect on student learning (Cantrell et al., 2015).

Not only has coaching in general been found to benefit students, but the amount of coaching teachers receive and *that* effect on student achievement has been studied as well. Bean et al. (2010) concluded that, "There was a significantly greater percentage of students scoring at proficiency and a significantly smaller percentage of students scoring at risk in schools where coaches spent more time working with teachers" (p. 87). Shidler (2009) found letter recognition of 360 Head Start students to be correlated with the amount of time coaches worked in classrooms.

Literacy coaching activities such as conferencing, assessing, modeling, and observing were all shown to be significant predictors of reading gains for kindergarten through second grade students in a study that included 12 coaches, 121 kindergarten

through third grade teachers, and their 3,029 students (Elish-Piper & L'Allier, 2011). In particular, the time spent with coaches was shown to be a predictor of reading gains for second grade students. It is clear that the effects of literacy coaching and its individual components are not always consistent throughout grade levels.

Clearly, literacy coaching has been correlated with student learning gains in some instances, but why are these instances not greater or more consistent throughout grade levels? As student achievement is ultimately the goal, it is imperative to find a way to take what is working in literacy coaching and expand upon it to benefit more students.

Challenges. Coaching is further challenged by other factors. Atteberry and Bryk (2011) found that the number of individuals on staff was predictive of how much coaching each teacher received, and therefore predictive of benefits (e.g., the less people on staff, the more beneficial the coaching). The authors also reported that, "School leadership can influence success efforts…[and]…more coaching occurred in schools where faculty reported higher levels of teacher influence over decision making. . ." (Atteberry & Bryk, 2011, p. 372).

Porche, Pallante, and Snow (2012) noted the importance of administrative involvement in this process, stating that for whole-school change to take place in a coaching model, administrators need to observe with the coaches and gain literacy skills. Their exploratory study included teachers and administrators, but the sample was comprised of 260 students. The authors therefore suggested that in the future researchers explore the link between how involved the administrators are and how the students perform (Porche et al., 2012). Jewett and MacPhee (2012) noted that teachers in a peer

coaching situation (in the realm of literacy) felt awkward observing each other, as it felt like an evaluative activity. When teachers are being watched, they often believe they are being critiqued, whether this is the case or not. Literacy coaches, whether they are coming in to evaluate or not, face this challenge. In an article that aimed to show a snapshot of literacy coaching in South Australia, authors indicated that coaches felt it was easier to discuss student needs with teachers (e.g., data), rather than what it was the teachers were actually doing (Thelning, Phillips, Lyon, & McDonald, 2010). Bickel et al. (2015) noted how not being viewed by teachers as judging their performance was a more desirable role.

Conclusion

It is clear that literacy coaching is a current, widely accepted strategy for increasing teacher, student, and school achievement, but much remains to be discovered about effective coaching. The use of literacy coaching is supported by activity theory. The focus of this project study is the investigation of the perceptions of the learners (the teachers) to increase their learning. Hartnett-Edwards (2011) noted that the trainings available for literacy coaches generally center on creating a positive relationship between the coaches and the teachers. The creation of positive relationships will also be the focus of this project.

Implications

Participation in this study resulted in the participants reflecting upon their coaching relationships and their literacy instruction. This alone could be beneficial to how participants receive coaching in any area in the future, and how they teach reading.

When presented to stakeholders, the findings will allow them a glimpse into how teachers are experiencing the coaching Engle County school district is allocating money to provide. In completing this study, I identified areas of weakness and strength in Engle County's current literacy coaching and allowed for the creation of 3 days of professional development for elementary administrators, literacy coaches, and teachers so that all three groups could more successfully implement literacy coaching.

Summary

Literacy coaching is an important educational endeavor being implemented throughout Engle County, the United States, and other countries as well (Lowenhaupt et al., 2014). Although it has been shown to be beneficial, literacy coaching is not indiscriminately a good strategy. It is complex, and inconsistently applied. More research is needed to understand what makes literacy coaching work best. Section 2 contains the structure of the mixed-methods study conducted with elementary reading teachers in Engle County, including details related to the research design, approach, sample, and analysis.

Section 2: The Methodology

Introduction

I used the mixed-methods approach or, more specifically, a sequential explanatory design, in which quantitative research was followed by qualitative research (Creswell, 2012; Lodico, Spaulding, & Voegtle, 2010). Phase 1, the quantitative portion, consisted of an online survey that allowed me to expediently obtain information to facilitate comparing, contrasting, and determining statistical trends. However, the ultimate focus of the research was how teachers perceive coaching, which could be explored fully only through qualitative means (in this case face-to-face interviews), which comprised Phase 2 of this study. Cook (2012) used the sequential explanatory design to use the quantitative phase to more appropriately prepare for the qualitative phase. Likewise, I analyzed the quantitative data in this project to choose the sample for qualitative data collection.

Research Design and Approach

The sequential explanatory mixed-methods design allowed for a more comprehensive understanding of how elementary teachers experience literacy coaching in Engle County. Cook (2012) noted that the importance of the qualitative phase of a sequential explanatory mixed-methods design is to allow the researcher to have a richer understanding that extends past the quantitative phase.

Phase 1: Quantitative Aspect

Obtaining quantitative data through a survey allowed me to use statistical analysis (Creswell, 2009). This type of data is especially appreciated by stakeholders including district personnel, who prefer data that are more straightforward. Statistical analysis

provided me with a general overall picture of what was happening with coaches working with teachers in this district. The quantitative aspect allowed me to calculate how often teachers were receiving certain types of literacy coaching and whether they found the different components of coaching to be valuable.

Phase 2: Qualitative Aspect

The desire to understand why the participants feel the way they do necessitated a qualitative aspect to the study (Merriam, 2009). In the qualitative portion, I asked participants open-ended interview questions that allowed me to collect more in-depth information relevant to the research topic. Coding the transcripts provided the opportunity to identify trends in the data. Ultimately, as stated by Lodico et al. (2010), I subscribed to the theory of pragmatism. I was interested in figuring out "what works" (p. 9) in literacy coaching and what does not. The qualitative aspect provided an understanding of *how* the coaches achieved the levels of effectiveness felt by the teachers (e.g., Did the coach develop a positive relationship with the teacher? Did the coach offer no new information to the teacher?).

Mixed Method as a Whole

The analyses of quantitative and qualitative data are valuable separately, but these analyses are most powerful together. The interaction between the quantitative and qualitative data in the analysis allowed me to identify aspects of the quantitative data that were more important than they would have seemed without incorporating the qualitative data. I completed the quantitative data collection and analysis followed by the qualitative data collection and analysis. Then, I used the qualitative analysis to look at the

quantitative data through another lens and compared the two types of data. I identified *what* coaching activities the coaches were doing and *how* the teachers perceived their effectiveness in the quantitative aspect, and discovered the teachers' perceptions of *why* the coaching did or did not work by delving further into the specifics of the interactions themselves. Mixed-method research provided the opportunity ". . . to fill in the gaps . . ." (p. 10) in the quantitative research (Yoshikawa, Weisner, Kalil, & Way, 2013).

Setting and Sample

The population is elementary teachers of reading in Engle County. Initially, the intention was to include only reading teachers from the lowest performing schools. This was the initial population because, as stated by the grants procurement/project development head of the district, these teachers are at the schools that are receiving the most attention from the literacy coaches (S. Black, personal communication, August 16, 2013). However, simply because a teacher is currently working at one of the lowest performing schools does not mean that he or she did not transfer from a high performing school where he or she also received literacy coaching. Likewise, teachers may have transferred to high performing schools from the lowest performing schools. If that initial population had been used, the experiences of those teachers would have been lost. Therefore, the population was not limited by the performance of the school at which the teachers worked.

In this study, the school at which I work was excluded to minimize conflicts of interest. In addition, one school that was included in county data in Section 1 was closed prior to data collection. The potential participants therefore came from 21 schools serving

elementary students. According to 2014–2015 district online data, of the general

education teachers at these schools, 590 taught in kindergarten through fifth grade

(████████ Public Schools, 2014). At the time of the initial Phase 1 email to

participants in October 2015, 607 elementary school teachers were listed who could

potentially qualify for the study based on their current roles. Three of them did not have

an email address listed, which reduced the population to 604. Seventeen of those had an

invalid email address. Therefore, based on the data I was permitted to access (the online

faculty data), the population was reduced further to 587 elementary school teachers. Prior

to sending the survey, it was impossible to determine if the teachers had interactions with

a literacy coach. However, that was asked in the survey and a negative response

prompted the survey to end.

According to Johnson and Christensen (2011), based on the population size of

587, 234 was the recommended sample size (for a population of 550 the recommended

sample was 225, and for a population of 600 it was 234). That would have provided a

confidence interval of 95%. However, a survey request was sent to all 587 teachers in the

population (purposeful total population sampling) for whom I had valid email addresses,

as I anticipated that some of them would have had no interaction with a literacy coach

and that the busy nature of their careers would result in many being unwilling or unable

to participate. This anticipation was correct, as only 22 teachers participated in Phase 1.

The plan was to use a purposeful sampling of teachers from the quantitative data

to select a total of 9 to 12 teachers to interview for Phase 2 of the study. This selection

was going to be based on the measures of central tendency from the quantitative analysis

(i.e., three to four teachers for each of the following general opinions: viewing coaching as very effective, neutral, and very ineffective), to delve deeper into the perceptions of teachers from various points in the spectrum of satisfaction with coaching in Engle County. The main challenge anticipated was that I would only be able to choose from those participants who agreed to waive anonymity and participate in the qualitative in addition to the quantitative portion of the study. Twelve participants consented to an interview. However, because only 12 participants consented to an interview, I endeavored to interview all of them, instead of employing purposeful sampling based on their quantitative responses. Qualitative methods afforded me a truer understanding of these participants' views (Lodico et al., 2010).

Data Collection

As the study is a sequential explanatory mixed-methods design, the quantitative context and strategies will be explained first. I will then describe the qualitative context and strategies. Finally, I will discuss my role as researcher.

Phase 1

To collect the quantitative data, I used a modified version of the Wyoming Instructional Facilitator Evaluation survey used by Rush and Young (2011). Permission was received from the authors to use and alter the survey that they previously administered to classroom teachers concerning coaching, provided they were cited. The modified version of this survey is available in Appendix B. Communication with the authors and permission to use the survey is available in Appendix C. I administered the modified survey, comprised of both closed and open-ended responses, via Google Forms.

The participants had the option to remain anonymous (by answering in incognito mode) or to reveal their names to me for possible participation in the qualitative portion of the study. Each participant was assigned an identification number for data analysis purposes. Google Forms made the survey easily accessible to all teachers in the sample, as they all have a school board account through Google.

The changes I made to the survey are limited to the following. I changed the title of the survey from *Wyoming Instructional Facilitator Evaluation* to *District Literacy Coach Evaluation*. I replaced the explanatory letter at the beginning of the survey with the Survey Consent form. I replaced the phrasing of *Instructional Facilitator* with *District Literacy Coach* throughout the survey. I added *in this County during the 2014–2015 school year* for all questions regarding past experiences. I also included the following clarifier after the Survey Consent Form*: In the following survey, "district literacy coach" will refer to a coach employed by this county whose primary concern is the subject of reading. It is also in reference to a coach who dealt with you directly at your work site in a manner more personal than a general workshop*. In addition, I added asterisks for required questions, and directions such as, *Mark only one oval per row*.

In Part I, I inserted a question to ensure that the correct teachers were surveyed. It was: *During the 2014–2015 school year, were you an elementary general education, classroom teacher of reading? Here I am referring to the 90-minute state reading block, and while I am including inclusion classrooms, I am not including ESE pullout.* In Part II, I added *approximately (to the nearest half hour)* to both questions, and allowed a free response. In Part IV, I changed *Wyoming* to *this County*. In Background Information, I

eliminated questions about whether they are a classroom teacher, as that was established

earlier, and replaced them with a question concerning the grade level taught. I changed

the phrase *your current district* to *this district*, and *your current district* to *your school for

the 2014–2015 school year*. If teachers answered No to Questions 1 or 3, they were

prompted to submit the survey, as they were not eligible participants.

At the end the following item was added: *I would like to participate in a

confidential interview with the researcher (Crystal Tessmann) concerning my survey

responses and additional related questions.* If the participant chose *Yes*, the survey

continued to Page 8, where the participant could add first and last name. If the participant

chose *No*, the survey ended. This survey had eight pages instead of the original six. This

change was necessary to allow Questions 1, 3, and 26 to prompt the survey to end if the

participants responded with an answer of "No." Beginning in Part II of the survey each

part/section had its own page. Finally, the confirmation page read: *Thank you so much for

your help! Your response has been recorded.* These changes were necessary to clarify the

questions and make them appropriate to the current study.

I emailed Suzanne Young, one of the authors of the survey, who responded that

the reliability and validity of the pilot testing was unavailable (S. Young, personal

communication, July 13, 2014). Though unavailable, it was evident that validity was

given appropriate consideration, as Rush and Young (2011) created their survey based on

a previous survey they used for researching instructional facilitators in Natrona County,

Wyoming; communications with the Wyoming Department of Education's Instructional

Facilitator Task Force; and "existing research on the work of instructional coaches or

facilitators (Knight, 2004, 2006; Neufield & Roper, 2003)" (p. 15). Additionally, after

their pilot test, Rush and Young (2011) revised their instrument to make it clearer.

I researched more fully whether reliability information was available in other

research that may have included Rush and Young's instrument. I could not find the

necessary values. I then contacted Dr. Young again via email to inquire as to what

additional information she had. Her response is available in Appendix C. As the changes

I made to the instrument were minimal, the validity established by the original authors of

the instrument is useful. Dr. Young stated that they established content validity through

alignment with literature and reaching out to experts (S. Young, personal communication,

June 5, 2016). When they checked the internal consistency of the Likert scale items using

Cronbach's alpha, the result was at least .80 (S. Young, personal communication, June 5,

2016). The Cronbach's alpha coefficient is an estimate of reliability which can be used to

establish internal consistency of tests or surveys, such as a Likert scale in which different

responses are awarded different point values (Thomas, Nelson, & Silverman, 2011).

Although useful, the Cronbach's alpha value calculated by Rush and Young is not

sufficient to determine the reliability of my survey. Therefore, I conducted my own test

of reliability, using coefficient alpha, also known as Cronbach's alpha (Creswell, 2012;

Thomas et al., 2011).

I performed a test of Cronbach's alpha for Questions 7, 8, and 9. I also performed

the same test for the Likert scale questions in Part IV, Questions 11–18. The Cronbach's

alpha values ranged from .94 to .98. Greater values are preferable (Cronbach, 1951). The

survey is internally consistent (see Table 2). Tavakol and Dennick (2011) refer to values

between 0.70 and 0.95 as being acceptable. However, these authors note that a maximum

of 0.90 is also recommended because higher numbers may indicate redundancy in the

questions (Tavakol & Dennick, 2011). Therefore, although the possibility of some

redundancy within the Likert scale questions exists, the questions are internally

consistent.

Table 2

Internal Consistency of Survey

Questions	Number of Likert scale items	Cronbach's alpha
7	12	.98
8	12	.98
9	12	.96
11–18	8	.94

Questions on the instrument are organized into five parts. Parts I and II include

questions concerning whether the individual has been offered the chance to work with a

literacy coach, if she has worked with a literacy coach, and how often she has worked

with the coach (Rush & Young, 2014). Part III includes two checklists asking questions

such as, "Please check all activities you have worked on with [a Literacy Coach?]", and

Likert scale questions (Rush & Young, 2014). The Likert scale questions each applied to

12 different activities. For the question, "How effective have the following activities been

in changing your practice?" the Likert scale response choices are *very effective*, *effective*,

neutral, *ineffective*, *very ineffective*, and *does not apply* (Rush & Young, 2014). For the

direction, "Please assess the value of the time you have spent working on the following

activities," the Likert scale response choices are *excellent use of time*, *good use of time*, *neutral*, *poor use of time*, *complete waste of time*, and *does not apply* (Rush & Young, 2014). For the direction, "Please evaluate the impact of each activity on student learning in your classes," the Likert scale response choices are *very positive*, *positive*, *neutral*, *negative, very negative*, and *does not apply* (Rush & Young, 2014).

Part IV includes nine Likert scale questions with the response choices of *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree* (Rush & Young, 2014). The final section entitled Background Information includes questions that are limited to demographic data, except for one open-ended question asking, "What other comments would you like to make about the work of [Literacy Coaches] in your school?" (Rush & Young, 2014).

I assigned the Likert scale questions the following ratings: *very effective/excellent use of time/very positive/strongly agree* = 5, *effective/good use of time/positive/agree* = 4, *neutral* = 3, *ineffective/poor use of time/negative/disagree* = 2, and *very ineffective/complete waste of time/very negative/strongly disagree* = 1. *Does not apply* was not to be included in numerical analysis. This aligned with the values assigned by Rush and Young (2014).

The variables were teachers' perceptions of coaching effectiveness and time. Teachers' perceptions of coaching effectiveness were measured by Part III, Questions 6–8, Part IV, and the open-ended question in Background Information. Time spent with coaches was measured by the questions in Part II.

Data collection began on October 10, 2015 when I sent 604 emails to potential participants. Three teachers' email addresses were not listed and 17 emails came back with an error message (confirmation was made that the email address was typed correctly and it was definitely an invalid email address). As stated earlier, the 17 invalid email addresses were what caused a reduction in number of participants to 587. Situations occurred when it was unclear if the teacher would be a valid participant. For example, if the email address list had the teacher listed as a grade level teacher, but then as a gifted teacher. In this case an email was sent, with the caveat that the survey itself would remove the individual from the study if appropriate.

As I was still getting used to the process at the time, I made three small errors:

1. I sent a survey request to one individual who was on the initial list but not on the updated list. I contacted this individual, who confirmed that she no longer works there and that she did not fill out the survey.

2. I may have accidentally forgone one potential participant in the first round of emails, but that person would have received the subsequent emails. At first I did not send myself a copy of the sent emails, so I could not verify this and I did not want to send it twice.

3. I may have included the survey itself in the email to one other participant, which was still the same survey, but not consistent with the format of other emails. Owing to the reason stated in Number 2, I could not verify this.

Thirty-six survey responses to this email were received, nine of which were valid participants. Two declining emails were received, saying the teachers did not want to participate/knowing they didn't meet the criteria.

On October 17, 2015 a second email was sent to any of the 586 valid email addresses whose owners had not responded to the survey (and given their name) or who had not emailed to decline participation. Twenty-one survey responses were received, 3 of which were from valid participants. Six people confirmed through email that they had participated, six declined, and one checked to see if she could participate (I initially declined based on her criteria but then told her she could, so I could determine the appropriateness of her participation in the study based on her response to the survey).

I sent more emails on October 24th, 2015, and 21 responses were received. Five of them were valid. Sixteen declined, eight confirmed through email that they had participated, and one wished me good luck but did not confirm participation.

I sent the final round of emails on October 31, 2015. This time I forgot to remove the most recent ones who had answered the survey. Teachers could not have answered again, but this may have been irritating to them. Five survey responses were received and two of them were valid. Thirteen declined, and three confirmed participation through email.

A total of 83 survey responses were received (14.14% of those surveys sent out) and 22 were valid participants (meaning they met the criteria at the beginning of the survey that allowed them to complete the survey). Twenty-two participants (or 3.75% of the population, and 26.5% of the surveys returned) is clearly well below the 234

participants that would have given a confidence level of 95%. If I were to apply the

26.5% valid participants out of all surveys returned to me to the initial population of 587

that would have resulted in 156 valid participants (an estimate of how many individuals

in the county were valid participants). For this size, 113 participants would have still been

necessary to obtain a confidence level of 95% (Johnson & Christensen, 2011). Therefore,

22 is not a representative sample of the population. However, trends and differences

within the quantitative data led me to believe the data are still valuable for my purposes.

Phase 2

Twelve survey participants consented to participate in the interview. Of those 12,

nine completed an interview. Of the three who did not, I never heard back from one; one

scheduled an interview, then never showed up or responded to my call, text, or email; and

one emailed me back and forth several times to set up a day and time, then did not

respond to my last email to her. Of the nine who participated in an interview, all nine

completed member checking.

The interview participants all chose to have their interviews at Starbucks

(Madeleine, Rachel, Eleanor, Meg, and Lily) or their classrooms (Natalie, Jenna, Sybil,

and Maya), and all felt they could speak there candidly. These names are pseudonyms to

protect the anonymity of the participants. I interviewed the participants on November 12,

13, 16, 18, 19 (two interviews), and 20, as well as December 2, and 10. Participants

ranged from teachers within their first 3 years of teaching to veteran teachers. The

participants came from six different schools, and one came from a district site. All of the

interviews were comfortable and enjoyable. There was always laughter and smiling between us.

The effectiveness ratings from the survey analysis for these nine teachers ranged from ineffective (1.6364) to very effective (4.4773). That, coupled with their varying statements during the interviews and similar emerging trends allowed me to conclude that this number of participants was satisfactory for this study. Consequently, it is a reasonable assumption that any different information shared by additional participants would not have greatly deviated from the data collected. Throughout the interviews there emerged the same general threads—either the teachers were thankful that the coaches behaved in certain ways, or they wanted coaches to behave that way.

The interviews were open-ended, face-to-face, audio recorded interviews that were later transcribed by Jamie Davis and myself (see Appendix C for the interview protocol). Ms. Davis is a friend and transcriptionist. As stated, these interviews took place at a location of the interviewees' choosing. The following prompts/questions were used: Tell me about your most successful literacy coaching experience. What do you think contributed to this? Tell me about your least successful literacy coaching experience. What do you think contributed to this? How would you generally describe your experiences with literacy coaching? If you were to structure literacy coaching in our district, what would be your ideal? In the event that the results from the survey raised additional questions, I would have submitted those questions to the IRB prior to conducting the qualitative phase, but that did not occur.

I planned for each interview to last approximately 45 minutes, but they lasted for less time, ranging from approximately 8 to 27 minutes. With each participant I first introduced myself and described my teaching background, then asked them about theirs. I asked them how their teaching day went, and if I taught that day, shared something about mine, to develop rapport. Finally, I let them know that I would be contacting them with my analysis of their interviews to conduct member checking with them.

In analyzing the interview transcripts, I coded and notated within NVivo, which is an affordable qualitative analysis program. On paper, I kept track of what I had already coded, notated, and checked. When member checking, I took handwritten notes on the printouts read to each participant.

Member checking is only one of the methods employed to establish the validity of the qualitative data. Please see Appendix E for the preliminary results shared with participants, and their responses. Other techniques used were describing the findings in plentiful detail, being clear on any biases I may have brought to the study, and presenting any information that was not consistent with the resulting themes (Creswell, 2009). I have shown reliability of the qualitative data by verifying the accuracy of the transcripts, being consistent in coding, and cross-checking the codes (Creswell, 2009). Data triangulation consists of methods triangulation, through comparison of the quantitative and qualitative data (Patton, 1999). I will email all potential participants a copy of the final doctoral project.

Role of the Researcher

Participants may have recognized my name from my participation in the local teacher's union (e.g., I was an officer), from my teacher of the year award in 2012, being an ELA teacher leader, having attended college with me (many of us remained in the city where we attended college), or having worked together in the past. This could have had an effect on the data (perhaps the participants like me or do not). Additionally, I have attended workshops held by literacy coaches that were attended by some of the individuals who were in the sample. Attending these workshops together could have potentially caused them to believe that I have a certain opinion about literacy coaching. However, I was not aware of any particularly damaging effects (stemming either from positive or negative associations).

The most potential effects would have been from the current work site. As of the time of data collection, it was my seventh year working at that site, where I was the union representative at that school, a team leader, and an ELA teacher leader for the intermediate grade levels. I also regularly interacted with many of the teachers. My positions and seniority at the school (as we had many first year teachers and/or teachers new to our school) may have made me seen by these teachers as being in a superior position. That is why I removed my work site from the population. I did not remove teachers from the sample who I have worked with at my work site but who then worked elsewhere, as I did not hold a supervisory position of any kind over them.

I taught at one other school my first year of teaching, but I was not a regular education teacher there. Many of the teachers there moved to the newly built elementary

school. These schools could still be included, as it had been more than five years since I worked there. Finally, there were various schools and teachers with whom I had volunteered, had a practicum, an internship, or worked in the afterschool program. However, it had also been more than five years since any of those experiences, and in most of the cases I did not work closely with the actual teacher, worked with special education teachers who were not included in the sample, or in the case of the teacher I interned with, she no longer worked in the district. Interestingly, the coach I mentioned who inspired me to research this topic became the Assistant Principal at a school in the sample, but as I did not survey her, I do not believe that caused any conflicts.

Data Analysis and Validation

As previously stated, I analyzed the quantitative and qualitative data separately and concurrently. More detail is provided in this section. The raw data will be available by request to interested stakeholders.

Phase 1

I used descriptive statistics to analyze the quantitative data for Part I of the survey, and for the section entitled Background Information, as these are informational questions, not opinions regarding coaches.

One of the questions of interest in this study was how much time do teachers spend interacting with literacy coaches (e.g., how much time is allocated for different aspects of coaching). I used data from Part II of the survey to answer this question. I was specifically interested in determining if a difference existed between the amount of time that the coaches spent with teachers on an individual basis and the amount of time the

coaches spent with teachers as a group. I used a dependent sample *t*-test to determine if there was a significant difference in the average time allocated for individual coaching and group coaching. An alpha of .05 was the level of significance. This statistical test involved the means of time spent with coaches (separately for one-on-one and group time). I tested the following hypothesis to determine the results for RQ1:

$H_0 1: \mu 1 = \mu 2$; There is no significant difference between the average amount of time that coaches spend with individual teachers and the average amount of time that coaches spend with teachers as a group.

$H_a 1: \mu 1 \neq \mu 2$; There is a significant difference between the average amount of time that coaches spend with individual teachers and the average amount of time that coaches spend with teachers as a group.

To address RQ2, what components of literacy coaching do teachers find most/least effective, I analyzed Questions 7, 8, and 9 in Part III of the survey by using descriptive statistics to find the median (a measure of central tendency) of single-item scores using SPSS (Creswell, 2012).

For RQ3, how effective do teachers find literacy coaching to be, I analyzed the data for the variable of coaching effectiveness by finding the means of the summed scores from Parts III (Questions 7, 8, and 9 only) and IV together using SPSS.

For RQ4, how does the amount of time teachers spend with literacy coaches correlate with the level of effectiveness with which they rate literacy coaching, I calculated Pearson's correlation coefficient separately for one-on-one and group time to determine if there was a significant correlation between the amount of time spent with

coaches and the effectiveness rating (Creswell, 2012). This calculation is appropriate

because both the independent and dependent variables were continuous (Creswell, 2012).

Phase 2

I used a process called *Framework* (Ritchie & Spencer, 2002) to analyze the

interview data. *Framework* includes "familiarization, identifying a thematic framework,

indexing, charting, [and] mapping and interpretation. . ." (Ritchie & Spencer, 2002, p. 9).

The qualities of this form of qualitative data analysis allowed the analysis to be grounded

in and between all of the data provided by the interviews of the participants, allowed for a

degree of modification throughout the process, and allowed for transparency (Ritchie &

Spencer, 2002). I carefully followed the interview protocol and documented how

qualitative data were gathered and analyzed to maximize its dependability (Lodico et al.,

2010).

I enlisted Jamie Davis for help with transcription. I transcribed the first two, and

she did the remaining seven interviews. She completed the necessary IRB training to be

eligible to help in this research, and although all identifying information was removed,

she signed a confidentiality agreement. This was helpful because incidental identifying

information from the tapes themselves could not be removed when a teacher provided it

verbally.

Familiarization. I used an iPhone application called Tempo Slow to listen

carefully to the recordings to check the transcriptions for errors. The application allows

recordings to be slowed down. Errors were minor and I corrected them. I summarized

each interview in preparation for member checking. I then took general notes about the

way each interview went, and listed key ideas and themes. I imported the transcripts into

NVivo and coded nodes in. Nodes are concepts I identified, to which I assigned

appropriate parts of the transcripts. I also recorded the range of responses for the

interview questions. It is important to note that this first round of coding is not what I

used in my indexing phase. I was too enthusiastic and coded before I was supposed to.

Therefore, I used that coding only as familiarization, and started a whole new set of

coding during the indexing phase.

Identifying a thematic framework. It became clear that many codes would be

necessary to capture the full scope of what the teachers were expressing. From their own

hard work, and their clear perceptions about how literacy coaching was functioning, to

how they thought it should function. Using the interview questions, what I know about

being a teacher, the preliminary coding in the familiarization phase, research, recurrent

statements throughout transcripts, and my intuition, I created a thematic framework

within NVivo that included nine major categories. These were initially broken down

more than at the conclusion of analysis.

Indexing. Table 3 shows the coding process implemented to arrive at the final

codes. Any time I added a new code in NVivo, I went back through any transcripts I had

already been through that day to check for it.

Table 3

Preliminary Codes

	Coding process
January 13, 2016	Changed "Coaching Looks Like" to "Literacy Coaching Looks Like"; New code: Offering help; used "administration" for when coaches were told to do something; used "asking for help" when there was a lack of help; ran query for "help" (79 instances); ran query for "website" to code under "offering help"; ran another query for "help" to check for "not asking for help"; I deleted all portions of the transcript prior to and after the official interview in order to make everything more consistent—the content of those parts were very different, and not appropriate for analysis
January 14, 2016	Coded "coach one," "coach group," and "coaches are busy." It was sometimes difficult to determine if it was individual or group coaching, as that was not a specific question and it just came about organically, but I made my best judgments.
January 15 and 16, 2016	Coded "disagree with structure," "helping others," "nice people," "what do you do," and "scheduling."
January 16, 2016	Ran query for "math" and coded where math coaches were within the transcripts. I ran a query for this one because it was so specific, and not much interpretation was necessary. For the code "name" I double checked the two transcripts I knew had specific names in them. Coded the General Experience section "in between," "negative," and "positive." Coded the Ideal Situation, "change coaching," "keep coaching the same," "more coaches," "less coaches." Coded Survey, "accurate," "change," "does not apply" (I changed this code's name from "noted a lot of does not applies"), and "yes, but." Coded Not Successful: Resource, "lack of resource" and "poorly implemented/didn't like resource". Coded Successful: Resource, "taught students" and "well-implemented/liked." It is important to note here that in the codes under Successful Resource, I coded what they liked and what they *wished* the coaches would have done. I only made it to Transcript 4. Uncoded "lack of resource" and recoded it as "poorly implemented/didn't like resource."
January 17, 2016	Coded Not Successful, What Contributed Negatively: "administration," "lower salaries," "not following through," "not improving data," "not working hard enough," "nothing tangible," "personality," "problem with their knowledge or out of touch," "timing," and "useless". Coded Successful, What Contributed Positively: "above and beyond," "aligned with needs of teacher," "feedback or checking back," "has time," "helpful," "in the classroom," "in touch or knowledgeable," "personality or atmosphere," "tangible resource," "teacher took authoritative role," and "worked off strengths of teacher." It is important to note that at the beginning of coding Transcript 2, I added "not following through" to Not Successful. I went back to Transcript 1 to check for this code. I then realized I should have coded when transcripts didn't know the name of their coaches under the node "Name." I ran a query for the word "name," and coded this in Transcripts 2, 3, and 5. I added "nothing tangible" and "tangible" to Not Successful and Successful during this time, and "in the classroom" and "feedback" to Successful. Then "not improving data" to Not Successful. I noted that in Transcript 3, the teacher was okay both with not knowing the new coach's name and with the coach not visiting her. When at Transcript 5, I annotated that teachers do view tangible resources differently. For example, one teacher may view being given a YouTube video to watch as tangible, while another may view that as unsatisfactory. It was here that I realized I cannot have too many codes. I changed the code "feedback" to "feedback or checking back," and went back through to double check for this revised code. At this time I found an "in the classroom" in Transcript 1. At Transcript 8 I realized I had missed a "has time" in Transcript 7. Then I coded Teaching Mindset's "district literacy," "teacher evaluation," "teachers know best," "teachers overwhelmed," "time," "want help," and "work hard." In Transcript 1 I had to go back and recode a "work hard."

After this preliminary coding, I went back through each transcript in NVivo to see what was not coded, and ended up coding one more piece of text. Nothing else that was not coded was significant. Things like *mmhmm* and clarifications were all that remained.

Finally, I used NVivo to pull up all the text for each code by itself, to make sure that what was coded was done so appropriately. Under General Experience: "in between," I uncoded part of one code. For Ideal Coaching: "change coaching," I uncoded one about teachers going to conferences. Under What Literacy Coaching Looks Like, I uncoded one under "administration," and for "offering help" uncoded one and added coding to one. For Math Coaches I uncoded part of a code. I would like to note that under Not Successful: "poorly implemented or disliked resource" I felt this was the most subjective area. For Survey: "does not apply" I added a full sentence. I ended with 56 codes. See Table 4 to for the final codes and distribution of the codes among and between transcripts.

Table 4

Final Code Distribution

	Number of transcripts	Number of references	
General experience			
In between	5	11	
Negative	4	13	
Positive	5	14	
Ideal situation			
Change coaching	8	28	
Keep coaching the same	2	3	
Less coaches	2	2	
More coaches	3	3	
Literacy coaching looks like			
Administration	6	11	
Asking for help	9	21	
Coached group	6	15	
Coached one	9	30	
Coaches are busy	4	7	
Disagree with structure	8	27	
Helping others	6	11	
Nice people	4	5	
Offering help	9	46	
Scheduling	5	12	
What do you do	5	12	

	Number of transcripts	Number of references	
Math coaches	3	6	
Name	3	9	
Not successful			
Resource			
Lack of resource	8	30	
Poorly implemented or disliked resource	9	35	
What contributed negatively			
Administration	4	8	
Lower salaries	1	1	
Not following through	2	6	
Not improving data	2	2	
Not work hard enough	4	8	
Nothing tangible	3	11	
Personality	8	11	
Problem with their knowledge or out of touch	3	5	
Timing	8	18	
Useless	4	7	
Successful			
Resources			
Coach taught students	5	10	
Well implemented or liked resource	9	41	
What contributed positively			
Above and beyond	2	2	
Aligned with needs of teacher	7	22	
Feedback or checking back	5	9	
Has time	3	3	
Helpful	5	6	
In the classroom	7	12	
In touch or knowledgeable	4	5	
Personality or atmosphere	5	17	
Tangible resource	6	14	
Teacher took authoritative role	4	11	
Worked off strengths of teacher	1	1	
Survey			
Accurate	7	9	
Change	1	1	
Does not apply	4	4	
Yes, but	4	4	
Teaching mindset			
District literacy	2	2	
Teacher evaluation	2	3	
Teachers know best	1	1	
Teachers overwhelmed	4	9	
Time	6	16	
Want help	9	37	

Work hard   8   14

_____

Charting. I copied and pasted the transcript excerpts for each code into a 282-page table, a form of charting. This made it easier to look between transcripts for the same codes. It also reduced the chance that I would overlook important data.

Mapping and interpretation. Four themes emerged: What Teachers Want from Coaches and Coaching, Teacher Concerns, How Teachers View the Coaches, and Coaching in Practice. Table 5 shows the connection between codes and themes. Codes can be connected to one theme or more than one theme, depending on the code.

Integration

Yoshikawa et al. (2013) expressed the point of view that the portions of mixed-methods analysis can take place in different orders, dependent on the study itself. While the data analysis occurred first with the quantitative data and then with the qualitative data, as is expected in a sequential explanatory mixed-methods design, I checked the qualitative data and analysis against the inferential statistics calculated from the quantitative data to see if the data were consistent (i.e., interviewees answered questions about coaches positively if their survey answers were positive; Lodico et al., 2010). Integration of the two phases of data therefore expanded beyond simply choosing the qualitative sample based upon the quantitative analysis.

Table 5

Themes and Connected Codes

Themes	Connected codes
1: What teachers want from coaches and coaching	**General Experience:** In between, Positive; **Ideal Situation:** More Coaches; **Teaching Mindset:** District Literacy, Teacher Evaluation, Teachers Know Best, Teachers Overwhelmed, Want help; **Literacy Coaching Looks Like**: Asking for Help, Coached Group, Coached One, Disagree With Structure, Helping Others, Offering Help; **Not Successful, Resource:** lack of resource, poorly implemented or disliked resource; **Not Successful, What Contributed Negatively:** Not Following Through, Not Improving Data, Nothing Tangible, Personality, Problem with Knowledge or Out of Touch, Timing, Useless; **Successful, Resources:** Coach Taught Students, Well Implemented or Liked Resource; **Successful, What Contributed Positively:** Above and Beyond, Aligned with Needs of Teacher, Feedback or Checking Back, Has Time, Helpful, In the Classroom, In Touch or Knowledgeable, Personality or Atmosphere; Tangible Resource, Teacher Took Authoritative Role, Worked Off Strengths of Teacher;
2: Teacher concerns	**General Experience:** In between, Negative; **Ideal Situation:** Change Coaching, Less Coaches, More Coaches; **Literacy Coaching Looks Like:** Administration, , Coaches are Busy, Disagree with structure, Scheduling, What Do You Do; **Math Coaches; Name; Not Successful, Resource:** Lack of Resource, Poorly Implemented or Disliked Resource; **Not Successful, What Contributed Negatively:** Administration, Lower Salaries, Not Following Through, Not Improving Data, Not Work Hard Enough, Nothing Tangible, Personality, Problem With Their Knowledge or Out of Touch, Timing, Useless; **Successful, What Contributed Positively:** Above and Beyond, Aligned With Needs of Teacher; **Teaching Mindset:** District literacy, Teacher Evaluation, Teachers Know Best, Teachers, Overwhelmed, Time, Work Hard
3: How teachers view the coaches	**Literacy Coaching Looks Like:** Coaches Are Busy, Nice People, Offering Help; ; **Math coaches**; **Name; Not Successful, What Contributed Negatively:** Personality; **Successful, What contributed Positively:** Personality or Atmosphere;
4: Coaching in practice	**Successful, Resources:** Coach taught students, Well Implemented or Liked Resource; **Successful, What Contributed Positively:** Aligned With Needs of Teacher, Feedback or Checking Back, Helpful, In the Classroom, Tangible Resource, Teacher Took Authoritative Role

Assumptions, Limitations, Scope, and Delimitations

Assumptions

I operated under the assumption that the participants would have varying levels of appreciation for the literacy coaching they received in Engle County. I also operated under the assumption that the teachers interviewed would be able to accurately convey their experiences regarding the coaching. Finally, I assumed that participants would answer honestly in their survey responses and interviews.

Limitations

The perceptions of the coaches were not included. That would have been too great of an undertaking for this doctoral study. Ideally it would have been interesting to ask teachers which coaches they had and ask both the teachers and the coaches what worked about that particular professional relationship. This was impossible, however, as it would have likely reduced the candidness of their responses.

The small sample size, which consisted of only 22 participants for the quantitative portion, was also a limitation. Additionally, the decision (and ability) to have only 9 to 12 interview participants greatly limited the generalizability of the data and analysis. However, the purpose of the qualitative portion of the study was to gain further insight into how individual participants who have rated the coaching experience as generally very effective, neutral, and very ineffective viewed their interactions with literacy coaches. The plan was not to generalize these data, but to use them to better understand literacy coaching interactions from the perspectives of the teachers receiving the coaching.

Scope

Owing to the small sample size, and the qualitative component of the design, this study is not generalizable to any population. Instead, it provides information only on how Engle County can move forward in the right direction for literacy coaching at elementary schools—a direction that allows coaches, teachers, and administrators to better understand how to make literacy coaching most effective.

Delimitations

I did not ask the names of the teachers' coaches, even to draw a trend, because I work in this county. If I were an outsider, then I could have looked to see if certain coaches fostered better relationships. Asking for specific names in this data collection would have been inappropriate and would also have yielded less open responses.

<div align="center">Protection of Participant Rights</div>

In addition to completing the Walden IRB process, I provided all participants with informed consent, including the disclosure of any possible harm that could come to them if they participated. I did not foresee any harm to them past the possible general stress associated with the participation in any study.

All survey information has been and will continue to be kept confidential. It was accessed only from my home computer, and all computerized data were stored in my password protected private Google Drive (and backup data on an external jump drive). I printed out all of the surveys. I recorded interviews both with my laptop and my cell phone. These were transferred to the Google Drive and jump drive, and then deleted from the original devices. Transcriptions of these interviews will be kept on the Google Drive,

jump drive, and in paper copy. The jump drive and paper copies were kept locked in a

filing cabinet at my apartment when not in use by Jamie Davis or myself. Ms. Davis had

access to the data via email only, and returned the transcript to me the same way. I will

keep the data under these conditions for 5 years after the doctoral project is complete.

When presenting the findings to the district and other potential stakeholders, all

identifying information will be removed and confidentiality will be maintained.

Data Analysis Results

In this section I will first discuss the quantitative findings and the validity of the

survey. I will then discuss the qualitative findings and how I have established that they

are valid. I will conclude with an integrated analysis of both quantitative and qualitative

data.

Phase 1

The following section presents the statistical analyses and findings in relation to

each research question for the quantitative phase of the study.

RQ1: Is there a significant difference between the amount of time that coaches

spend with individual teachers and the average amount of time that coaches spend

with teachers as a group?

$H_0 1$: $\mu 1 = \mu 2$; There is no significant difference between the average amount of

time that coaches spend with individual teachers and the average amount of time

that coaches spend with teachers as a group.

H_a1: $\mu1 \neq \mu2$; There is a significant difference between the average amount of

time that coaches spend with individual teachers and the average amount of time

that coaches spend with teachers as a group.

I used a dependent sample *t*-test with an alpha of 0.05 for testing significance,

$t(21) = -.89$, $p = .38$. There was no significant difference between the amount of time

spent with coaches one-on-one and with a group. The null hypothesis was not rejected.

The *t* value of -.89 indicates that teachers generally received more coaching in a

group than one-on-one; a *t* value may have a positive or negative value, dependent on

which value is subtracted first (Reid, 2013). Therefore, teachers were not receiving

optimally differentiated instruction. In considering the importance of Vygotsky's ZPD,

and how the ease of differentiating to a learner's ZPD increases as the size of the

instructional group decreases, a significant difference between group and individual

coaching (in favor of individual coaching) would have suggested that literacy coaching is

being better differentiated. Stover et al. (2011) stated that differentiated instruction for

coaches is beneficial. Though teachers did not receive optimal differentiated instruction,

the teachers were still able to access these more knowledgeable *others*, which is still vital

in third space (Levine, 2010). Third space is the opportunity to interact with an outside

resource (Levine, 2010).

RQ2: What components of literacy coaching do teachers find most/least effective?

I calculated the median score for the Likert style questions teachers answered

(single-item scores). The median scores ranged from 3 to 4 on a scale that ranged from 1

to 5, and can be seen in Table 6. A score of 3 is neutral. A score of 4 is effective, good use of time, or positive based on the section.

Based upon these median scores, teachers rated "provide support in developing and/or using appropriate formative assessments," with the lowest scores, as the three median scores were 3, 3, and 4. Even though these were the lowest scores, they were still neutral, neither ineffective nor very ineffective. Several areas were most effective, all of which had three median scores of 4, 4, and 4. These areas were: "provide support in choosing appropriate instructional strategies," "assist in maintaining a supportive classroom environment," "coach me in my classroom," "model effective instructional strategies," participate in collaborative meetings," "help me to use student achievement data," and "help me identify student needs for instructional focus." This analysis shows that teachers mostly found aspects of literacy coaching to be effective, and the other times found it to be neutral, and is consistent with Ferguson (2014), who indicated that literacy coaching can benefit teachers and students. Elish-Piper and L'Allier (2011) have previously shown that certain aspects of literacy coaching positively affect student reading gains. Though not definitive, the fact that the median scores are all between neutral and effective does suggest that those activities are being implemented relatively well in Engle County, which could therefore be positively impacting student reading gains. However, as Matsumura and Wang (2014) noted, literacy coaching is often used to help teachers improve their practice. Therefore, although ratings of effective and neutral are not problematic, they are not of the highest caliber.

RQ3: How effective do teachers find literacy coaching?

I calculated central tendency (means) for the summed scores for Part III (Questions 7, 8, and 9) and Part IV together. Out of the 22 participants, 8 found literacy coaching to be ineffective (with scores ranging from 1.64 to 2.41), 3 found it to be neutral (with scores ranging from 3.19 to 3.47), 9 found it to be effective (with scores ranging from 3.57 to 4.48), and 2 found it to be very effective (with scores of 4.74 and 4.89). The participants had varying levels of satisfaction with literacy coaching, which was useful for the analysis. It would have been more challenging to interpret the analysis had most or all of the participants viewed coaching as very effective or very ineffective. A situation in which all the participants leaned heavily toward one opinion could have been accurate, but it also could have indicated that only teachers with a certain type of opinion chose to answer the survey. This is not the case. Refer to Table 7 for more detailed data analysis, to find the effectiveness ratings of the participants who consented to have an interview, and to find the effectiveness ratings of the individuals who did have an interview.

This wide range of overall scores suggests the need for improvement in literacy coaching in Engle County. Engeström (1987) expressed activity theory as being able to take learners further than where they currently are. Scores ranging from 1.64 to 4.89 imply that teachers are not equally learning from the literacy coaches. These scores mirror the inconsistent results found by Chalfant et al. (2011).

Table 6

Median Scores for Effectiveness of Literacy Coaching Components

	Questions 1–12	Questions 13–24	Questions 25–36
Provide support in choosing appropriate instructional strategies	4	4	4
Provide support in developing and/or using appropriate formative assessments	3	3	4
Assist in maintaining a supportive classroom environment	4	4	4
Coach me in my classroom	4	4	4
Model effective instructional strategies	4	4	4
Provide oral or written feedback	4	4	3
Review with me the effectiveness of modeling or coaching	3	4	4
Participate in collaborative meetings	4	4	4
Help me to use student achievement data	4	4	4
Help me identify student needs for instructional focus	4	4	4
Support me in embedding technology in instruction	3	4	4
Facilitate a cohort study group	4	3.5	4

Table 7

Literacy Coaching Effectiveness Ratings

	Numeric effectiveness rating	Verbal effectiveness range	Rounded effectiveness rating
Participant 1	2.07	Ineffective to neutral	Ineffective
Participant 2	3.72	Neutral to effective	Effective
Jenna*	4.00	Effective	Effective
Participant 4	2.41	Ineffective to neutral	Ineffective
Participant 5	4.18	Effective to very effective	Effective
Lily*	3.47	Neutral to effective	Neutral
Madeleine*	2.18	Ineffective to neutral	Ineffective
Participant 8	4.89	Effective to very effective	Very effective
Meg*	3.84	Neutral to effective	Effective
Natalie*	1.64	Very ineffective to ineffective	Ineffective
Eleanor*	2.20	Ineffective to neutral	Ineffective
Participant 12	2.36	Ineffective to neutral	Ineffective
Participant 13	1.86	Very ineffective to ineffective	Ineffective
Participant 14	3.20	Neutral to effective	Effective
Participant 15	3.81	Neutral to effective	Effective
Participant 16	3.73	Neutral to effective	Effective
Maya*	4.48	Effective to very effective	Effective
Rachel*	2.28	Ineffective to neutral	Ineffective
Participant 19	3.57	Neutral to effective	Effective
Sybil*	4.27	Effective to very effective	Effective
Participant 21	4.74	Effective to very effective	Very effective
Participant 22	3.19	Neutral to effective	Neutral

*These participants participated in an interview.
Numbers were given to those who only participated in the Phase 1 survey; pseudonyms were assigned to those who also participated in the Phase 2 interview.

RQ4: How does the amount of time teachers spend with literacy coaches correlate with the level of effectiveness with which they rate literacy coaching**?**

$H_0$4: $\rho = 0$; There is no significant correlation between time spent with literacy coaches and teachers' levels of effectiveness ratings of literacy coaching.

H_a4: $\rho \neq 0$; There is a significant correlation between time spent with literacy coaches and teachers' levels of effectiveness ratings of literacy coaching.

I calculated Pearson's correlation coefficient separately for group and one-on-one time. Both values were statistically significant, as the *p* values were both .01, which is less than a *p* value of .05 (Creswell, 2012). Though significant, the amount of time

teachers spent with literacy coaches in a group had very little correlation with their

effectiveness rating, r (20) = .34, p = .01 or "when correlations range from .20 to .35,

there is only a slight relationship…" (Creswell, 2012, p. 347). The amount of time

teachers spent with literacy coaches one-on-one had a stronger correlation with their

effectiveness rating, $r(20)$ = .54, p = .01. Although stronger (and also significant), this

level of correlation is still only "useful for limited prediction" (Creswell, 2012, p. 347).

The amount of time spent with coaches does positively correlate with a better

effectiveness rating, and that is stronger for time spent with coaches one-on-one. The

more time teachers spent with coaches (especially one-on-one), the more effective they

found the experience to be. However, the values of these correlation coefficients are not

very strong, as neither reached .66 (Creswell, 2012). Despite the lack of strength in the

correlation coefficients, teachers more positively viewed coaching that was done one-on-

one, suggesting that third space may have functioned better when teachers were coached

individually. Teachers can better glean what is needed from coaches when coaches spend

more time with them, and when their needs are the only ones being met. Bean et al.

(2010) found that teachers viewed coaches more favorably when coaches spent their time

coaching instead of on noncoaching tasks, which is consistent with the positive

correlation between time spent with coaches and the effectiveness rating found in this

doctoral study.

Phase 2

When I interpreted the interview data, four themes and several subthemes

emerged (see Table 8). First, the themes are presented and then connected to Research

Questions 5 and 6. The teachers were insightful in their articulation of what they want

from coaches, their concerns, how they view coaches, and what coaching is currently like

in Engle County. When excerpts from the interviews are included below, has been

improved and language like *um* has been eliminated (with the consent of the participants).

Table 8

Themes and Subthemes

Themes	Subthemes
1: What teachers want from coaches and coaching	• Teachers want to know that the coaches are working hard.
	• Teachers want clear explanation of the coaching job description and for coaching to make sense.
	• Teachers want coaches to focus on their specific needs.
	• Teachers want coaches to be in classrooms and leave feedback.
	• Teachers want their coaches to have a personality where the teacher doesn't have to reach out.
	• The teachers also want coaches to work directly with students.
	• Teachers want their professional time to be respected.
2: Teacher concerns	• Teachers feel the coaches are lazy or do not know how they can best be used.
	• Teachers are concerned if they do not know how the coaches spend their time.
	• Teachers feel administration is taking up too much of the coaches' time or not allocating them correctly.
3: How teachers view the coaches	• Teachers like when the coaches help them.
	• Teachers think the coaches are nice people.
	• Teachers give coaches the benefit of the doubt.
	• Some teachers think the coaches are lazy.
4: Coaching in practice	• Coaching experiences varied greatly.
	• Coaching was best when it was relevant to the needs of the teacher.
	• Coaches were particularly helpful with work stations and writing.
	• Teachers who advocated for their coaching needs seemed to have more positive experiences.

Theme 1: What teachers want from coaches and coaching. The teachers

expressed not having enough resources to meet expectations, wanting help, and believing

all teachers can improve. Most of the time if a problem existed with coaching it was an

absence of help or not enough help, not too much help. That being said, if coaching is the

way teachers are to receive help and make improvements, it became clear that teachers prefer certain things.

First of all, teachers want to know that the coaches are working hard. Madeleine stated, "I just wanna see everybody working hard as I do." Related to this desire is the desire to have a clear explanation of the coaching job description and for coaching to make sense. Natalie expressed, "But when this opportunity came up to…I was curious to hear about how they're supposed to be interacting in a school or with teachers." Also, Sybil stated, "So if newer teachers don't know about what a literacy coach does, they don't know how to utilize them, and so sometimes it's just like they're just sitting there doing nothing." Knowing what the coaches are doing provides teachers with insight into whether the coaches are working hard or not. Bean et al. (2010) came to a similar conclusion, ". . . teachers value the attention, information, and assistance they receive from coaches, and when they do not receive such support, they notice it" (p. 111).

Additionally, teachers want coaches to focus on their specific needs, including providing useful resources, especially immediately useful/tangible resources (and for them to teach teachers how to use them). Levine (2010) noted the importance of finding the right resources for teachers in third space. It is important to note that many teachers did not value just ideas or suggestions. They wanted specific planning or training to be done or resources to be provided. Jenna happily expressed that, "She brought me already made workstations." Even teachers who had an ineffective view of coaching, like Madeleine and Eleanor, expressed times when coaches provided helpful resources. Madeleine, stated that, "I wanted to make a writing prompt…So they recently did that for

me, it was very helpful." Eleanor recalled a time when her literacy coach helped her to set up literacy work stations.

Lily, who had a more neutral view of coaching, expressed appreciation for the writing cohorts made available to teachers by the coaches. She found the cohorts to be particularly useful because she received information she needed to navigate the new Florida Standards. Additionally, she stated, "…they would give me something that I could actually use the next day or the next week…I think what any teacher is looking for is something hands on you can in essence, use tomorrow." It makes sense that teachers appreciate any resources that make their jobs easier and make them more effective.

Teachers also wanted coaches to be in classrooms and leave feedback. Feedback is an effective component of coaching (Matsumura & Wang, 2014). Jenna, who had an effective view of coaching, noted, "…she came in and observed me and gave me a lot of suggestions of things that I could do differently, just to make it better." Jenna wants to improve as a teacher, and feedback is one way to help her do that. Sybil, who also had an effective view of coaching, recalled a time when, "So she's, you know, sat down, taught a lesson for me so I could watch her teach the lesson and take notes on it, then she'd watch me do it, took notes, and then said, this where, you know, what you need to do differently, or I like how you did this type of thing." Sybil was able to learn and try a new strategy under the supervision of an expert. Even Natalie, who had not received coaching she was happy with expressed, "I would like for the literacy coaches to come into the classrooms more often and leave feedback." Like Jenna, Natalie wants to become a better teacher, and sees literacy coaches as a vehicle to do so.

Furthermore, teachers want their coaches to have a personality where the teacher doesn't have to reach out. Instead, teachers want coaches to have a welcoming and helpful personality, and for coaches to have enthusiasm for what they are doing. Teachers don't just want coaches to pop their heads in for a minute, they want to feel a genuine offer of help. They want coaches to be in touch, realistic in their expectations, understanding, and knowledgeable. Teachers also want them to build relationships with students and teachers. Sybil put it well when she said,

> I think the reason that they were so successful…they really liked what they were doing. They liked helping teachers and helping students and they had the ability to do that…would go into different classrooms and say you know do you need any help, would you like me to watch you, would you like me to help you with the set up, centers and stuff like that, but if you don't have that personality, it could look like you were just sitting there doing nothing.

After such a positive description of her coaches, it came as no surprise that Sybil wants to become a literacy coach herself.

Maya focused on the relationship between the coach and the teacher, noting the importance of connecting with them and feeling comfortable so it does not feel like an observation or that the coaches are going to go back and tell administration something bad about the teacher. Barone (2013) and Blachowicz et al. (2010) shared how important it is that literacy coaches not be viewed in this manner. Madeleine contrasted the way her math coach approached coaching with how her literacy coach did. She preferred the style of her math coach because she made her feel comfortable, offered help, reassured her she

was not there to judge, and helped plan a centers day. She did not receive this type of help from her literacy coach.

Lily did not have as positive of an experience with her coach. She stated, "…she would pop her head into my room from time to time, but, you know, it was kind of like I'm here, hello, can I do anything for you, whatever." Her coach did not give her a genuine feeling of enthusiasm.

The teachers also wanted coaches to work directly with students. Rachel said that she believes the coaches should be in classrooms every day working with kids. Teachers particularly seemed to like the idea of coaches working with students in small groups. Sybil said, "…the rapport that I watched her build with students that were struggling…the reading coach, or literacy coach would take them out there, in the centrum, and work with them…" Lily expressed, "I would use that money [spent on literacy coaches] to hire teacher tutors …I think these kids they're dying on the battlefield, but I think if we had a little bit more triage going on…" The teachers yearn to see student improvement, especially for struggling students. Working directly with students is certainly a role researchers have found literacy coaches to take (Calo, 2012), but it is not the only way literacy coaches can help students make gains. It seems even indirect contact with students is effective (Carlisle & Berebitsky, 2010; Vernon-Feagans et al., 2012).

Finally, teachers want their professional time to be respected. They do not want their time to be wasted or for things to be done at the last minute; they want timeliness of

responses, coaches following through, and providing resources at the most logical time. They think it is ideal for literacy coaches to not be shared between schools.

Theme 2: Teacher concerns. Most teachers felt that improvements can be made to make coaching more effective. Several teachers felt that the coaches were lazy and/or that coaches did not know how they could be best used. It was of great concern to the teachers if they could not figure out what the coaches were doing with their time. Rachel said

> But, professionally speaking, I felt like they are almost a little lazy? In my experiences, the ones I have worked with, just like not getting stuff back to us or going the extra mile to get us resources or telling us what to do but never giving us the actual modeling in the classroom…with them just sitting in the office, I was kind of like can't, can't you do it? . . .I kind of felt like sitting in there for that day, it was a little peek into how do you actually use your time and I was a little disheartened to see the kind of lack of focus of them…

Rachel was disappointed that the coaches were not using their time more effectively. Rachel's concern was valid, but it is also important to note the many roles literacy coaches tend to take (Bean et al., 2010; Calo, 2012; Carlisle & Berebitsky, 2011; Coburn & Woulfin, 2012; Lowenhaupt et al., 2014).

Several teachers felt administration is taking up the coaches' time and/or is not allocating them correctly. Natalie said, ". . . and I know that she does work closely with the principal and AP" and ". . . but she it seems like she might be being told to do something that she doesn't exactly want to do." When a coach is told to do something she

does not want to do, it can negatively affect the enthusiasm and personality that teachers want the coaches to have.

Meg stated that she felt her principal did not list her as a priority for literacy coaching support because she was already comfortable with the new techniques being implemented. She also stated, ". . . but I feel like every teacher needs support . . ." Although it is understandable for administrators to allocate coaches to those whom they consider to be the neediest teachers, that strategy leaves many other teachers with little or no help at all.

Lily expressed her frustration when she recalled a workshop the literacy coaches conducted on the Gradual Release Model. She felt that administration had asked the coaches to do this workshop, which she deemed unnecessary and irritating since this model had already been used for years.

Theme 3: How teachers view the coaches. The teachers liked when coaches helped them and feel that the coaches are nice people. Madeleine said, "I mean it's been pleasant, everybody that I've been involved with that's been at our school have been pleasant people and you know nice to work with…" Rachel, expressed, "… I would like to prep this by saying I've always enjoyed the ladies I've worked with…like as people, I think they are great people, you know I've gotten along with them fine." It is particularly interesting that these two spoke so highly of the coaches as people, even though they rated literacy coaching itself as ineffective. Perhaps with a little more training even these coaches can be seen as effective by all the teachers with whom they work.

Teachers gave coaches the benefit of the doubt if the coaches were not performing at the level they thought the coaches should, and acknowledged the coaches were probably being pulled in a lot of different directions. This conjecture is likely correct, as literacy coaches fulfill many different roles (Bean et al., 2010; Calo, 2012; Carlisle & Berebitsky, 2011; Coburn & Woulfin, 2012; Lowenhaupt et al., 2014). Madeleine, Natalie, Jenna, and Meg posited that the coaches did not spend as much time with each of them because the coaches were focusing on other teachers or grade levels that needed more help. Maya expressed her view that coaches get pulled into different meetings, limiting their time with individual teachers in their classrooms.

However, as I have already stated, some teachers also viewed coaches as lazy or useless. Madeleine and Lily both expressed that it did not appear as though their coaches were doing very much throughout the day. As stated before, it is important to teachers that coaches work hard, so this view is a very negative one.

Theme 4: Coaching in practice. Coaching experiences among participants varied greatly. However, it didn't seem like there was a big difference between being coached one-on-one versus in a group. What seemed to matter most was that the coaching was relevant to their needs. Shoniker (2011) stated the potential for such differentiated instruction. Work stations and writing in particular came up as areas coaches were helpful with.

The teachers who advocated for their coaching needs seemed to have more positive experiences. For example, Meg recalled, "So it was really successful because I was clear on what I wanted from her and so she delivered with exactly what I was asking

for and then followed up." Clear communication like this seems to improve the coaching experience for teachers.

These four themes help to answer the last two research questions. Research Questions 5 and 6 are listed below to provide more information beyond the themes. Together, the listing of the themes and the specific answers to the research questions provide a fuller picture of the literacy coaching situation in Engle County now, and how it can be improved.

RQ5: What are teachers' experiences with literacy coaching in the district? Teachers had a range of experiences, from very positive to extremely negative (see Table 9). These experiences were also described by Themes 2 (Concerns Teachers Have), 3 (How Teachers View the Coaches), and 4 (Coaching in Practice). The teachers I interviewed wanted the best for their students. When literacy coaching contributed to that, teachers were appreciative. When it did not, teachers were upset or disillusioned. This negative reaction is not surprising, as the literacy coaches are being presented as "more capable peers" (Vygotsky, 1978, p. 33). It is reasonable then that the teachers expect them to add positively to their teaching skills.

The teachers with whom I spoke made a clear effort to express the reality of literacy coaching to the best of their ability. For example, even Natalie, who rated coaching as ineffective, noted that she was jealous of her friends who had different literacy coaches—she did not discount the value of literacy coaching completely. Likewise, Sybil, who rated literacy coaching as effective, expressed that she could see how some teachers might view coaches as not doing anything if they did not understand

the purpose of the coaches. Confusion concerning literacy coach roles is widely

documented (Calo et al., 2015; Ferguson, 2014; Lynch & Ferguson, 2010).

Table 9

Sampling of Experiences With Literacy Coaching

Very positive	Extremely negative
Wanting one coach in every school/coaches are stretched too thin.	What do coaches even get paid to do/use the money for something else.
Learning a significant amount from the coach(es).	The coaches give them little to nothing, take from them, have unrealistic expectations, take too long, or provide stuff they could have easily gotten themselves.
Praising specific coaches by name.	Not even knowing the name of their coach.
Not having a negative experience.	Not having a positive experience.
Website has useful things to choose from.	Website is disorganized.
Coaches are better than *Teachers Pay Teachers*.	Teacher has to use *Teachers Pay Teachers* because the coach is not helping.
Coaches go above and beyond.	Coaches are lazy.
Coaches will help whenever asked.	Teacher has asked for help and has not gotten it.

RQ5 was addressed during member checking by checking the summary of

teachers' own individual interviews with each of them. The scope of experiences was not

shared with them so as not to color their perspectives. The following is how the teachers

responded to the summary of their individual interviews. Madeleine affirmed the

interpretations of her statements. When I summarized her responses to Question 1 from

the interview, she mentioned her memory failing. During Question 3 she mentioned that

she was actually at the school at that moment! She emphatically agreed with my

interpretation of her answer to Question 6. For Question 7, she and Rachel mentioned the

same issue, concerning the writing groups and frustration with the coaches there this

year. In her words, she went from ambivalent to extremely annoyed. In addition to what

Rachel said, she felt the coach was not being a team player. She also further expressed frustration with district assessments, and reiterated that maybe we should keep one person over ELA to deal with assessments.

Jenna clarified after the summary of her response to Question 4 that she could have had her help if she wanted, that she could go get it but the coach has not come to her, maybe owing to restructuring or that it was a combination between needing to work with upper grades more for testing and maybe being at school less. Jenna enthusiastically affirmed Question 5, saying definitely, that it is such a huge benefit that we have. Meg mentioned that she has gotten more clarity on what coaching is supposed to look like here since our interview. She noted that the county is moving in the right direction, that much is coming from research, for example, dealing with relationships, making teachers want to hone their craft, giving teachers choices, and not being on a list of *you need this*. She noted that coaches are getting this information, and that I will hear it, and that it will be disseminated to principals and assistant principals and then everyone will be on the same page. Natalie, Rachel, Sybil, Lily, and Maya affirmed the interpretations without additional comment.

RQ6: What are teachers' ideal literacy coaching situations? Theme 1, what teachers want from coaches and coaching, answered RQ 6. In talking with the participants, it became clear that several had specific ideas for how to structure literacy coaching. Madeleine and Lily offered the suggestion of eliminating literacy coaches in favor of reappropriating the money to make smaller classes or having them work exclusively with students, respectively. For Madeleine and Lily, literacy coaching in

Engle County does not adequately benefit students, but these teachers believe re-appropriating the money in this way might. If this method were adopted, however, teachers may be less likely to alter their instructional tactics for the better (Carlisle & Berebitsky, 2011; Kretlow & Bartholomew, 2010; Rudd et al., 2009). Meg (at the time of the interview a math/science coach in the district) advocated for real-time coaching. Maya suggested doing a survey of teachers' needs and interests as they pertain to literacy coaching, then hosting a small social for teachers and coaches to get to know each other and become comfortable with each other. This suggestion is consistent with the literature expressing the importance of the positive teacher-coach relationship (Abiddin & Ismail, 2012; Konza & Michael, 2010; Stover et al., 2011).

Validity

I followed the interview protocol, even when it felt unnatural. I endeavored to be supportive and actively listen, without making the teachers feel as though they should be saying one thing or another. There was mutual laughter in all interviews, which added to the feeling that participants were comfortable speaking with me. Interviews were much shorter than anticipated, however. This made me feel better about the extra length in the member checking phone calls. One slight deviation I made was with Madeleine's interview. When I told her the interpretation of her survey results, I told her the overall range of between ineffective and neutral, but did not clarify that it was closer to ineffective. I made this clarification during member checking.

Member checking. Before member checking, I also went back through the codes and looked at them to see if anything stood out as having not been addressed yet. Then I

went through the transcripts looking for anything that was important that was not addressed. The follow-up phone calls were often longer than anticipated, between 10 minutes and 30 minutes, according to my phone records. Significant time increases were usually from participant clarifications, not me talking. One participant told me I could make her hush if I wanted—of course I did not. I wanted to establish a listening environment so that they could feel comfortable correcting me in any way, as I wanted the information to be absolutely correct. I made it clear that they could interrupt me, be honest, and ask me to repeat myself. I asked if I was on the right track, if what I said was okay, and/or waited for *Mmhmm's*.

In the follow-up phone calls, I began by asking them how they were, and thanking them for doing the follow-up phone call. Then I told them I would share the interpretation of their specific interview responses. I read a prepared summary of their answers to the six questions. At the end of each question, I asked if that sounded okay or right, if it rang true, or paused and gave them an opportunity to affirm or dispute the interpretation. Then I told them that I would share the general preliminary conclusions to see how accurate they felt those were. That document was identical for all participants. I reiterated that they could interrupt me, ask me to repeat something, and be honest. After every few statements, I paused to obtain or ask for their opinion about the accuracy of the generalizations. I started with the list of 11 conclusions. I then moved on to the interpretation of how teachers want to be coached if they are to receive coaching.

At the end of each call I asked each participant if I could quote them directly using a pseudonym. I decided to do this as an added measure after reading Carlson's

(2010) article, in which Doyle (2007) was referenced as suggesting giving participants "approval power for selected narratives the researcher would like to publish" (p. 1,106). As also suggested by Carlson (2010), I asked if I could edit stream of consciousness/um's/grammar, and all participants consented (some quite enthusiastically). I provided each participant with an example of a quote from her own interview. I ended by asking them what kind of gift card each of them would like, asking if I could use the county's internal mail service to send it to their school (if they still worked there), and thanking them.

The participants found no serious issues with the findings. Noteworthy comments or clarifications have been noted within the body of this paper or Appendix E. All the participants seemed to forget that they were owed a gift card, which made me feel good about the reasons for their participation—they truly wanted to participate. One participant tried to decline the gift card, but I insisted. All gift cards have been truck mailed or mailed to the teachers. Several mentioned that if I were to need anything else, I could contact them anytime.

I knew that two of the teachers worked at the same school and were on the same team. However, I maintained confidentiality. During the follow-up phone call however, Rachel mentioned Madeleine by name (I still maintained confidentiality). Then during Madeleine's follow-up call, she told me I could mirror what Rachel had said during our follow-up call. This let me know that they told each other they were in this study.

Integration

As stated before, one of the benefits of doing a mixed-methods study is the ability to look at the alternate portions of the study through the lens of the other. The qualitative analysis supports the quantitative analysis. Likewise, the quantitative analysis helps to support the qualitative analysis.

For RQ1, in the quantitative analysis there was not a statistically significant difference in coaching one-on–one versus in a group. The interviewees mentioned both. When both were coded, being coached in a group was coded for six participants, and one-on-one was coded for nine. Quantitative and qualitative aspects were therefore consistent.

For RQ2, the calculated median score for the individual components of coaching was usually a 4, but sometimes a 3. This indicated that overall there was not a huge problem with literacy coaching. However, when looking at individual responses, they ranged from very ineffective to very effective, indicating that teacher experiences with literacy coaching throughout the district varied considerably. This was confirmed through the interviews. Even when participants were enthusiastic about literacy coaching, they still noted the ability to improve areas of weakness. Therefore, quantitative and qualitative portions of the study were consistent.

For RQ3, the overall rating of literacy coaching ranged from ineffective to very effective. Interviewees also reported a range of negative to positive experiences. Therefore, the analysis of the interviews supported the quantitative data analysis.

For RQ4, the correlation between one-on-one versus group coaching and effectiveness rating was small, but slightly larger for being coached one-on-one. This is

consistent with interviews because it became clear that people often resented or at least noted that coaches did not see them enough. Also, it seemed like group coaching was more likely to be irrelevant to the teacher than one-on-one coaching (for example, Lily's experience with the Gradual Release Model training).

For RQ5, the interviewees noted varying literacy coaching experiences, which was consistent with the variations in survey responses. For RQ6, interviewees had varying ideas for what an ideal situation would look like, much of which was consistent with the literature and aspects of the survey.

Conclusion

In this sequential explanatory mixed-methods approach, data were analyzed from 22 quantitative participants, nine of whom also became qualitative participants. The small sample size compared to the population did not allow for generalizations, but it did allow for important conclusions and several themes. The calculations for Cronbach's alpha ranged from .94 to .98 for Likert scale survey items. These calculations would indicate high reliability, but are limited by the small sample size. Member checking contributed to the validity of the qualitative analysis.

Individual aspects of literacy coaching in Engle County, for example modeling effective strategies, were rated between neutral and effective, which is positive, and suggests that overall Engle County's literacy coaching program is not wholly problematic. However, neutral is not acceptable for the children in Engle County. The overall ratings of literacy coaching both within the quantitative and qualitative data are quite discrepant, and include negative responses. These discrepancies were not

surprising, as the literature on literacy coaching has well established that literacy coaching itself varies as do teachers' responses to it (Atteberry & Bryk, 2011; McLean et al., 2010; Spelman & Rohlwing, 2013).

Engle County stakeholders should work to improve literacy coaching, and this research provides suggestions on how to do so. When the participants were interviewed, they were clear in their explanations of how the literacy coaching is, and how they believed it should be. Many similarities were present between how participants who viewed literacy coaching negatively thought it should be structured and how participants who viewed literacy coaching positively said it was structured, suggesting these adult learners have similarities in their learning needs. If a structure for literacy coaching that consistently employs these characteristics can be created in Engle County, it will not only be more effective for teachers and their students, but more pleasant for all involved.

To make these improvements happen, the project is professional development for administrators, literacy coaches, and teachers. These three groups are directly instrumental in creating literacy coaching success in schools. The professional development is structured to train each group separately to best focus on the needs of the learners. All three trainings are structured to meet the needs of adult learners and are consistent with CHAT because they include collaboration, a network of learners, and access to an individual who can provide additional knowledge (Engeström, 1999; Levine, 2010; Vygotsky, 1978). The research in this project is combined with professional literature, school data, role playing, and discussion to provide a comprehensive

understanding of literacy coaching in and beyond Engle County, to maximize its

effectiveness.

Section 3: The Project

Introduction

In this section, I discuss the project and a rationale for choosing 3 days of professional development as a project. I also review the relevant literature and discuss the implementation of the project, in addition to the proposed evaluation of the project. Finally, I discuss the potential for social change derived from the project. One important clarification is as follows: Although the job title is now *instructional coach*, this project focuses on the component of the job that is literacy coaching, so I will continue to use that term in the remainder of this project. The term *literacy coach* will also help focus the discussions during trainings on the literacy aspects of the instructional coaches' jobs.

Description and Goals

This project consists of three professional development workshops (see Appendix A). Each workshop lasts 1 day and are for three separate groups of people: administrators (principals and assistant principals), instructional coaches, and teachers. The administrators and teachers are to be from the 10 schools in Engle County with literacy coaches who serve elementary-age students (K. Walker, personal communication, September 6, 2016). The coaches will be the 13 literacy coaches who are assigned to work with those schools (K. Walker, personal communication, September 9, 2016).

The purpose of the project is to develop a common understanding among the three groups about what is regarded as effective coaching by teachers. These three groups are the most closely involved professionals teaching children to read well. The interactions between them, if successful, can expand the learning and success of students and adults at

an elementary school. If the interactions are strained or negative, they could easily be counterproductive. The goal for this project is to help enable literacy coaches to work successfully with administrators and teachers. Doing so includes showing the administration and teachers how to use the coaches appropriately.

Rationale

I chose this project so that I could work with the three most important stakeholders separately to address their unique needs in meeting this common goal. A curriculum plan was not appropriate because the goal was not to singularly improve coaching or teaching, but to improve coaching and teaching as a whole. This improvement can only be made by engaging the individuals in face-to-face professional development.

Including all three groups in professional development is supported by the quantitative and qualitative analysis from Section 2. Quantitative analysis showed that the median score for the Likert-style questions teachers (participants) answered were between neutral (3) and effective/good use of time/positive (4), on a scale from 1 to 5 (5 being the highest). These median scores indicated that a consistent, widespread problem with literacy coaching does not exist in Engle County. If there were, I would have expected to see consistently negative responses concerning literacy coaching. Therefore, the data analysis does not necessitate a major overhaul of all coaching. However, the fact that individual teachers' overall rating of literacy coaching ranged from ineffective to very effective (1.64 to 4.89) exposes inconsistency in how teachers are viewing literacy coaching as a whole. This inconsistency suggests that the coaches, teachers, or both

would benefit from professional development geared specifically at making their interactions more successful.

In the qualitative analysis, there was further support that some teachers are happy with the current literacy coaching, and others are not, exemplified by the themes *How Teachers View the Coaches* and *Coaching in Practice*. The themes *What Teachers Want from Coaches and Coaching* and *Teacher Concerns* showed that teachers want to better understand literacy coaching and want to participate in it if it is working well. A subtheme of the theme *Concerns Teacher Have* was *Teachers feel administration is taking up too much of the coaches' time or not allocating them correctly*. This subtheme influenced the decision to include administrators in the professional development as well.

Literacy coaching is an interactive activity between literacy coaches, administrators, and teachers. Therefore, it made the most sense to disseminate information to them in a way that allowed them to discuss the information with me. I did not obtain the opinions of administrators or literacy coaches in this study, partly because it did not become as clear to me how important the role of the principal in literacy coaching is until I completed qualitative analysis, further researched in the literature, and reflected on the literacy coaching in place.

This project provides professional development for literacy coaches, administrators, and teachers on how to work with other participants successfully and how to best prepare oneself to participate in literacy coaching. It also provides the findings of this study along with information from the body of research on important components of literacy coaching. If quality literacy coaching is appreciated and promoted by the

administrators and accepted and used by the teachers, student success will follow.

Though 1 day of professional development for each of these groups will not likely be all

that is needed to maximize the effectiveness of literacy coaching in Engle County and

cause all students to be proficient in reading, it is an important place to start. These

trainings will clear up misconceptions held by individuals in all three groups, encourage

their reflection, and hopefully open a dialogue that will continue to support student

learning.

<div align="center">**Review of the Literature**</div>

The project is supported by the data analysis in Section 2. It is also supported by

andragogy. Finally, the project is supported by literature concerning delivering

appropriate professional development to literacy coaches, administrators, and teachers.

To find articles for this section, I used the Thoreau Multi-Database Search

through the Walden Library. I began May 14, 2016 with searching for information about

how to best train administrators. I searched for full text, peer reviewed articles from

2011–2016. I began with the Boolean search term *effective training for literacy coaches*,

which yielded zero results. I then changed the Boolean search term to *professional*

development for literacy coaches, which yielded six results. I found two of those articles

to be relevant to my needs.

Next, I used *professional development for administrators*, which produced 276

results. I downloaded one article, and then tried to narrow the results by using *teaching*

administrators. That search yielded 269 results. I changed it again to *"professional*

development for principals", resulting in four articles. When I removed the full text

requirement, the Thoreau Multi-Database Search provided six articles. I downloaded one more article.

After that, I entered *professional development AND principals,* without the full text requirement and received 1,696 articles. I downloaded another article. I tried *training principals* without full text, and received 827 results. I chose two more articles. Then I changed the search term to *training principals NOT preparation* (still without the full text requirement), and it yielded 690 results. I chose eight additional articles. When I returned to this search on May 30, 2016, I received 829 articles. Full text narrowed that down to 734, from which I selected 11 more articles.

I also began the search for how to train literacy coaches on May 14. I began with *training literacy coaches NOT preparation*, and received one article that was not useful to me. The same resulted when I removed *NOT preparation*. I used *"training instructional coaches,"* which yielded zero results. Three results were yielded without the quotation marks. They were not helpful. *Instructional coach preparation* also yielded zero results. *Teaching coaches how to coach* resulted in one article about physical education coaches. I tried *training coaches* and continued to add the following to make the search more relevant as I found which terms to eliminate; *NOT sports NOT physical education NOT parent NOT medical NOT athlete NOT diabetes NOT swim NOT basketball NOT football NOT run NOT health.* The final result was 94 articles, most of which were not relevant. I changed the search to *professional development AND coach,* yielding 1,025 articles. I downloaded two articles, and requested access to another from Walden's Document Delivery Service. The Boolean search term *professional*

development of coaches resulted in 66 sources. I chose three of them. When I returned to this search on May 30, 2016, I added *NOT physical education* to that search term and received 47 articles. I chose four more articles.

The search for articles concerning professional development for teachers began on May 15, 2016. I chose the Boolean search terms *training teachers NOT new NOT preparation*, without full text and received 22,571 results. With full text the results were narrowed to 15,360. I chose one article, and decided to narrow the search further. The next search was *training teachers NOT new NOT preparation NOT pre-service NOT initial*, without full text, which yielded 12,756 results. I chose four. When I returned to the search on May 30, 2016 I limited it to full text. I chose two additional results. Many of the articles were not applicable to this project.

After perusing the articles, it became clear that adult learning theory would be a foundational theory for the creation of the professional development. I began a search for *adult learning theory* on May 15, 2016 with full text, and received 2,374 results. The search was not limited by years because it concerned theory, not current research studies. I downloaded four articles. After reading them, I searched for *adult learning theory AND Knowles (author)* with full text and received one result, which was useful. On May 29, 2016 I searched *adult learning theory AND principals* for 2011–2016, full text, peer-edited. It yielded seven results, one of which I already had, and the others were not useful. I searched for *adult learning theory AND teachers* and received 187 results. I only downloaded four, as many were irrelevant. *Adult learning theory AND literacy coaches* yielded zero results. *Adult learning theory AND coaches* yielded one, which I selected.

Searching for *andragogy* peer reviewed, full text, 2011–2016 yielded 882 resources, and I chose one.

The theoretical framework below is focused on andragogy, which is a component of adult learning theory. The literature review is broken up into training administrators, training literacy coaches, and training teachers. Although all three groups are adult learners, their needs are definitely different. Finally, I included information concerning evaluations of each of these three groups, because that information is also vital to making learning meaningful for these adults.

Theoretical Framework

Andragogy is attributed to Knowles (Malik, 2016). Knowles stated the importance of the adult learner having control over his or her own learning, and input in the learning process (Knowles, 1973). Zepeda, Parylo, and Bengtson (2014) suggested that anyone creating professional development for principals use adult learning theory to do so. Matsumura et al. (2012) stressed the importance cited in the professional literature "of gaining unambiguous buy-in from stakeholders" (p. 226) when creating change. Promoting buy in from the stakeholders will be instrumental throughout this section.

Weber-Mayer, Piasta, and Yeager (2015), in their study analyzing the questionnaires of 263 early childhood educators, based, in part, on the theory of andragogy, concluded the importance of considering what adults already know, have experienced, and are able to do when training them. These authors suggested differentiating professional development (Weber-Mayer et al., 2015). Giannoukos, Besas, Galiropouluos, and Hioctour (2015) wrote about strategies for teaching and engaging the

adult learner. They suggested providing the opportunity for teamwork, using rapid questioning to prevent boredom, having clear learning goals, and utilizing visually stimulating technology to engage the adult learner (Giannoukos et al., 2015). The authors also noted the importance of gaining the trust of the participants and using the principles of andragogy to teach (Giannoukos et al., 2015).

Green and Ballard (2011) who studied the implementation of a Professional Development School cited, "Ownership, Modeling, Teamwork, and Application of Course-Based Pedagogy" (p. 18) as reasons for the success of their intern training model. Dernova (2015) analyzed research papers concerning adult experiential learning, concluding that the learners' experiences are vital components of their learning and that it is a cycle including reflection. These characteristics are consistent with elements of adult learning theory.

Training Administrators

One group of adults for whom andragogy is important is school administrators (in this case principals and assistant principals). As administrators are often experienced educators, even new principals bring with them background knowledge, skills, and experiences that must be acknowledged to teach them effectively. Gill (2012) highlighted the importance of mentoring and professional development for principals. Khan, Ahmad, Ali, and Fayyaz-ur-Rehman (2011) studied 170 principals, 850 students, and 340 teachers. Their analysis of questionnaires, interviews, school records, and observations suggests that if principals are trained well, student achievement increases (Khan et al., 2011).

Zepeda et al. (2014) completed a cross-case analysis study of four school districts in which they interviewed principals, superintendents, assistant/deputy superintendents, and human resources directors concerning professional development. These researchers found that principals appreciated professional development that was relevant and focused on solving problems (Zepeda et al., 2014). Zepeda et al. highlighted the problem that the amount of self direction principals can have in their own learning when engaging in district professional development is limited. However, the authors still suggested that anyone who provides professional development for principals focus on allowing learning that is self directed (Zepeda et al., 2014).

Graham, Desmond, and Zinsser (2014) completed a mixed-method study of the training of principals from elementary and secondary schools in two states in the northeast. The authors highlighted the importance of principal support for counseling programs (which can be extrapolated to principal support for other programs, such as literacy coaching), and wanted to learn more about how well the training for principals was working (Graham et al., 2014). Graham et al. discussed the importance of fostering collaboration between the administrators and those who were educating the counselors (for the purposes of this study this is comparable to administrators and literacy coaches respectively).

In an article by Wise and Zwiers (2013) detailing action research completed by instructional coaches in Guatemala, one coach said, ". . . I have learned that you cannot just show up at a school, demonstrate a new teaching strategy to two or three willing teachers, and leave. You must involve everyone in the process" (p. 75). This statement

helps to highlight the importance of including the principal in literacy coaching training. Principals need to understand what the purpose of literacy coaching is, how they can best use the coaches in their schools, and that they (the principals) too are learners in how to increase student learning in reading, not just the teachers.

Huff, Preston, and Goldring (2013) completed a study involving 24 principals who received coaching. The coaching sessions were audio recorded and transcribed, and then the transcripts of several principals whose coaches said they did well and several whose coaches said they did not were purposefully selected for further analysis on a 0- to 3-point scale (Huff et al., 2013). Huff et al. found several coaching strategies to be particularly effective with principals: asking specific questions about feedback principals had received, role playing different situations, discussing principals' concerns and reflections, and following up on previous discussions about action plans.

Reardon (2011) found that principals being learning centered in their leadership styles was more predictive of student reading scores than students' socioeconomic status. Using literacy coaches to enhance the principals' ability to be learning centered could prove to be particularly useful for students who are of a lower socioeconomic status. Sala et al. (2013) studied a mentoring program for principals. They noted that principals have difficult jobs and many responsibilities. The authors stated that the nature of the principals' jobs can make mentoring principals challenging. Additionally, Sala et al. found that because mentors and principals did not meet often in the most official capacity, some of them did not place much value on the project. Carving out time for

principals and literacy coaches to meet, especially when that is not the main focus of literacy coaches, is also challenging, but would be well worth the effort.

Bouchamma and Michaud (2014) completed a study concerning four administrators, three vice principals, and one department head who participated in professional communities of practice. The authors stated that, "It is important to articulate good preparation for principals regarding the management of change" (Bouchamma & Michaud, 2014, p. 80). Literacy coaching is certainly an example of change. Therefore, principals need to be involved in the literacy coaching process.

Miller (2013) expressed the importance of giving principals professional development targeted to areas they need to work on. This statement supports the use of school data in training principals. When training principals about literacy coaching, connecting their training to deficit areas in the reading scores of their students hopefully makes the training more immediately meaningful to them. Making the training more meaningful creates more buy in to the training and literacy coaching. Zimmerman (2011) noted that principals need to look within and see how ready they are to implement changes in their schools before they can start to do so. Explicitly guiding principles in that process would be a beneficial activity in their professional development.

In the transcripts from data analysis in Section 2, the *Administration* code from *Literacy Coaching Looks Like* was coded 11 times in six (out of nine) transcripts. The *Administration* code from *Not Successful* (*What contributed negatively*) was coded once in one transcript. These codes, in addition to the effect literacy coaching has on

administrators in Section 1 supports the decision to have administrators trained on literacy coaching in this project.

Training Literacy Coaches

In the data analysis in Section 2, there were 28 instances in eight out of nine participant transcripts noting *Change Coaching* from *Ideal Situation*, 27 instances of *Disagree with structure* from *Literacy Coaching Looks Like* in eight transcripts, and 12 instances of *What do you do* from *Literacy Coaching Looks Like* in five transcripts. Additionally, in *Not Successful* (*Resource*) 30 instances of *Lack of Resource* were in eight transcripts, and 35 instances of *Poorly implemented or disliked resource* existed in all nine transcripts. Despite these negatives, all nine teachers expressed a desire for help under the code *Teaching Mindset* (*Want help*), in 37 instances. Teachers want help from coaches. Therefore, it is not only important to train administrators concerning literacy coaching, it is imperative that coaches are trained in how to coach effectively.

Huff et al. (2013) found that even though the coaches of the principals in their study were trained in the same manner, they coached quite differently. This highlights the importance of uniform training for coaches. Without it, it would stand to reason that their coaching would be even more diverse. Diversity in coaching is important when it comes to the needs of the learner, but the overall coaching skills should be the same—meaning even though coaches should coach every individual differently, anyone receiving coaching should receive the same level of quality. Leadership coaches and literacy coaches are certainly different, but they can both help the administrator to make

improvements. Therefore, it is appropriate to consider the training of literacy coaches and the coaches who more often work closely with principals.

Wise and Hammack (2011) conducted a survey of principals to find out what their leadership coaches do that work for them, as it related to coaching competencies and best practices. The authors then created an assessment instrument about coaching, which included the relationship between the coach and principal, effective communication, enabling the principal to learn and improve performance, and using best practices (Wise & Hammack, 2011). It is imperative that coaches be trained on how to focus on these areas when working with principals.

Hunt and Handsfield (2013) conducted a qualitative study of seven first-year literacy coaches who received professional development. Using constant comparative analysis, Hunt and Hansfield analyzed the interviews and observations of three specific participants. They found that literacy coaching was often an emotional job, and therefore suggested that when training literacy coaches, attention be given to the emotional and challenging nature of literacy coaching (Hunt & Handsfield, 2013). One of the challenges outlined in this article is the dichotomy of proving their expertise while still being supportive and gaining the trust of teachers (Hunt & Handsfield, 2013). Validating the difficulties associated with their position should be an important component of any literacy coaching training.

Massey (2012) conducted a study of literacy coaches' perceptions of how well they influenced how teachers taught. Massey found that literacy coaches attributed teacher change to professional development, modeling, observing, giving feedback,

meeting as a grade level, and collaborating. Reba (2014) conducted a study involving 75 teachers and 750 trainees in which surveys and interviews were completed to study how well teachers were learning at ten different regional teacher learning institutes and five education and research institutes. The results of Reba's study pointed to using multiple ways of teaching that are up to date and learner centered. It is important to include these aspects of coaching in professional development for literacy coaches.

Walpole, McKenna, and Morrill (2011) offered insights from their experiences training literacy coaches for 6 years in 153 elementary schools in Georgia. The authors honed their strategies throughout the process and came to several important conclusions about how to best train literacy coaches. They stressed the importance of differentiating training for coaches, building the knowledge base of the coaches through different strategies such as "readings; lesson planning; lesson observation; analysis of data; and targeted discussions with teachers, peers, principals, mentors, and outsiders" (Walpole et al., 2011, p. 278). They also stressed the importance of referencing literacy and policy research, having a focused purpose (such as improving a certain type of instruction), and the trainer constantly reflecting on what is and is not working (Walpole et al., 2011, p. 278). Though literacy coaches are certainly teachers, training teachers is different, and so requires its own section.

Training Teachers

Fitzgerald and Theilheimer (2013) found in their qualitative study that teachers desire professional development when it applies to their needs. Teachers preferred when they had an opportunity to help choose the kind of professional development they were

going to receive (Fitzgerald & Theilheimer, 2013). Even though I could not fully allow choice by teachers or the other receivers of the professional development due to the fact that I had to create it ahead of time for the purpose of this doctoral project, I built in several opportunities for participants to identify areas they would like to focus on. I also allowed for a certain degree of choice within the training.

The project data further support the provision of choice to teachers in professional development. For example, Lily, one of the participants in the qualitative phase of the study, expressed her frustration regarding being trained yet again on the Gradual Release Model. She felt she already understood it, and that the coach probably did not choose that topic. As a sub theme of the analysis was *Teachers want their professional time to be respected*, it was imperative that the training be as relevant and full of information as possible.

Dozier (2014) expressed the importance of "issues and questions that address practical matters to help teachers implement new practices" (p. 234). Though Dozier highlighted the importance of giving teachers choice in their learning, she also stated that sometimes professional development has to be mandated, especially when a large-scale change is being implemented. Finally, Dozier expressed the importance of keeping certain things in mind while creating mandatory professional development, such as being willing to learn from the teachers receiving the training, and to consider how one is structuring the professional development (e.g., allowing teachers to collaborate to solve problems and making connections to their classrooms).

Hoveid and Honerod Hoveid (2013) highlighted the value of having teachers read texts as part of their professional development, because it can help them to think critically about their practice. The inclusion of readings can be a good way to support trainer statements in professional development. This strategy should not be limited to the training of teachers, but also be included in the training of coaches and administrators.

In the analysis of four transcripts from Section 2, teachers indicated nine times that they felt overwhelmed, coded within *Teaching Mindset* (*Teachers Overwhelmed*). All nine teachers referenced *Asking for help*, for a total of 21 references from *Literacy Coaching Looks Like*. Teachers will definitely benefit from training that helps them understand coaching better. Additionally, all three groups of learners will benefit from a connection to their evaluations.

Evaluations in Engle County

As relevant, practical knowledge is valued by adult learners, I also researched how these different stakeholders are evaluated. I am not involved in evaluating them in any capacity, but will show these adult learners that the training provided can help them to address components of their evaluations. I hope making this connection will make the training more meaningful and create the most buy in. Administrators, literacy coaches, and teachers are evaluated differently, but all three groups have evaluations that tie significantly to this training.

Administrator evaluations. Twenty out of 49 descriptors (40.82%) within the 10 Florida Principal Leadership Standards can be addressed through quality use of literacy coaches (FLDOE, 2016h). One such descriptor is, "Provides resources and time and

engages faculty in effective individual and collaborative professional learning throughout the year" (FLDOE, 2016h). Engle County uses evidence-based evaluations. Showing the principals how they can provide evidence of meeting almost 41% of their state descriptors will certainly be useful to them.

Literacy coach evaluations. Fourteen out of 19 of the indicators on the Appraisal Form for literacy coaches will be addressed in the training (Appraisal Form, 2016). These 14 indicators make up 73.68% of this portion of the evaluation for literacy coaches. An example of one of these indicators is, "The teacher specialist/instructional coach creates and facilitates a safe environment for teacher learning, building trust, encouraging open communication, and providing appropriate feedback" (Appraisal Form, 2016). I obtained access to this document by emailing one of the literacy coaches I know in the county (I. Rossellini, personal communication, 2016).

Teacher evaluations. The ▮▮▮▮ County Public Schools Instructional Framework (▮▮▮▮ County Public Schools: Just-4-Teachers, 2016) is used by principals in their evaluation of teachers. Making use of a literacy coach is directly relatable to 11 out of 20 indicators in this framework. These 11 indicators constitute 55% of the principals' evaluations of teachers. One of these related indicators is, "The teacher views himself/herself as a member of a professional learning community (PLC) with a focus on collaboration with colleagues to support the continuous improvement of the school's goals and outcomes and to foster mutual professional development" (▮▮▮▮ County Public Schools: Just-4-Teachers, 2016).

Conclusion

Fitzgerald (2013) and Theilheimer put it well when they said, "Teachers who truly work as a team…share a perspective on children and a common plan for their work with children" (p. 105). Providing professional development to all three stakeholders will increase the likelihood of administrators, coaches, and teachers having a shared vision for how to approach reading instruction with their students. This teamwork will benefit all individuals involved, both on measurable and immeasurable indicators.

<div align="center">

Implementation

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Ideally, all the administrators, literacy coaches, and reading teachers of the 10 elementary schools with literacy coaches will participate in this training, as literacy coaching in Engle County is expensive and the goal is for consistency system wide (Dozier, 2014). The total number of attendees will be 20 administrators (10 principals and 10 assistant principals), 13 literacy coaches, and 252 teachers (███ County Public Schools, 2016; K. Walker, personal communication, September 6, 2016; September 9, 2016). These numbers are based on current numbers, which are constantly in flux for various reasons.

Potential Resources and Existing Supports

One existing support is the fact that literacy coaching is already an established and funded endeavor in Engle County. Additional money is now being funneled into literacy coaching as well. That makes it considerably easier to argue that this additional professional development will be worthwhile.

I am an ELA Teacher Leader for my school's intermediate grade levels, and was selected as one of two ELA fourth grade teacher leaders to help develop the fourth grade pacing guide for the district. That means I have already shown the Supervisor of Elementary Curriculum (who also works closely with the literacy coaches) that I have skills and knowledge of value, and the ability to collaborate with others. I get along with several of the reading coaches (and do not know/have not worked with the others). Of the 20 administrators in the professional development group, I have worked with two recently, and currently work with one other. I have a positive relationship with all three of them, and they may be able to better see value in what I am doing, possibly spreading that opinion to other administrators. One of the other current administrators was the literacy coach who inspired this study. Although we have a positive professional relationship, if she realizes this fact it could either become awkward or be flattering for her, as I acknowledge that I learned a great deal from her. Finally, I attended a conference in New York City with the director of professional development, and we were able to work together nicely. Having her know who I am has shown to be helpful, as she has expressed interest in utilizing some of the professional development I created.

Potential Barriers

Cost is certainly a barrier. However, principals will receive no compensation as it would be required as part of their job. Coaches will not receive compensation for the same reason if conducted during their normal work hours. That being said, it would cost $22,680 to train all 252 teachers. This value is based upon the lower $15 an hour that teachers can be paid for attending professional development. However, if this were

completed during a teacher workday or were split during several Wednesdays (days with early release where a larger portion of the afternoon is set aside for the purpose of professional development), it would lower or eliminate these costs. Another option is only inviting one team leader from every applicable grade level/department per school, which would reduce the number of teachers from 252 to 64. This would reduce the overall cost to $5,760. Copies of handouts, chart paper, markers, sticky notes, and refreshments would be other costs to consider.

Time is a competing barrier with cost. It is already difficult for principals and the district to schedule professional development during the work day while still providing teachers with their contractual rights. Therefore, administrators will either need to forego training they already wanted to do, or pay the extra money to hold the training on a day teachers do not usually work. If administrators chose to hold the training during the teaching day, substitutes will comprise an alternate cost.

Location is another factor to consider. Although plenty of appropriate locations exist district wide, coordinating the reservation of one or several locations could prove difficult. Especially challenging is providing a central location that is convenient to most attendees.

Additionally, resistance to change is a potential barrier. Administrators, literacy coaches, and teachers may believe they are already doing their best and not welcome new ideas. Or, they may see this as just another training, and be unwilling to participate meaningfully or at all.

I often voice my opinions to district stakeholders, whether on behalf of the union or personally, and that means I often disagree with them. That could potentially cause a bias on their part, which may cause them to dismiss my request to provide this professional development, despite seeing professional value in it. However, we treat each other professionally, so hopefully that will continue.

Proposal for Implementation and Timetable

I will email the head of professional development and ask her if/how she would like to implement these trainings. If she determines they are useful to her purposes, she will place the trainings on the online calendar/signup portal. I will then invite all potential attendees. I will complete the training with each group, and each group will participate in a Google Classroom as a follow up. I will create an individual classroom for each group, so that even though everyone will be expected to conduct themselves professionally, each group will be able to more easily and comfortably express concerns or frustrations. Principals and teachers will also need to submit proof of collaboration with a literacy coach, and literacy coaches will need to submit proof of collaboration with each of their administrators as well as teachers. This proof could be in the form of a narrative, or as copies of emails, notes, or collaboratively created artifacts; either submitted to me or posted on the Google Classroom.

Ideally, these trainings would have been completed by the end of preplanning in August, 2016, so that all stakeholders could have been on the same page from the beginning of the school year. The next best option is to complete the trainings as soon as possible. It does not matter which group is trained first. I will, however, keep track of

anything I learn from one group that I may need to use to revise or at least inform the other group(s) about. Participation in the Google Classroom and submission of proof of collaboration will not be complete until the end of the 2016–2017 school year, to provide time for meaningful collaboration between trainees.

Roles and Responsibilities of Student and Others

All participants will be responsible for attending their group's training and completing both portions of the follow up. They will fill out a 3-question survey at the end of the training for me, about what I could have done better and what worked. To receive points for this training, they will also need to fill out the standard county survey about the training. Additionally, they will be responsible for being engaged learners. Finally, they will be expected to bring a laptop and to treat each other (and me) professionally and with confidentiality.

I will be responsible for being a reflective teacher. I will also be responsible for maintaining confidentiality of things I may hear about certain schools, students, or employees. Finally, I will need to make myself available to answer questions, provide information, and maintain the Google Classroom after the trainings are finished.

<div align="center">

Project Evaluation

</div>

I will know what works and does not through several different means. Firstly, I will be a reflective teacher. I will observe the trainees and make note of any important thoughts or questions I have or that they bring to me. They will also take the post-workshop survey (see Appendix A) and the county's survey, which I will reflect upon. Additionally, I could send the same survey I did for data collection for this doctoral

project to the teacher trainees at the end of the 2016–2017 school year, and run the same type of analysis on it, then compare the values to the previous ones. That would not be a statistical match, but the comparison could still provide useful information. At the end of the year I could also ask all participants if they thought that literacy coaching contributed to student gains and if they thought the training contributed to those gains. If it was shown to be useful, I would keep the Google Classrooms running and discuss potential additional trainings to be conducted, such as the same training for new administrators, coaches, and teachers at these schools. Another option would be shorter, refresher school-based meetings with administrators, coaches, and teachers together for each school.

The evaluation is goal-based. The justification for a goal-based evaluation is so that everyone knows what the goal is, and if it is not met I can make necessary adjustments. These goals also align with school improvement plan goals. The goal is for administrators, literacy coaches, and teachers to be actively and successfully involved in literacy coaching, for it to contribute to student success in language arts, and for it to increase standardized test scores in language arts. I have no specific number in mind, however, which is why performance-based is not appropriate here. The overall evaluation goals are to see how literacy coaching can be made better year after year in Engle County. The key stakeholders are the administrators, coaches, teachers, students, and the district.

Implications Including Social Change

Local Community

This project addresses the needs of four types of learners: administrators, literacy coaches, teachers, and students. Though their needs are different, the overall goal for them is the same. This goal is consistent with the one that families and the community have—to create the best readers and writers possible.

Through this project, administrators will become more informed as to the purpose of literacy coaches in their schools. Administrators will learn how to function better within the system at their school, for the betterment of teacher instruction and student learning. Ideally, administrators will increase their familiarity with best practices in reading. This familiarity will affect their professional growth in that it will require more collaboration and time management on their part, to make time for the literacy coaches. Administrators will be exposed to some potential literacy coach and teacher perspectives to remind them how complex literacy coaching is.

Literacy coaches will learn to better collaborate with administrators and teachers. These coaches will hear about how to make the best use of their time to satisfy teacher and student needs. They will see some of the administrator and especially teacher points of view supported by the literature and data analysis. Hopefully this will remind the literacy coaches to consider multiple perspectives as they coach.

Teachers will learn the purpose of their literacy coaches and how to best make use of this resource. These teachers will be exposed to the opinions of other teachers through the data analysis, and coach and administrator perspectives in order to better accept the

assistance they are offered. In doing so teachers will improve their instruction and student achievement.

If these trainings are successful, perhaps Engle County will consider expanding the model of the project to other subjects such as math and science. It could also encompass additional grade levels. Perhaps the district will further embrace what its current employees have to offer and look within for improvements, instead of seeking outside help.

Far-Reaching

In the larger context, the completion of this study and project, though small in scope and limited, will contribute to the body of knowledge concerning literacy coaching and teacher perceptions of it. The project could also contribute to bodies of knowledge concerned with collaboration between adults. This research and project could encourage administrators, literacy coaches, and teachers involved to become more critical thinkers, and perhaps seek how they can make improvements to themselves and the school system through higher education or increased collaboration.

Conclusion

This project consists of 3 days of professional development, one each for administrators, literacy coaches, and teachers in Engle County. The purpose of the professional development is to improve the implementation of literacy coaching in Engle County, and is built upon adult learning theory, professional literature concerning literacy coaching and adult learners in the education system, as well as my research and data

analysis. The implementation of the project faces several barriers, including cost, time, and resistance to change. However, it also has the potential to improve the work of many professionals in Engle County, and the reading skills of many students. This project contributes to the professional literature on literacy coaching, and could have far-reaching benefits. Section 4 will contain a critique of this project and of myself as a learner. Finally, it will contain more about social change and future research.

Section 4: Reflections and Conclusions

Introduction

In this section, I discuss the strengths and limitations of the project, and other directions I could have taken with this project. I also discuss what I have learned about scholarship, project development and evaluation, and leadership and change. I reflect on my role as a scholar, practitioner, and project developer. Finally, I detail the project's capacity to create social change, the value of my current research, and the role this research can play in future projects.

Project Strengths

The 3 days of professional development I created have several strengths in addressing teacher concerns about the current implementation of literacy coaching in Engle County and their suggestions for how it should be implemented, as indicated in my findings. The 3 days of professional development allow me to address three important groups of stakeholders. The project also incorporates opportunities for participants to make choices, meaningful research from Engle County itself, and the opportunity to problem solve. Finally, it facilitates ongoing collaboration.

Administrators, literacy coaches, and teachers are arguably the most important participants in making literacy coaching a success. Therefore, the inclusion of all three groups in my trainings is a strength. As my findings and research indicated, without administrator buy in, support, respect, and understanding, literacy coaches cannot do their jobs and teachers cannot make meaningful instructional changes. Likewise, if literacy coaches do not build relationships with administrators and teachers, the coaches will not

accomplish as much as they otherwise could. The building of these relationships includes understanding what teachers want from them, regardless of how uncomfortable that conversation may be. Teachers need to know that the value of literacy coaching is supported by research, that the coaches are not there to spy on them, and that expressing what they need from a coach is helpful. Educating all three groups of stakeholders will not result in identical literacy coaching implementation throughout worksites. However, this education will allow for stakeholders to make better informed decisions that will result in better coaching for each unique context (Atteberry & Bryk, 2011).

All three groups will be provided with the opportunity to make choices within their day of training. Choice is important for all learners, especially adult learners because they bring so many experiences with them (Weber-Mayer et al., 2015). All learners will choose their own goals for what they want to glean from the training. In addition, they will choose how they want to implement literacy coaching in the upcoming year. Choice will also be involved in what they choose to share and discuss with the group. Similarly, being able to choose part of what they read allows them to focus on what they most want to learn about, and hopefully they will be more willing to read from the required readings.

As the ability of participants to make choices increases the meaningfulness of the trainings, so does the presentation of data analysis from surveys and interviews conducted in Engle County with Engle County teachers. Reading about studies outside the county is useful, but it is more meaningful for trainees to hear information about their own county. The information is immediately applicable to them and supports the purpose

of having a training, because it shows room for improvement. The survey and interview

data also specify *which* areas could use improvement, while also showing that literacy

coaching as a whole is not ineffective, because individual literacy coaching components

are viewed between neutral and effective.

Solving problems is one way improvements can be made. Dozier (2014)

mentioned problem solving as a valuable component of teacher professional

development. The role playing activities in each of the trainings provide opportunities to

solve problems. The use of role playing in principal training has been shown to be

valuable (Huff et al., 2013). By allowing participants to practice their own roles and

experiment with taking on the roles of those with whom they might have a conflict,

administrators, coaches, and teachers can try out solutions in a safe space that is low

stakes. Although the situations are different for each group, they involve common

problems identified in the literature and in my data analysis, such as teacher resistance,

administrator misallocation of coaches, and coaches not observing teachers. Going

through these scenarios will make learners more successful when they undoubtedly

encounter similar situations in real life.

Role playing is only one example of the collaboration fostered by this

professional development. Discussion among the participants and between the

participants and myself will help all of us to learn more and continue to solve problems

with literacy coaching in Engle County. This discussion is facilitated in person and online

during the training. What may be most useful, however, is the opportunity for ongoing

collaboration through the use of the Google Classrooms, and the follow up to document

meaningful interactions (collaboration) with one or two of the other groups involved. Collaboration is a goal for professionals in education, because it can enhance adult learning (Vygotsky, 1978). Although this project has many potential strengths, it has limitations as well, which will be discussed in the next section.

Recommendations for Remediation of Limitations

Several aspects of the project limit its effectiveness. One aspect is that there is only one face to face day of training for each group involved. The implementation plan also does not include a monitoring strategy for success, Engle County data that come from the administrators or literacy coaches, nor direct district involvement. Finally, the project does not specify a common goal for everyone.

By being a single day of training, it does not allow for as much choice, reflection, or ongoing guided learning as multiple trainings would. Having meetings throughout the year would allow for differentiating instruction to meet the changing needs of the participants. Ongoing professional development would also help the participants to feel a sense of responsibility to something greater than their own roles or schools, since we would be meeting on multiple occasions. To remedy this limitation, several trainings could be held throughout the year, perhaps once a quarter.

Another shortcoming of the project is that I have not created a plan for monitoring the success of the implementation of literacy coaching, so it will be easier for participants to return to business as usual, instead of making meaningful changes. Participants may be more likely to simply go through the motions necessary to complete their follow up and receive their professional development points. Or participants may leave the day of

training with the best intentions of making changes, but become caught up in the stress of the year and stagnate. This weakness could be addressed by identifying several areas of literacy coaching to collect data on, and require submission and analysis of data throughout the year.

Although these trainings include meaningful data and analyses from teachers in Engle County, I did not collect data from literacy coaches or administrators. Having this additional information could make the trainings more meaningful for everyone, especially the coaches and administrators. It could provide additional insight into how literacy coaching is implemented as a whole, and further tailor the role playing scenarios to the needs of the participants. Including additional data from literacy coaches and administrators would cause a delay in the implementation of any trainings, because data collection and analysis take time. However, it might be worth the wait.

In addition to administrators, literacy coaches, and teachers, decision makers from the district level could benefit from knowing more about how literacy coaching is working, and how it *should* be working. These people include administrator, coach, and teacher supervisors, the director of professional development, the superintendent, and school board members who make decisions as to how to allocate money in Engle County. Including these individuals could create more accountability for the administrators, literacy coaches, and teachers. It could also help the others to make better informed decisions concerning the use of literacy coaches. Inviting these stakeholders to the trainings is one way to remediate this limitation. Another is to hold a separate training for

these stakeholders. Convening these stakeholders together may provide them with a unique opportunity to discuss systemic challenges.

The final limitation is the project's lack of a common goal for student outcomes. Although not having a common goal can be a strength which allows the training participants to shape goals that are meaningful to them and the specific needs of their schools, it can also be a weakness in that the participants could walk away with misconceptions as to what would be best for literacy coaching. The existence or creation of a common goal could focus all participants on the same concept and possibly result in more ideas for improving literacy coaching at all the schools in which it is present.

Alternate Ways to Address the Problem

I have already discussed several alternate ways to address the problem, phrased as ways to improve the limitations of the current project. In this section I will focus on two additional ways to address the problem. They are an online course and a series of site-based trainings.

Engle County uses a website called Canvas to provide online courses. Creating one comprehensive course for administrators, literacy coaches, and teachers may be beneficial. Access to an online course would allow participants to learn when and where they are most comfortable, and to access the information again in the same format when necessary. It could also allow for more accountability for participants along the way if they were required to submit their thoughts, responses to role-playing scenarios, and goals throughout. An added benefit of providing a course is that it could be archived and

used again for individuals moving into new roles that now require an understanding of literacy coaching.

Another option would be a series of site-based trainings. In this scenario I would train at each site with all administrators, literacy coaches, and teachers *together*. It would probably be best to still begin separately with the current project, to address job specific concerns. The initial trainings could be followed up however by shorter site-based trainings to facilitate problem solving at the school level. Perhaps one Wednesday afternoon (the early release days that are earmarked for trainings) a month or every 2 months, an hour or two could be set aside for this purpose. This model could be further differentiated to separate primary and intermediate teachers. The literacy coach and an administrator would need to be at both trainings, but the principal and assistant principal could either attend both or assign themselves each to one training. Fostering an environment of collaboration at the school level, if successful, would undoubtedly make literacy coaching more successful. Before and throughout the creation of the project, I learned a great deal about scholarship. I will discuss that acquisition in the next section.

Scholarship

I learned that though there is a beginning to scholarship, there is no end. Scholarship involves critical thinking, research, and theory. It also includes implementation and being ethical.

To take part in scholarship, one has to be a thinker—questioning what is not working, wondering about what is possible, making comparisons, and asking why. However, the difference between being merely a philosopher (though noble) and a

scholar is seeking information to support one's thinking. This information should be in the form of IRB-approved research, peer-reviewed articles, and supported theories.

It is not enough to think and seek knowledge—the scholar must do something with these things. Thoughts, questions, and knowledge must be shared, or they are not a part of scholarship. Sharing can come in the form of a lecture, an article, or a conversation. It can spark collaboration. In this scholarly sharing, it is vital to keep ethics in mind. Research should be conducted responsibly, to minimize negative effects on research participants and to maintain their confidentiality or anonymity. Credit must be given to those whose research, ideas, and words are used by the scholar. Ultimately, scholarship should be aimed at making the world a better place, not simply to satiate one's own curiosity.

Project Development and Evaluation

I have not only learned significantly about scholarship, but I have learned about project development and evaluation. Namely, that it is a lot of work. It is not enough to *tell* someone the information. The developer must consider the learners, the goals, and the potential barriers. Likewise, evaluating the project requires several things.

It is important to get to know the learners. This familiarization can be through general means such as researching the general group (e.g., adult learners) or more specifically by surveying the learners themselves. Both of these methods provide necessary information for the creator of the project, preventing learner resistance and increasing learner understanding.

In addition, a project developer needs to have clear goals in mind. Otherwise, the developer and the learner waste their time. Without a clear goal, the project cannot be maximally beneficial, instead being simply a conglomeration of knowledge. By having a goal, both the developer and the learner know what to focus on and how to better monitor success.

Finally, plenty of barriers exist. Cost, time, and infrastructure are general barriers for most if not all projects. Then, every project has its own additional potential barriers, such as resistance to change, bias against the project or developer, and unexpected problems such as technical difficulties.

Not only can the creation of the project be challenging, but so can the evaluation. The project developer must evaluate the effectiveness of the project, both while implementing it and afterwards. Before and during implementation, it is the responsibility of the developer to evaluate the project critically, looking for weaknesses and how to address them. This critique can be done by consulting relevant literature, peers, and the learners themselves. After the project is implemented, two kinds of evaluation need to be done. For one, the developer should evaluate the project itself. For the other, she should evaluate the outcome/learners. In the following section I will discuss leadership and change, which I am now more prepared to engage in after developing and evaluating the project.

Leadership and Change

In researching about administrators, literacy coaches, and teachers, who are all leaders in their own right, I learned that leadership and change are difficult. Changes do not happen overnight, and to be a leader, one is in a state of constant flux.

Many people are resistant to change. Many leaders are told to make changes they do not believe in or agree with. Even when everyone involved is in agreement for making a change, often barriers can slow or stop the change. If change does happen, then the stakeholders in the change are responsible for maintaining it, or behavior will return to the status quo.

Being a leader is more than being a manager (Gardner, 2007). In addition, leadership is not only facilitating change, but also reacting to it. This responsibility is especially obvious in education, where standards, structures, and funding change in the blink of an eye. Here I will transition to a discussion of myself in several roles.

Analysis of Self as Scholar

I learned several things about myself as a scholar. One is that I tend to just jump in. Another is that often I would rather be a practitioner or a philosopher. Finally, I confirmed that I am a smart and capable woman.

Throughout my doctoral studies I have known that I could finish, and sometimes that meant staying in the moment and not thinking too far ahead. When going through *Framework* I got excited and tried to code too early. I did stop myself, return to the research, and make corrections to that method, however. Though I have found staying somewhat ignorant of every detail of what is coming up helpful in not becoming

overwhelmed in my scholarship to be beneficial, I also realize that I need to be *very* informed about the current step and the step that is directly ahead.

Similar to jumping in is resisting research. Many times in writing this paper I wished I could just *say* something. Instead, I had to support it. Not only does doing so confirm that what I am saying is probably true, but it also allows me to learn. Sometimes I resist learning, as my students do, because it is more laborious than living in my comfort zone and confirming what I already know. But to be a scholar, I have to do more than that. I have proven to myself that I *can* read, understand, and make use of scholarly readings. I have learned to read in a scholarly way, able to find the most useful parts of an article for me, and use them. I like to do everything on my own, but scholarship has made that impossible. No one can be a scholar in a vacuum.

Finally, I cannot say that I learned I am capable, but I confirmed it. I knew I could do it, although I had challenges and doubts along the way. Something I am still working on is feeling like an expert. I am an instinctual person, so when someone asks me why I am doing something, or what should be done, often I speak from the gut. Something I need to still work on as a scholar is being confident that I often know what I am talking about, and that I have the research to back it. I hope that I grow as a scholar after this program, and that I use some of the time I used to spend on learning for my Walden classes instead learning for myself.

Analysis of Self as Practitioner

As I am a scholar practitioner, the lines are a little blurred between the two independent roles. As a practitioner, I exhibit many of the same traits as I do in my

scholarship. However, as practitioner is more of an active role, I would like to discuss additional aspects of myself. As a practitioner, I am ethical and I am a hard worker.

I protect the value of the work of others by giving appropriate credit. I have been transparent about my methods, and I protect the rights of my research participants by maintaining their confidentiality. Finally, I chose a topic of study that I was and am truly interested in.

In addition to being ethical, I work very hard. I chose a mixed-methods study instead of a qualitative or a quantitative study. I also chose a large sample to work with. Granted, the response size was quite small, but I still had to attempt to contact all of them. I have worked on vacation, before work, after work, and on the weekends. This project required me to create three separate presentations and three Google Classrooms. Though I was able to duplicate several parts of those materials, it did necessitate me learning about three different groups of learners instead of one.

Analysis of Self as Project Developer

My analysis of myself as a project developer began in the previous section, as it is similar to the analysis of myself as a scholar and practitioner. All of the other character traits apply to this role as well. In addition, as a project developer I found myself to think carefully about my learners and to think realistically.

When creating this project, I thought carefully about all three groups of learners. Although I stayed within a certain structure, I tailored each group's training specifically to them. As someone who is often bored in trainings myself, I wanted to create something meaningful and bearable, if not pleasant for the participants. I brainstormed about

potential barriers to the implementation of the project. I included the Google Classroom so that hopefully the participants could continue learning with each other after the initial trainings were done.

When thinking about the actual implementation of the project, I had to think about costs and barriers. I used what I knew about Engle County and its resources to try to figure out the most cost effective, practical way to inform what will potentially be 310 faculty members. I knew that time is always limited and brainstormed ways to implement the trainings and still respect the needs of the administrators to do their own trainings. I also kept in mind the limitations I placed upon myself when I only had 1 day to train each group; namely, that even though I wanted to provide choice, I could only provide so much. Because I have to be prepared for them, their choices had to be limited within resources I could arrange ahead of time. In the next section I will discuss the project's potential for social change.

The Project's Potential Effect on Social Change

This doctoral project has the potential to create a substantial effect. First of all, it has already affected me. This project also has the potential to affect all the participants who waived anonymity, and the administrators, literacy coaches, and teachers who may attend the trainings. It can ultimately add to improved literacy instruction and increased knowledge for district level stakeholders. Finally, this project could be helpful to anyone implementing literacy coaching.

Firstly, although least significantly for social change, this project has affected how I view literacy coaching. My research has expanded my understanding past my own

experiences. I am better prepared to receive literacy coaching (and other types of coaching). I better understand the purpose of literacy coaching, and the struggles of the coaches, administrators, and other teachers. This understanding can help me to benefit more from being coached, and to help others who are being coached or who are coaching.

When the participants receive this study, they will hopefully also find value in it. I hope that this project helps them to feel validated in their feelings, and for them to have a new level of empathy for the literacy coaches. Ideally, this project will help them to make better use of their literacy coaching experiences in the future.

If I do implement this training, I believe that the participants will be significantly affected. They will have insight into the perspectives of the other two groups. Hopefully this insight will cause them to view each other more as partners than potential obstacles. If the literacy coaching is going smoothly at a school, hopefully I can further increase the benefits. If it is not, I know I can show them how to make literacy coaching beneficial. Although I cannot force the participants to change, I think these trainings will make them *want* to change. Part of this change will be in basing more of their literacy coaching centered decisions in the research, and being more of a team.

Once literacy coaching is implemented more successfully, students will be affected positively. Students will receive a solid base in literacy instruction in elementary school that will prepare them for learning in the future. If literacy coaching is shown to be more successful at these schools, perhaps it will be expanded to additional schools, and therefore additional students.

Before an expansion of literacy coaching can happen, district level stakeholders such as school board members and the superintendent need to be convinced of its value. I know that my research and data analysis will not only show them that literacy coaching is worth the money, but that it can be improved significantly for the benefit of students. Letting these stakeholders know that their current decisions are beneficial *and* that they can obtain more benefit from literacy coaching are positive effects.

Finally, through this study, I can provide a degree of value to other scholars and practitioners concerned with the same issues involving literacy coaching outside Engle County or outside of Florida. Effective literacy coaching is all about relationships. Therefore, any ethical research on it can contribute meaningfully to the body of research on coaching.

Implications, Applications, and Directions for Future Research

As stated above, through this study, I contributed to the body of research concerning coaching, specifically literacy coaching. It corroborates other research and adds insight, especially that pertinent to Engle County. However, its limitations also provide potential directions for future research.

This study supports what is established about literacy coaching in other studies. There is teacher resistance. There are complications concerning administration. The coaches have many different responsibilities. Also, the literacy coaching job description is quite nebulous. However, literacy coaching can also facilitate positive changes in teachers' practices. It is a collaborative process of change that hinges on professional relationships.

In addition to supporting the established research, this project adds insight that I have not encountered in other research. Even though literacy coaching can seem to be working overall (as supported by the median satisfaction scores for each literacy coaching activity in the data analysis), serious fluctuations in the experiences of the individuals can exist (as supported by the analysis of the overall satisfaction scores for literacy coaching). This difference could cause literacy coaching stakeholders in various places to evaluate literacy coaching at their work sites in multiple ways, which can help to tailor improvements.

I only attained the views of 22 elementary reading teachers in one county in Florida. Expanding the same research to other areas and other people would undoubtedly yield additional information, and information pertinent to the area being researched. In addition, including the literacy coaches and administrators as research participants would provide additional valuable data.

Finally, it would be interesting and useful to conduct a case study of one school (and eventually more) in Engle County, delving deeply into the interactions between administrators, literacy coaches, teachers, and possibly students. It would be nearly impossible to control for literacy coaching as a variable in student success, but analyzing student data in tandem with literacy coaching would provide additional information. For such a case study, triangulation could be facilitated through collection of observations, interviews, focus groups, artifacts, and student data.

Conclusion

Although the number of participants in Phase 1 of the study and the timeline of the trainings are limited, these limitations can be addressed by making improvements to the 3 days of professional development, and by seeking additional information regarding the opinions of literacy coaches, administrators, and teachers concerning literacy coaching in Engle County. I have yielded pertinent data and created a practical project. This paper provides valuable information to those interested in learning more about what makes literacy coaching successful in the eyes of teachers. I have created a project that is useful for training administrators, literacy coaches, and teachers in Engle County. This project provides value to the Engle County education community and to the body of research concerning literacy coaching.

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Appendix A: The Project

Professional Development

One-day training for administrators, literacy coaches, and elementary reading teachers at schools with literacy coaches, totaling 3 days of training.

Introduction

This professional development is for three groups—administrators, literacy coaches, and teachers. Its purpose is to inform these three groups about the current state of literacy coaching in Engle County and to provide information about literacy coaching from the professional literature, to help them become better informed about what works in literacy coaching, and to encourage collaboration in this endeavor. The overall purpose is to make literacy coaching more equitable across the schools where it is present. The goals are for all three groups to be active and successful participants in the literacy coaching model, so that they grow professionally, help students improve their reading skills, and translate that into improved reading scores on the Florida Standards Assessment. Another goal is for them to create their own goals for making the most of literacy coaching in the future.

I have identified unique as well as overlapping learning outcomes for each group. Administrators, literacy coaches, and teachers should all understand the purpose of literacy coaching, how literacy coaching can affect their student data, the job description for literacy coaches in Engle County, my analysis of teacher opinions concerning the current literacy coaching model, and what successful literacy coaching looks like. Each group should also understand their own roles and the roles of the other two groups.

The target audience is 20 administrators (10 principals and 10 assistant principals), 13 literacy coaches, and 252 teachers. These individuals are only from the 10 schools who are assigned literacy coaches. Again, these groups will be taught separately.

This professional development consists of slides of information, discussion, collaboration, readings, critical thinking, use of data, and Google Classroom use. It is intended to be an open forum for questions and the sharing of thoughts. Reflection and goal setting will also be major components.

<div align="center">

Project Timeline

</div>

The 3 days of this project can be done in any order, as they are for three separate groups of people. Although information may be gained from one group that may be appropriate to share with another group, that is not a specific plan, and that information can easily be disseminated in the Google Classrooms.

- 1 Day: For Administrators

- 1 Day: For Literacy Coaches

- 1 Day: For Teachers

<div align="center">

Necessary Materials

</div>

- Attendees will need a laptop

- All other physical materials will be provided

- An open mind, willingness to share, and maintenance of confidentiality will be appreciated

Schedule for Administrators

One Day: 8:00 a.m. – 3:00 p.m.

8:00–9:00:

- Introductions (myself and administrators); administrators will share the most rewarding and challenging thing about improving reading instruction at their school sites.

- Concerns they have about reading instruction/literacy coaching at their site (Jot Thought).

- Introduction of Google Classroom and worksheet (how presented material is consistent and inconsistent with their current schema).

- Potential benefits of literacy coaching; why their buy in is beneficial.

- Principal evaluation and tie to literacy coaching.

9:00–10:00:

- Findings from my research study.

- School data review. Principals go through their reading data.

- Discussion.

- Goal setting. Principals set reading goals and what they would like to get out of this training.

- Discussion.

10:00–11:00:

- Readings; excerpts that support my research and literacy coaching. Discussion of readings. Some readings will be required. Others will be chosen by the participants from a selection in the Google Classroom.

- Required Readings:

  o Petti, A. D. (2010). Circles of leadership: Oregon district redefines coaching roles to find a balance between school and district goals. *Journal of Staff Development*, *31*(6), 52–54. Retrieved from http://learningforward.org/publications/ jsd#.U8K5Jtz1jG4

  o Sailors, M., & Shanklin, N. L. (2010). Growing evidence to support coaching in literacy and mathematics. *The Elementary School Journal*, *111*(1), 1–6. doi:10.1086/653467

- Choice Readings:

  o Bickel, D. D., Bernstein-Danis, T., & Matsumura, L. C. (2015). Clear goals, clear results: Content-focused routines support learning for everyone--Including coaches. *Journal of Staff Development*, *36* (1), 34–39. Retrieved from http://learningforward.org/blog-landing/jsd/2015/02/03/jsd-february-2015-coaching#.VtzWARj2yRs

  o Blachowicz, C. Z., Buhle, R., Ogle, D., Frost, S., Correa, A., & Kinner, J. (2010). Hit the ground running: Ten ideas for preparing and supporting urban literacy coaches: by using these 10 strategies, teachers and administrators can effectively prepare and support new literacy coaches to

work in urban environments. (Report). *The Reading Teacher*, *63*(5), 348–359. doi:10.1598/RT.63.5.1

o Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing: An Interdisciplinary Journal*, *24*(7), 773–800. doi:10.1007/s11145-009-9224-4

o Dean, M., Dyal, A., Wright, J. V., Carpenter, L., & Austin, S. (2012). Principals' perceptions of the effectiveness and necessity of reading coaches within elementary schools. *Reading Improvement*, *49*(2), 38–51. Retrieved from http://www.ebscohost.com/academic/education-research-complete

o Elish-Piper, L., & L'Allier, S. K. (2011). Examining the relationship between literacy coaching and student reading gains in grades K–3. *Elementary School Journal*, *112*(1), 83–106. Retrieved from http://www.press.uchicago.edu/ucp/ journals/journal/esj.html

o L'Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, *63*(7), 544–554. doi:10.2307/25656160

o Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, *111*(1), 141–163. Retrieved from http://www.press.uchicago.edu/ ucp/journals/journal/esj.html

- Discussion

11:00–12:00: Lunch on their own.

12:00–1:00:

- Common barriers to effective coaching from administrator perspective.
  Brainstorm how to overcome them.

- Role playing scenarios administrators may encounter with coaches and teachers.

- Discussion.

1:00–2:00:

- Planning implementation for the rest of the year that will address common and
  individual administrator goals. This includes interactions with and between other
  stakeholders.

- Discussion.

2:00–3:00:

- Reflection and closing. What did they learn? How can I support them? What
  would they like teachers and literacy coaches to know about their perspective?

- Explanation of follow up.

Schedule for Literacy Coaches

One Day: 8:00 a.m. – 3:00 p.m.

8:00–9:00:

- Introductions (myself and literacy coaches); literacy coaches will share the most rewarding and challenging thing about literacy coaching.

- Concerns they have about reading instruction/literacy coaching/implementation (Jot Thought).

- Introduction of Google Classroom and worksheet (how presented material is consistent and inconsistent with their current schema).

- Review of literacy coaching including challenges and Engle County evaluation.

- Discussion.

9:00–10:00:

- In-depth discussion of my findings.

- School data review including number of teachers and their coaching schedules.

10:00–11:00:

- Goal setting. Literacy coaches set goals and what they would like to get out of this training.

- Discussion.

- Begin readings from Google Classroom. Some will be required for everyone and others will be chosen by the participants from a selection in the Google Classroom.

- Required Readings:

  - Bickel, D. D., Bernstein-Danis, T., & Matsumura, L. C. (2015). Clear goals, clear results: Content-focused routines support learning for everyone--Including coaches. *Journal of Staff Development*, *36* (1), 34–39. Retrieved from http://learningforward.org/blog-landing/jsd/2015/02/03/jsd-february-2015-coaching#.VtzWARj2yRs

  - Sailors, M., & Shanklin, N. L. (2010). Growing evidence to support coaching in literacy and mathematics. *The Elementary School Journal*, *111*(1), 1–6. doi:10.1086/653467

- Choice Readings:

  - Blachowicz, C. Z., Buhle, R., Ogle, D., Frost, S., Correa, A., & Kinner, J. (2010). Hit the ground running: Ten ideas for preparing and supporting urban literacy coaches: by using these 10 strategies, teachers and administrators can effectively prepare and support new literacy coaches to work in urban environments. (Report). *The Reading Teacher*, *63*(5), 348–359. doi:10.1598/RT.63.5.1

  - Calo, M. (2012). The roles and responsibilities of middle school literacy coaches across the US: National study results. *Journal of Studies in Education, 2*(2), 240–254. doi:10.5296/jse.v2i2.1042

  - Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing: An Interdisciplinary Journal*, *24*(7), 773–800, doi:10.1007/s11145-009-9224-4

o Dean, M., Dyal, A., Wright, J. V., Carpenter, L., & Austin, S. (2012). Principals' perceptions of the effectiveness and necessity of reading coaches within elementary schools. *Reading Improvement*, *49*(2), 38–51. Retrieved from http://www.ebscohost.com/academic/education-research-complete

o Elish-Piper, L., & L'Allier, S. K. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *Elementary School Journal*, *112*(1), 83–106. Retrieved from http://www.press.uchicago.edu/ucp/ journals/journal/esj.html

o Jewett, P., & MacPhee, D. (2012). Adding collaborative peer coaching to our teaching identities. *Reading Teacher*, *66*(2), 105–110. doi:10.1002/TRTR.01089

o Petti, A. D. (2010). Circles of leadership: Oregon district redefines coaching roles to find a balance between school and district goals. *Journal of Staff Development*, *31*(6), 52–54. Retrieved from http://learningforward.org/publications/ jsd#.U8K5Jtz1jG4

o Pomerantz, F., & Pierce, M. (2013). "When do we get to read?" Reading instruction and literacy coaching in a "failed" urban elementary school. *Reading Improvement*, *50*(3), 101–117. Retrieved from http://www.ebscohost.com/academic/education-research-complete

- o Stover, K., Kissel, B., Haag, K., & Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. *Reading Teacher*, *64*(7), 498–509. doi:10.1598/RT.64.7.3

- o Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, *111*(1), 141–163. Retrieved from http://www.press.uchicago.edu/ucp/journals/journal/esj.html

11:00–12:00: Lunch on their own.

12:00–1:00:

- Continue readings from Google Classroom.

- Discussion.

- Common barriers to literacy coaching from coach perspective.

- Brainstorm solutions.

1:00–2:00:

- Role playing of interactions between coaches and teachers, as well as coaches and administrators.

- Discussion.

2:00–3:00:

- Planning implementation for the rest of the year that will address common and individual coach goals. This includes interactions with and between other stakeholders.

- Reflection and closing. What did they learn? How can I support them? What would they like teachers and administrators to know about their perspective?

- Explanation of follow up.

Schedule for Teachers

One Day: 8:00 a.m. – 3:00 p.m.

8:00–9:00:

- Introductions (myself and teachers). My introduction will be more candid with teachers. I will discuss how I really disliked the coaching but benefited so much. They will share the most rewarding and challenging thing about improving reading instruction at their school sites.

- Concerns they have about reading instruction/literacy coaching at their site (Jot Thought).

- Link between teacher evaluation and literacy coaching.

- Introduction of Google Classroom and worksheet (how presented material is consistent and inconsistent with their current schema).

9:00–10:00:

- Potential benefits of literacy coaching. Why their buy in is beneficial.

- Review of my research.

- School data review.

- Literacy coaching job description.

10:00–11:00:

- Goal setting. Teachers set goals for reading instruction and what they would like to get out of this training.

- Discussion.

- Readings from Google Classroom. Some will be for everyone and others will be chosen by the participants from a selection in the Google Classroom.

- Required Readings:

  o Bickel, D. D., Bernstein-Danis, T., & Matsumura, L. C. (2015). Clear goals, clear results: Content-focused routines support learning for everyone--Including coaches. *Journal of Staff Development*, *36* (1), 34–39. Retrieved from http://learningforward.org/blog-landing/jsd/2015/02/03/jsd-february-2015-coaching#.VtzWARj2yRs

  o Shidler, L., & Fedor, K. (2010). Teacher-to-teacher: The heart of the coaching model. *Young Children, 65*(4), 70–75. Retrieved from http://www.naeyc.org/yc/

- Choice Readings:

  o Carlisle, J. F., & Berebitsky, D. (2011). Literacy coaching as a component of professional development. *Reading and Writing: An Interdisciplinary Journal*, *24*(7), 773–800. doi:10.1007/s11145-009-9224-4

  o Elish-Piper, L., & L'Allier, S. K. (2011). Examining the relationship between literacy coaching and student reading gains in grades K-3. *Elementary School Journal*, *112*(1), 83–106. Retrieved from http://www.press.uchicago.edu/ucp/ journals/journal/esj.html

  o Jewett, P., & MacPhee, D. (2012). Adding collaborative peer coaching to our teaching identities. *Reading Teacher*, *66*(2), 105–110. doi:10.1002/TRTR.01089

- o L'Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, *63*(7), 544–554. doi:10.2307/25656160

- o Pomerantz, F., & Pierce, M. (2013). "When do we get to read?" Reading instruction and literacy coaching in a "failed" urban elementary school. *Reading Improvement*, *50*(3), 101–117. Retrieved from http://www.ebscohost.com/academic/education-research-complete

- o Sailors, M., & Shanklin, N. L. (2010). Growing evidence to support coaching in literacy and mathematics. *The Elementary School Journal*, *111*(1), 1–6. doi:10.1086/653467

- o Stover, K., Kissel, B., Haag, K., & Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers. *Reading Teacher*, *64*(7), 498–509. doi:10.1598/RT.64.7.3

- o Vanderburg, M., & Stephens, D. (2010). The impact of literacy coaches: What teachers value and how teachers change. *The Elementary School Journal*, *111*(1), 141–163. Retrieved from http://www.press.uchicago.edu/ucp/journals/journal/esj.html

- Discussion.

11:00–12:00: Lunch on their own.

12:00–1:00:

- Common barriers to being coached.

- Brainstorm solutions.

- Role play interactions with coaches and administrators.

1:00–2:00:

- Planning aspects of reading and utilizing literacy coaches for the rest of the year

2:00–3:00:

- Reflection and closing. What did they learn? How can I support them? What would they like administrators and literacy coaches to know about their perspective?

- Explanation of follow up.

My Schema Worksheet

Name: _____ Date:_____

Material from workshop.	How it is **_consistent_** with my current schema.	How it is **_inconsistent_** with my current schema.

Post-Workshop Survey—Please help me to improve future workshops by answering

these 3 short questions ☺

1. What was the **best** part of this training?

2. What was the **worst** part of this training?

3. What other comments or suggestions do you have?

Google Classroom for Administrators
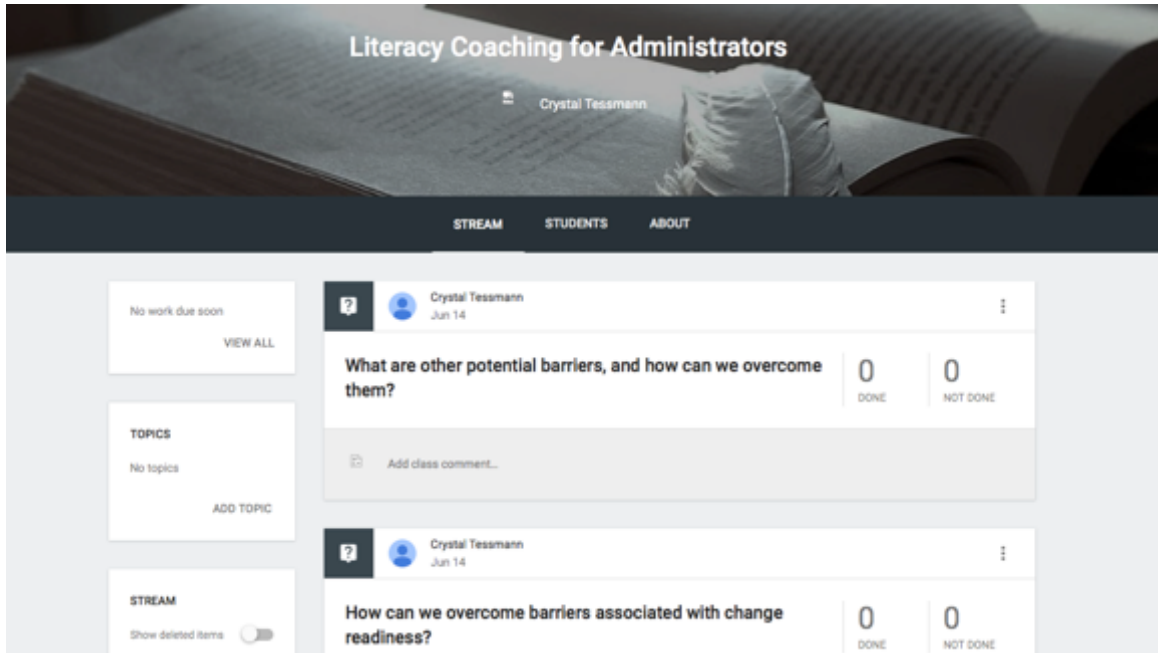
Crystal Tessmann
Jun 14

How can we overcome barriers associated with district initiatives?

0 DONE   0 NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with the Florida Standards Assessment?

0 DONE   0 NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with different or competing goals?

0 DONE   0 NOT DONE

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with teacher resistance?

0 DONE   0 NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with time?

0 DONE   0 NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

⋮

Choice Readings

The Impact of Literacy Coaches.pdf
PDF

Principals' Perceptions of The Effectiveness and Necessity of Reading Coaches Within Elementary Scho...
PDF

Hit the Ground Running- Ten Ideas for Preparing and Supporting Urban Literacy Coaches.pdf
PDF

Clear Goals, Clear Results.pdf
PDF

Examining the Relationship Between Literacy Coaching and Student Reading Gains in Grades K-3.pdf
PDF

Literacy Coaching as a Component of Professional Development.pdf
PDF

What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and S...
PDF

Add class comment...

Crystal Tessmann
Jun 14

⋮

Two Readings

Circles of leadership.pdf
PDF

Growing evidence to support coaching in literacy and mathematics.pdf
PDF

Add class comment...

Crystal Tessmann
Jun 12

⋮

Literacy Coaching Survey

Survey.docx
Word

Add class comment...

Crystal Tessmann
Jun 11

This form may be completed electronically or a hard copy will be provided to you during the workshop. It is meant to guide reflection concerning the topics we will be discussing.

0	0
DONE	NOT DONE

My Schema.docx
Word

Add class comment...

Crystal Tessmann
Jun 11 (Edited 4:33 PM)

Welcome to our class! The purpose of this professional development is to increase our understanding of integrating literacy coaching into our schools. Please feel free to post introductions, comments, or questions below.

Add class comment...

Google Slide Presentation for Administrators

Literacy Coaching for Your School

Crystal Tessmann, Ed.D.

Today's Schedule

8:00-9:00 Introductions

9:00-10:00 School data and goal setting

10:00-11:00 Readings

11:00-12:00 Lunch on our own

12:00-1:00 Overcoming barriers and role playing

1:00-2:00 Planning for implementation

2:00-3:00 Reflections, closing, and follow-up

Norms

This is a safe space to share (confidentiality).

All views will be respected and listened to.

We are here to learn from each other.

We are all professionals, step out if you need to.

There will be a lot of opportunities for discussion. Please ask questions and share your thoughts. Sometimes I will ask that we save something for a discussion "check in" time.

Introductions

ELA Teacher Leader

4th Grade Teacher

This is my 8th year at ███████ Elementary

Bachelors in Elementary Education

Masters in Special Education with a focus on Emotional and Behavioral Disorders

Doctorate in Teacher Leadership
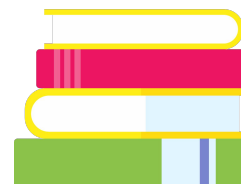
Introductions con't

What is your name, position, and school site?

The most rewarding thing about improving reading instruction at your school site.

The most challenging thing about improving reading instruction at your school site.

Is there anything else you want to share?
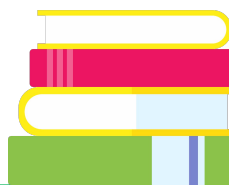
Jot Thought

For two minutes, write as many thoughts as you can about the question. No talking! One thought per sticky note.

When the timer goes off, you will categorize these thoughts with your team.

What concerns do you have about reading instruction and literacy coaching at your school site?

Google Classroom

| Open exclusively to us for thoughts, questions, and collaboration. | Maintained by me until at least June of 2017 | Class Code: | My Schema Worksheet |

The importance of YOUR role

Literacy coaching is beneficial in changing teacher practice authentically versus superficially (Coburn & Woulfin, 2012).

However, it will not work well unless you are also on board.

Porche, Pallante, and Snow (2012) noted the importance of administrative involvement in this process, stating that for whole-school change to take place in a coaching model, administrators need to observe with the coaches and gain literacy skills.

It is better if coaches, administrators, and teachers all work together well and are held accountable (Taylor and Gordon, 2014).
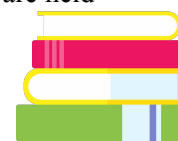
The importance of YOUR role

Graham, Desmond, and Zinsser (2014) discussed the importance of fostering collaboration between the administrators and those who were educating the counselors (for the purposes of my study this is comparable to administrators and literacy coaches respectively).

In an article by Wise and Zwiers (2013) detailing action research completed by instructional coaches in Guatemala, one coach said, "…'I have learned that you cannot just show up at a school, demonstrate a new teaching strategy to two or three willing teachers, and leave. You must involve everyone in the process" (p.75).

Bouchamma and Michaud (2014) stated that "it is important to articulate good preparation for principals regarding the management of change" (p. 80).

Evaluations

Twenty out of 49 descriptors (40.82%) within the 10 Florida Principal Leadership Standards can be addressed through quality use of literacy coaches (FLDOE, 2016d).

Florida Principal Leadership Standards

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

My Research

Mixed Methods (quantitative and qualitative).

Population: 587 elementary reading teachers in ▮▮▮▮▮ County.

Sample: I received 22 valid responses, which was well below the recommended sample size of 234 (Johnson and Christensen, 2011). Of those, 12 waived anonymity and consented to an interview. I was able to interview 9 of those 12.

I collected quantitative data in October and November of 2015.

I used a modified version of the Wyoming Instructional Facilitator Evaluation survey used by Rush and Young (2011), and administered it through Google Forms.

7. **How effective have the following activities been in changing your practice? Please choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.** *

Mark only one oval per row.

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Does not apply
Provide support in choosing appropriate instructional strategies	◯	◯	◯	◯	◯	◯
Provide support in developing and/or using appropriate formative assessments	◯	◯	◯	◯	◯	◯
Assist in maintaining a supportive classroom environment	◯	◯	◯	◯	◯	◯
Coach me in my classroom	◯	◯	◯	◯	◯	◯
Model effective instructional strategies	◯	◯	◯	◯	◯	◯
Provide oral or written feedback	◯	◯	◯	◯	◯	◯
Review with me the effectiveness of modeling or coaching	◯	◯	◯	◯	◯	◯
Participate in collaborative meetings	◯	◯	◯	◯	◯	◯
Help me to use student achievement data	◯	◯	◯	◯	◯	◯
Help me identify student needs for instructional focus	◯	◯	◯	◯	◯	◯
Support me in embedding technology in instruction	◯	◯	◯	◯	◯	◯
Facilitate a cohort study group	◯	◯	◯	◯	◯	◯

An example of one of the three most important questions on the form.

The full survey is available in our Google Classroom.

I calculated median scores, for each coaching activity. Teachers rated "provide support in developing and/or using appropriate formative assessments," with the lowest scores, as the three median scores were 3, 3, and 4. While the lowest scores, they were still neutral, neither ineffective nor very ineffective.

There were several most effective areas, all of which had three median scores of 4, 4, and 4. They were: "provide support in choosing appropriate instructional strategies," "assist in maintaining a supportive classroom environment," "coach me in my classroom," "model effective instructional strategies," participate in collaborative meetings," "help me to use student achievement data," and "help me identify student needs for instructional focus."

Median Scores for Effectiveness of Literacy Coaching Components

	Questions 1-12	Questions 13-24	Questions 25-36
Provide support in choosing appropriate instructional strategies	4	4	4
Provide support in developing and/or using appropriate formative assessments	3	3	4
Assist in maintaining a supportive classroom environment	4	4	4
Coach me in my classroom	4	4	4
Model effective instructional strategies	4	4	4
Provide oral or written feedback	4	4	3
Review with me the effectiveness of modeling or coaching	3	4	4
Participate in collaborative meetings	4	4	4
Help me to use student achievement data	4	4	4
Help me identify student needs for instructional focus	4	4	4
Support me in embedding technology in instruction	3	4	4
Facilitate a cohort study group	4	3.5	4

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

I calculated central tendency (means) for the summed scores for Part III (Questions 7, 8, and 9) and Part IV together.

Out of the 22 participants, 8 found literacy coaching to be ineffective (with scores ranging from 1.6364 to 2.4118), 3 found it to be neutral (with scores ranging from 3.1923 to 3.4667), 9 found it to be effective (with scores ranging from 3.5714 to 4.4773), and 2 found it to be very effective (with scores of 4.7391 and 4.8864).

Literacy Coaching Effectiveness Ratings

	Numeric Effectiveness Rating	Verbal Effectiveness Range	Rounded Effectiveness Rating
Participant 1	2.0682	Ineffective to neutral	Ineffective
Participant 2	3.7241	Neutral to Effective	Effective
Jenna*	4	Effective	Effective
Participant 4	2.41	Ineffective to Neutral	Ineffective
Participant 5	4.18	Effective to Very Effective	Effective
Lily*	3.47	Neutral to Effective	Neutral
Madeleine*	2.18	Ineffective to Neutral	Ineffective
Participant 8	4.89	Effective to Very Effective	Very Effective
Meg*	3.84	Neutral to Effective	Effective
Natalie*	1.64	Very Ineffective to Ineffective	Ineffective
Eleanor*	2.20	Ineffective to Neutral	Ineffective
Participant 12	2.36	Ineffective to Neutral	Ineffective
Participant 13	1.86	Very Ineffective to Ineffective	Ineffective
Participant 14	3.20	Neutral to Effective	Effective
Participant 15	3.82	Neutral to Effective	Effective
Participant 16	3.73	Neutral to Effective	Effective
Maya*	4.48	Effective to Very Effective	Effective
Rachel*	2.28	Ineffective to Neutral	Ineffective
Participant 19	3.57	Neutral to Effective	Effective
Sybil*	4.27	Effective to Very Effective	Effective
Participant 21	4.74	Effective to Very Effective	Very Effective
Participant 22	3.19	Neutral to Effective	Neutral

*All names are pseudonyms

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

I collected qualitative data (interviews) in November and December of 2015. Each interview lasted between 8 and 27 minutes, and consisted of 7 questions.

Each interview was transcribed and checked for accuracy.

I used a process called *Framework* (Jane & Liz, 2002) to analyze the interview data. *Framework* includes "familiarization, identifying a thematic framework, indexing, charting, [and] mapping and interpretation..." (Jane & Liz, 2002, p. 9).

I utilized member checking to ensure accuracy.

Interview Protocol

Time and Location
Individual, face-to-face, audio recorded interview, lasting approximately 45 minutes at a location of the participant's choosing.

Introduction
1. I will introduce myself and my teaching background.
2. I will ask the teacher about her/his teaching background.
3. I will ask the teacher how her/his teaching day went today.
4. I will express something about how my teaching day went today.

Official Interview
1. Tell me about your most successful literacy coaching experience.
2. What do you think contributed to this?
3. Tell me about your least successful literacy coaching experience.
4. What do you think contributed to this?
5. How would you generally describe your experiences with literacy coaching?
6. If you were to structure literacy coaching in our district, what would be your ideal?
7. (Show the teacher her/his quantitative survey) I will then ask the teacher to comment on the survey and discuss my interpretation of the survey results to

Post Interview
1. I will ask them any additional questions I formulated after/during interviewing previous participants (I will go back to any previous participants via short 5 to 10-minute audio-recorded phone interviews and ask these additional questions).
2. I will contact the teacher with my analysis of their interview to conduct member checking with her/him.

Themes and Subthemes

Themes	Subthemes
1: What Teachers Want from Coaches and Coaching	· Teachers want to know that the coaches are working hard. · Teachers want clear explanation of the coaching job description and for coaching to make sense. · Teachers want coaches to focus on their specific needs. · Teachers want coaches to be in classrooms and leave feedback. · Teachers want their coaches to have a personality where the teacher doesn't have to reach out. · The teachers also want coaches to work directly with students. · Teachers want their professional time to be respected.
2: Teacher Concerns	· Teachers feel the coaches are lazy or do not know how they can best be used. · Teachers are concerned if they do not know how the coaches spend their time. · Teachers feel administration is taking up too much of the coaches' time or not allocating them correctly.
3: How Teachers View the Coaches	· Teachers like when the coaches help them. · Teachers think the coaches are nice people. · Teachers give coaches the benefit of the doubt. · Some teachers think the coaches are lazy.
4: Coaching in Practice	· Coaching experiences varied greatly. · Coaching was best when it was relevant to the needs of the teacher. · Coaches were particularly helpful with work stations and writing. · Teachers who advocated for their coaching needs seemed to have more positive experiences.

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Individual School Data

FSA Data

Goal Setting

What do you want to accomplish this year in reading at your school?

What do you want to get out of this day of professional development?

Readings

In the Google Classroom

There are two that everyone will read.

Please choose at least 2 additional ones to read. Make sure to pick 2 that best align with your goals.

Highlight parts that speak to you.

Remember, this is scholarly reading...do not feel pressured to read every word. Skim to find the best parts for you.

We will be having a discussion regarding the readings.

Discussion of Readings

Who read which articles?

How do the readings relate to your goals?

What have you learned that you can implement?

What have you learned that you will not do anymore?

Common Barriers...
How will you prepare to overcome them?

Time

Teacher Resistance

Different goals

Florida Standards Assessment

District Initiatives

Readiness for change (administrators, coaches, teachers)

The Barrier of Time

Time to meet with the coaches

Time to schedule teachers with the coaches

What else does this look like?

Overcoming Barriers Associated with Time

Google Classroom Responses

The Barrier of Teacher Resistance

What could this look like?

Overcoming the Barriers Associated with
Teacher Resistance

Google Classroom Responses

The Barrier of Different/Competing Goals

What does this look like?

- Administrative
- Coach
- Teacher
- Other

Overcoming the Barriers Associated with Competing Goals

Google Classroom Responses

The Barrier of the Florida Standards Assessment

What does this look like?

Overcoming Barriers Associated with the Florida
Standards Assessment

Google Classroom Responses

The Barrier of District Initiatives

What does this look like?

Overcoming Barriers Associated with District
Initiatives

Google Classroom Responses

The Barrier of Change Readiness

What does this look like?

- Administrators
- Coaches
- Teachers

Overcoming Barriers Associated with Change
Readiness

Google Classroom Responses

What are other
potential
barriers?

Google Classroom
Responses

How can we
overcome them?

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Role Playing

You will start out with your school partner and flip-flop roles.

Role 1: Administrator
Role 2: Teacher

Scenario: The teacher does not want to be coached.

Role Playing

Please find a partner (one group of three) who has the same position as you do at a different school.

Role 1: Administrator
Role 2: Literacy Coach

Scenario: The coach tells you that the structure of the reading block at your school is not working.

Role Playing

Pick a partner from a different school, who has a different position.

Role 1: Administrator
Role 2: Literacy Coach

Scenario: The coach expresses to you that a teacher has a serious teaching deficit.

Role Playing

Back to your school site partner!

Role 1: Administrator
Role 2: Literacy Coach

Scenario: The coach asks you two questions:
What do you see her role as being?
What are your goals for reading at your school this year?

Checking in…

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Planning for the rest of the year...

How will you schedule time between your literacy coach and you?
How will you schedule literacy coaches with teachers?
How will literacy coaches factor into achieving your goals?
What timelines do you see yourselves following?

Reflection and Closing

What did you learn?

How can I support you?

What do you want coaches and teachers to know about your perspective?

Follow-up

#1: Survey today (plus ▮▮▮▮ Survey)
#2: Submit evidence of a meaningful interaction with your
literacy coach this year (either privately through email or in the
Google Classroom so others may benefit)

Google Classroom for Literacy Coaches

Literacy Coaching and You

Crystal Tessmann

STREAM   STUDENTS   ABOUT

Due tomorrow
How can we overcome th...

VIEW ALL

STREAM

Show deleted items

CLASS CODE

Students can join the class
with this code:

Crystal Tessmann
3:59 PM   Due Tomorrow

How can we overcome the barriers associated with district
initiatives?

0   0
DONE   NOT DONE

Add class comment...

Crystal Tessmann
3:58 PM

How can we overcome the barriers associated with balancing
your roles?

0   0
DONE   NOT DONE

Add class comment...

Crystal Tessmann
3:57 PM

How can we overcome the barriers associated with time?

0   0
DONE   NOT DONE

Add class comment...

Crystal Tessmann
3:57 PM

How can we overcome the barriers associated with resistant
administrators?

0   0
DONE   NOT DONE

STREAM   **STUDENTS**   **ABOUT**
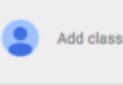
Crystal Tessmann
3:57 PM

How can we overcome the barriers associated with resistant teachers?

0
DONE

0
NOT DONE

Add class comment...

Crystal Tessmann
10:12 AM (Edited 10:29 AM)

Choice Readings

	The Impact of Literacy Coaches.pdf PDF
	The Roles and Responsibilities of Middle School Literacy Coaches Across the US- National Study Re... PDF
	Principals' Perceptions of The Effectiveness and Necessity of Reading Coaches Within Elementary S... PDF
	Adding Collaborative Peer Coaching to Our Teaching Identities.pdf PDF
	Examining the Relationship Between Literacy Coaching and Student Reading Gains in Grades K-3.pdf PDF
	Literacy Coaching as a Component of Professional Development.pdf PDF
	"When Do We Get to Read?" Reading Instruction and Literacy Coaching in a "Failed" Urban Elementary... PDF
	Circles of Leadership.pdf PDF
	Differentiated Coaching- Fostering Reflection with Teachers.pdf PDF
	Hit the Ground Running- Ten Ideas for Preparing and Supporting Urban Literacy Coaches.pdf PDF

Add class comment...

Crystal Tessmann
8:34 AM (Edited 8:56 AM)

⋮

Two Readings

	Growing evidence to support coaching in literacy and mathematics.pdf
	PDF
	Clear Goals, Clear Results.pdf
	PDF

Add class comment...

📋 **Crystal Tessmann**
Jun 11

⋮

Your Schema

This form may be completed electronically or a hard copy will be provided to you during the workshop. It is meant to guide reflection concerning the topics we will be discussing.

0	0
DONE	NOT DONE

	My Schema.docx
	Word

Add class comment...

Crystal Tessmann
Jun 11

⋮

Welcome to our class, a class exclusively for literacy coaches, about literacy coaching! Please feel free to post introductions, comments, or questions below.

Add class comment...

Google Slide Presentation for Literacy Coaches

Literacy Coaching and You

Crystal Tessmann, Ed.D.

Today's Schedule

8:00–9:00 Introductions

9:00–10:00 My research findings; school data

10:00–11:00 Goal setting and readings

11:00–12:00 Lunch on our own

12:00–1:00 Readings and solutions to barriers

1:00–2:00 Role playing

2:00–3:00 Reflections, closing, and follow-up

Norms

This is a safe space to share (confidentiality).

All views will be respected and listened to.

We are here to learn from each other.

We are all professionals, step out if you need to.

There will be a lot of opportunities for discussion. Please ask questions and share your thoughts. Sometimes I will ask that we save something for discussion "check in" time.

Introductions

ELA Teacher Leader

4th grade teacher

This is my 8th year at ▮▮▮▮▮▮ Elementary

Bachelors in Elementary Education

Masters in Special Education with a focus in Emotional and Behavioral Disorders

Doctorate in Teacher Leadership

Introductions con't

What is your name?

What is/are your school site(s)?

What is the most rewarding part of literacy coaching?

What is the most challenging part of literacy coaching?

Is there anything else you would like to share?

Jot Thought

For two minutes, write down as many thoughts as you can about the question. No talking! One thought per sticky note.

When the timer goes off, you will categorize your thoughts with your partner.

—

What concerns do you have about literacy coaching and reading instruction at your school site(s)?

Google Classroom

Open exclusively to us for thoughts, questions, and collaboration.

Maintained by me until at least June of 2017.

Class code:
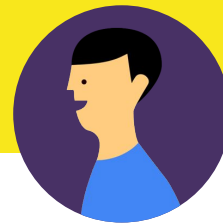
My Schema Worksheet

So let's talk about literacy coaching...

Your job is HARD.

Emotional and Confusing

Hunt and Handsfield (2013) found that literacy coaching was often a very emotional job, and therefore suggested that when training literacy coaches, attention is given to the emotional and challenging nature of literacy coaching. They noted the challenge of proving their expertise while still being supportive and gaining the trust of teachers (Hunt & Handsfield, 2013).

Lynch and Ferguson (2010) found not only that literacy coaches in Ontario, Canada often encountered resistance to their efforts by teachers, but that they themselves and their supervisors were often unsure of their exact roles. The school board did not define the expectations of their literacy coaches, despite the myriad of responsibilities they were given and the fact that the coaches desired more guidance (Lynch & Ferguson, 2010). Understandably, the result of this lack of guidance was a group of coaches who were insecure about their job performance and ability (Lynch & Ferguson, 2010). In a 2014 article, Ferguson again noted that coaches have very similar roles regardless of where they are in Canada and the United States, and the coaches also had confusion about their roles. Calo, Sturtevant, and Kopfman (2015) reiterated that it is not uncommon for literacy coaches in the United States to begin their jobs without really knowing what is expected. Likewise, Pomerantz and Ippolito (2015) stated that reading specialists were nervous when they were expected to take on novel roles.

Resistance

Lynch and Ferguson (2010) noted that, teachers were less likely to welcome coaching when they viewed their literacy coaches as holding power over them. Blachowicz et al. (2010) also cautioned against literacy coaches being "'checkers,' armed with checklists, watches, and pencils, observing in classrooms and insisting on the exact following of scripts…" (p. 357). A coach in Barone's qualitative study (2013) was quoted as saying, "teachers started to call them the literacy police" (p. 402), which was a negative connotation.

More Resistance

One principal stated how hard it is "…finding the right person who can deliver the information they know to teachers in a manner that is easy for teachers to take it back into their classrooms and use it without a lot of planning" (Marsh et al., 2012, p. 16). The teachers in this study often noted the way in which coaches went about their coaching as being important. For example, liking when they are not too pushy or judgmental. This attention to communication style is similar to when Gross (2010) found in a study concerning secondary literacy coaching, that the way the imparter of knowledge communicates matters. One participant, who subsequently left the study, expressed a dislike for what she perceived to be the condescending nature of the presenters. The same author stated that, "literacy coaching was not an easy sell" (p. 136) at their research sites, reminding us that there is often resistance to coaching (Gross, 2010). Ferguson (2013) also noted the presence of teacher resistance. Cantrell et al. (2015) noted this in their sequential mixed-methods study, but also found that it can be overcome.

More Resistance

If the perceptions regarding the literacy coaching process are negative, teachers can become resistant to literacy coaching tactics. Teacher resistance to coaching can take many forms, including but not limited to completely "refusing to participate" (Lynch & Ferguson, 2010, p. 202), or seeming to accept the coaching, but not truly internalizing what has been shared with them about teaching. Lynch and Ferguson (2010) repeatedly mentioned the importance of a positive relationship between the coaches and the teachers. Woodcock and Hakeem (2015) stated that it is important for teachers to be able to resist, for that allows them to feel valued. The creation of a more positive and trusting relationship is more beneficial than being forced to comply. Once again, literacy coaching has opposing characteristics. McDowell (2012), a reading specialist and literacy coach, expressed the potential for coaching to grow at a worksite over time.

Many Roles

Logically then, coaches have many responsibilities. Calo (2012) surveyed 125 middle school literacy coaches (randomly selected) from across the United States and found that they tended to divide their time mostly among teaching students directly, planning with teachers, assessment, modeling teaching strategies, and curriculum development. When surveyed about their time spent with teachers, 88% of the coaches stated that they gave teachers instructional ideas; 80% reported that they gave them materials; 70% reported that they modeled instruction; 64% reported that they planned with teachers; and 46% reported that they taught alongside teachers. In the qualitative follow up to this survey, the seven coaches whom the researchers selected to interview (based on experience and location) also reported that they often worked with assessment and data. Bean et al. (2010) engaged in a study utilizing retrospective time diaries (structured tape recorded interviews completed over the phone regarding what the interviewees did during the last 24 hours). For their sample of 20 coaches in Reading First schools, the coaches spent their time engaging in "working with individual teachers…management…school-related tasks…planning and organizing…working with groups of teachers…and working with students" (Bean et al., 2010, p. 95). Carlisle and Berebitsky (2011) surveyed 39 elementary literacy coaches and found that their time was divided among visiting classrooms, coaching individual teachers, modeling teaching strategies, and being the person teachers could come to for information. Lowenhaupt et al. (2014), in their part in evaluating the literacy coaching within a district in the United States, also found that coaches perform many different duties, including those beyond what is required.

A Lot is Out of Your Control

Atteberry and Bryk (2011) found that the number of individuals on staff was predictive of how much coaching each teacher received, and therefore predictive of benefits (e.g., the less people on staff, the more beneficial the coaching). They also reported that, "school leadership can influence success efforts…[and]…more coaching occurred in schools where faculty reported higher levels of teacher influence over decision making…" (Atteberry & Bryk, 2011, p. 372).

Porche, Pallante, and Snow (2012) noted the importance of administrative involvement in this process, stating that for whole-school change to take place in a coaching model, administrators need to observe with the coaches and gain literacy skills.

Checking in…

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Your job is IMPORTANT.

Literacy coaching has often demonstrated great success. It can be helpful to teachers as well as their students (Ferguson, 2014). Blachowicz et al. (2010) found that teachers valued coaching experiences, that teachers became more informed as a result of the experiences, and that students exposed to this coaching model made measurable gains. Coaching that includes methods such as using the gradual release of responsibility, encouraging coaches to push into classrooms, and establishing positive relationships with teachers has been shown to be effective (Blachowicz et al., 2010). Collaborative learning, modeling, and feedback have also been shown to be effective (Matsumura & Wang, 2014), as has content-focused coaching (Bickel et al., 2015). Literacy coaching is a widely implemented strategy for improving how teachers teach reading (Matsumura & Wang, 2014).

Gross (2010) found through interviewing 15 secondary teachers about high school literacy coaching, that the constant access to literacy coaches did positively impact teaching strategies.

Additionally, Blachowicz et al. (2010) found that principals and teachers alike, as well as district stakeholders, found coaching to have a positive impact on changing the dynamic of a school.

Petti (2010) found in her lab site consisting of herself, the teacher, the coach, 20 kindergarten students, and six observers that what began as literacy coaching could spread to additional school subjects.Dean et al. (2012) found that the 35 principals who answered Likert-type questions in their study valued the literacy coaches at their schools.

Thirty-nine teachers were selected for interviews from a larger study of 1,600 teachers who had received literacy coaching in the form of study groups and in-class coaching (Vanderburg & Stephens, 2010). A majority of these teachers felt that the following components of coaching were valuable to them: collaboration, support, and discussion of research-based instructional practices. Changes teachers made were venturing into new teaching strategies, increasing their use of authentic assessments, increasing their investigation of professional literature, and shifting the locus of control to students (Vanderburg & Stephens, 2010)

Carlisle and Berebitsky (2010) found that students (especially those at risk) made more gains when taught by teachers who received coaching by literacy coaches. Similarly, Vernon-Feagans et al. (2012) concluded that when teachers worked with a literacy coach and were able to work one-on-one with students, even their 29 challenged readers could make gains. De Naeghel and Van Keer (2013) found in their study using teacher and student questionnaires, that when a teacher had a literacy coach, the autonomous reading motivation of the students increased.

Evaluation

Fourteen out of 19 of the indicators on the Appraisal Form for literacy coaches can be tied to this training (Appraisal Form, 2016). These 14 indicators make up 73.68% of this portion of the evaluation for literacy coaches.

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

My Research

Mixed Methods (quantitative and qualitative).

Population: 587 elementary reading teachers in ██████ County.

Sample: I received 22 valid responses, which was well below the recommended sample size of 234 (Johnson and Christensen, 2011). Of those, 12 waived anonymity and consented to an interview. I was able to interview 9 of those 12.

I collected quantitative data in October and November of 2015.

I used a modified version of the Wyoming Instructional Facilitator Evaluation survey used by Rush and Young (2011), and administered it through Google Forms.

7. **How effective have the following activities been in changing your practice? Please choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.** *
Mark only one oval per row.

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Does not apply
Provide support in choosing appropriate instructional strategies	◯	◯	◯	◯	◯	◯
Provide support in developing and/or using appropriate formative assessments	◯	◯	◯	◯	◯	◯
Assist in maintaining a supportive classroom environment	◯	◯	◯	◯	◯	◯
Coach me in my classroom	◯	◯	◯	◯	◯	◯
Model effective instructional strategies	◯	◯	◯	◯	◯	◯
Provide oral or written feedback	◯	◯	◯	◯	◯	◯
Review with me the effectiveness of modeling or coaching	◯	◯	◯	◯	◯	◯
Participate in collaborative meetings	◯	◯	◯	◯	◯	◯
Help me to use student achievement data	◯	◯	◯	◯	◯	◯
Help me identify student needs for instructional focus	◯	◯	◯	◯	◯	◯
Support me in embedding technology in instruction	◯	◯	◯	◯	◯	◯
Facilitate a cohort study group	◯	◯	◯	◯	◯	◯

An example of one of the three most important questions on the form.

The full survey is available in our Google Classroom.

Some of the following will be wonderful to hear. However, some may be a challenge to hear. Let's talk about both.

I calculated median scores, for each coaching activity. Teachers rated "provide support in developing and/or using appropriate formative assessments," with the lowest scores, as the three median scores were 3, 3, and 4. While the lowest scores, they were still neutral, neither ineffective nor very ineffective.

There were several most effective areas, all of which had three median scores of 4, 4, and 4. They were: "provide support in choosing appropriate instructional strategies," "assist in maintaining a supportive classroom environment," "coach me in my classroom," "model effective instructional strategies," participate in collaborative meetings," "help me to use student achievement data," and "help me identify student needs for instructional focus."

Median Scores for Effectiveness of Literacy Coaching Components

	Questions 1-12	Questions 13-24	Questions 25-36
Provide support in choosing appropriate instructional strategies	4	4	4
Provide support in developing and/or using appropriate formative assessments	3	3	4
Assist in maintaining a supportive classroom environment	4	4	4
Coach me in my classroom	4	4	4
Model effective instructional strategies	4	4	4
Provide oral or written feedback	4	4	3
Review with me the effectiveness of modeling or coaching	3	4	4
Participate in collaborative meetings	4	4	4
Help me to use student achievement data	4	4	4
Help me identify student needs for instructional focus	4	4	4
Support me in embedding technology in instruction	3	4	4
Facilitate a cohort study group	4	3.5	4

Checking in…

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

I calculated central tendency (means) for the summed scores for Part III (Questions 7, 8, and 9) and Part IV together.

Out of the 22 participants, 8 found literacy coaching to be ineffective (with scores ranging from 1.6364 to 2.4118), 3 found it to be neutral (with scores ranging from 3.1923 to 3.4667), 9 found it to be effective (with scores ranging from 3.5714 to 4.4773), and 2 found it to be very effective (with scores of 4.7391 and 4.8864).

Literacy Coaching Effectiveness Ratings

	Numeric Effectiveness Rating	Verbal Effectiveness Range	Rounded Effectiveness Rating
Participant 1	2.07	Ineffective to neutral	Ineffective
Participant 2	3.72	Neutral to Effective	Effective
Jenna*	4	Effective	Effective
Participant 4	2.41	Ineffective to Neutral	Ineffective
Participant 5	4.18	Effective to Very Effective	Effective
Lily*	3.47	Neutral to Effective	Neutral
Madeleine*	2.18	Ineffective to Neutral	Ineffective
Participant 8	4.89	Effective to Very Effective	Very Effective
Meg*	3.84	Neutral to Effective	Effective
Natalie*	1.64	Very Ineffective to Ineffective	Ineffective
Eleanor*	2.20	Ineffective to Neutral	Ineffective
Participant 12	2.36	Ineffective to Neutral	Ineffective
Participant 13	1.86	Very Ineffective to Ineffective	Ineffective
Participant 14	3.20	Neutral to Effective	Effective
Participant 15	3.82	Neutral to Effective	Effective
Participant 16	3.73	Neutral to Effective	Effective
Maya*	4.48	Effective to Very Effective	Effective
Rachel*	2.28	Ineffective to Neutral	Ineffective
Participant 19	3.57	Neutral to Effective	Effective
Sybil*	4.27	Effective to Very Effective	Effective
Participant 21	4.74	Effective to Very Effective	Very Effective
Participant 22	3.19	Neutral to Effective	Neutral

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

I collected qualitative data (interviews) in November and December of 2015. Each interview lasted between 8 and 27 minutes, and consisted of 7 questions.

Each interview was transcribed and checked for accuracy.

I used a process called *Framework* (Jane & Liz, 2002) to analyze the interview data. *Framework* includes "familiarization, identifying a thematic framework, indexing, charting, [and] mapping and interpretation..." (Jane & Liz, 2002, p. 9).

I utilized member checking to ensure accuracy.

Interview Protocol

Time and Location

Individual, face-to-face, audio recorded interview, lasting approximately 45 minutes at a location of the participant's choosing.

Introduction

1. I will introduce myself and my teaching background.
2. I will ask the teacher about her/his teaching background.
3. I will ask the teacher how her/his teaching day went today.
4. I will express something about how my teaching day went today.

Official Interview

1. Tell me about your most successful literacy coaching experience.
2. What do you think contributed to this?
3. Tell me about your least successful literacy coaching experience.
4. What do you think contributed to this?
5. How would you generally describe your experiences with literacy coaching?
6. If you were to structure literacy coaching in our district, what would be your ideal?
7. (Show the teacher her/his quantitative survey) I will then ask the teacher to comment on the survey and discuss my interpretation of the survey results to

Post Interview

1. I will ask them any additional questions I formulated after/during interviewing previous participants (I will go back to any previous participants via short 5 to 10-minute audio-recorded phone interviews and ask these additional questions).
2. I will contact the teacher with my analysis of their interview to conduct member checking with her/him.

Themes and Subthemes

Themes	Subthemes
1: What Teachers Want from Coaches and Coaching	· Teachers want to know that the coaches are working hard. · Teachers want clear explanation of the coaching job description and for coaching to make sense. · Teachers want coaches to focus on their specific needs. · Teachers want coaches to be in classrooms and leave feedback. · Teachers want their coaches to have a personality where the teacher doesn't have to reach out. · The teachers also want coaches to work directly with students. · Teachers want their professional time to be respected.
2: Teacher Concerns	· Teachers feel the coaches are lazy or do not know how they can best be used. · Teachers are concerned if they do not know how the coaches spend their time. · Teachers feel administration is taking up too much of the coaches' time or not allocating them correctly.
3: How Teachers View the Coaches	· Teachers like when the coaches help them. · Teachers think the coaches are nice people. · Teachers give coaches the benefit of the doubt. · Some teachers think the coaches are lazy.
4: Coaching in Practice	· Coaching experiences varied greatly. · Coaching was best when it was relevant to the needs of the teacher. · Coaches were particularly helpful with work stations and writing. · Teachers who advocated for their coaching needs seemed to have more positive

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

Theme 1: What teachers want from coaches and coaching.

The teachers expressed that they don't have enough resources to meet expectations, want help, and believe all teachers can improve.

Most of the time if there was a problem with coaching it was an absence of help or not enough help...not too much help.

That being said, if coaching is the way they are to receive help and make these improvements, it became clear that teachers prefer certain things.

Lily: So I appreciate the cohort meeting, at least they would give me something that I could actually use the next day or the next week...I think what any teacher is looking for is something hands on you can, in essence, use tomorrow.

Jenna: ...she came in and observed me and gave me a lot of suggestions of things that I could do differently, just to make it better." Sybil recalled a time when, "So she's, you know, sat down, taught a lesson for me so I could watch her teach the lesson and take notes on it, then she'd watched me do it, took notes, and then said, this where, you know, what you need to do differently, or I like how you did this type of thing.

Theme 1: What teachers want from coaches and coaching.

Additionally, teachers want coaches to focus on their specific needs, including providing useful resources, especially immediately useful/tangible resources (and for them to teach teachers how to use them).

It is important to note that many teachers did not value just ideas or suggestions.

Jenna happily expressed that, "She brought me already made workstations."

Theme 1: What teachers want from coaches and coaching.

Furthermore, teachers want their coaches to have a personality where the teacher doesn't have to reach out.

Instead, they want them to have a welcoming and helpful personality, as well as enthusiasm for what they are doing. They don't just want coaches to pop their heads in for a minute, they want to feel a genuine offer of help.

They want coaches to be in touch, realistic in their expectations, understanding, and knowledgeable.

They also want them to build relationships with students and teachers.

Sybil put it well when she said,

I think the reason that they were so successful...they really liked what they were doing. They liked helping teachers and helping students and they had the ability to do that...would go into different classrooms and say you know do you need any help, would you like me to watch you, would you like me to help you with the set up, centers and stuff like that, but if you don't have that personality, it could look like you were just sitting there doing nothing...

Theme 1: What teachers want from coaches and coaching.

Maya focused on the relationship with the coach when she said,

You have to kind of connect with them to start, to feel comfortable to allow them to come into your classroom, 'cause otherwise it's like an observation and then you're kind of reluctant, but if you can connect with them in some way from the beginning, and not feel threatened, or feel that they're gonna go back and…say something, you know…

Sybil said,

…the rapport that I watched her build with students that were struggling and when they first started coming—the way she had done it was she went and got small groups of students and brought them to her and she would tutor them…we had a reading coach there and she would do the same thing, she would—if the teacher needed help with, you know, this student is not getting this, the reading coach, or literacy coach would take them out there, in the centrum, and work with them…

Theme 1: What teachers want from coaches and coaching.

Teachers want their professional time to be respected. They do not want their time to be wasted or for things to be done at the last minute, they want timeliness of responses, coaches following through, and providing resources at the most logical time. They think it is ideal for them to not be shared between schools.

Teachers want to know that the coaches are working hard. Related to this desire is the desire to have a clear explanation of the coaching job description and for coaching to make sense.

Sybil stated, "So if newer teachers don't know about what a literacy coach does, they don't know how to utilize them, and so sometimes it's just like they're just sitting there doing nothing."

Madeleine stated, "I just wanna see everybody working hard as I do."

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

Theme 2: Concerns teachers have.

Several teachers felt administration is taking up the coaches' time and/or is not allocating them correctly.

Meg: ...my principal saw things...that we had done, that this county was just starting to roll out, so I had background knowledge and kind of knew where we were heading, and so you know with her knowing that, she probably did not communicate a need for anyone to come support me...I wasn't I guess a priority on the list of teachers that need support, but I feel like every teacher needs support...

Several teachers felt that the coaches were lazy and/or did not know how they could best be used. It was of great concern to them if they could not figure out what the coaches were doing with their time.

Checking in…

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

Theme 3: How teachers view the coaches.

The teachers liked when coaches help them and feel that the coaches are nice people.

Jenna: "I really, really I miss her" (in reference to a coach she no longer has).

Sybil: "…the reading coach there…she's retired since then, she was fabulous. She's the reason that I want to be like a literacy coach, reading coach type person."

The teachers gave coaches the benefit of the doubt if they were not performing at the level they thought the coaches should, and thought they were probably being pulled in a lot of different directions.

Madeleine: So maybe the coaches are putting their attention at the grade levels that they feel like need the help the most which is okay because I want our school to be successful. So if I need to get neglected so that they can go help somebody else that's fine.

Theme 3: How teachers view the coaches.

Some teachers view the coaches as lazy.

Madeleine: "...but I get I guess a little annoyed at what do you do all day, I have that question..."

Lilly: "I guess there's part of me that is saying why do we even have these people...sometimes I do question when I see them at my school and it doesn't appear that they've got all that much to do."

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Theme 4: Coaching in practice.

Coaching across participants varied greatly. However, it didn't seem like there was a big difference between being coached one on one versus in a group...what seemed to matter most was that the coaching was relevant to their needs.

Work stations and writing in particular came up as areas coaches were helpful with.

The teachers who advocated for their coaching needs seemed to have more positive experiences.

Meg: "So it was really successful because I was clear on what I wanted from her and so she delivered with exactly what I was asking for and then followed up."

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Individual School Data

FSA Data

___

How is coaching structured at your school?

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

Goal Setting:

What do you want to accomplish this year in reading at
your school?

What do you want to get out of this day of professional
development?

Readings

In the Google Classroom

There are two that everyone will read.

Please choose at least 2 additional ones to read. Make sure to pick 2 that best align with your goals.

Highlight parts that speak to you.

Remember, this is scholarly reading...do not feel pressured to read every word. Skim to find the best parts for you.

We will be having a discussion regarding the readings.

Discussion of Readings

Who read which articles?

How do the readings relate to your goals?

What have you learned that you can implement?

What have you learned that you will not do anymore?

Common Barriers…
How will you prepare to overcome them?

Resistant teachers

Resistant administration

Time

Balancing your roles

District Initiatives

The Barrier of Resistant Teachers

What could this look like?

Overcoming Barriers Associated with Resistant Teachers

Google Classroom Responses

The Barrier of Resistant Administration

What could this look like?

Overcoming Barriers Associated with Resistant Administration

Google Classroom Responses

The Barrier of Time

What could this look like?

Overcoming Barriers Associated with Time

Google Classroom Responses

The Barrier of Balancing Your Roles

What could this look like?

Overcoming Barriers Associated with Balancing Your Roles

Google Classroom Responses

The Barrier of District Initiatives

What could this look like?

Overcoming Barriers Associated with District Initiatives

Google Classroom Responses

What are other potential barriers?

Google Classroom Responses

How can we overcome them?

Checking in…

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with
your current schema?

Role Playing

You will role play in pairs,
flip flop roles, and then
switch partners for each
slide.

——

Role 1: Coach
Role 2: New Teacher

Scenario: The first year teacher has not implemented anything you have suggested.

Role 1: Coach
Role 2: Administrator

Scenario: Administration only wants you to work with FSA grade teachers.

Role 1: Coach
Role 2: Experienced Teacher

Scenario: The experienced teacher doesn't want to meet with you because you are probably just bringing in a new fad.

Role 1: Coach
Role 2: Administrator

Scenario: Administration would prefer you work more with them than with teachers directly.

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

Planning for this coming year...

How will you balance your time?
How will you balance your roles?
How will you balance your responsibilities?
How will you schedule your time with teachers?
How will you schedule your time with administrators?
How will you communicate with each other?
What would be your ideal implementation of literacy coaching at your school?

Reflection and Closing

What did you learn?
How can I support you?
What do you want administration and teachers to know about your perspective?

Follow-up

#1: Survey today (plus ▮▮▮▮ survey)

#2: Submit evidence of a meaningful interaction between administration and a teacher this year (either privately through email or in the Google Classroom so others may benefit).

Google Classroom for Teachers

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with resistance?

0
DONE

0
NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with student needs?

0
DONE

0
NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

How can we overcome the barriers associated with conflicting messages from multiple parties?

0
DONE

0
NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

⋮

How can we overcome the barriers associated with multiple responsibilities?

0
DONE

0
NOT DONE

Add class comment...

Crystal Tessmann
Jun 14

⋮

Choice Readings

	Literacy Coaching as a Component of Professional Development.pdf PDF
	Differentiated Coaching- Fostering Reflection with Teachers.pdf PDF
	The Impact of Literacy Coaches.pdf PDF
	Growing evidence to support coaching in literacy and mathematics.pdf PDF
	"When Do We Get to Read?" Reading Instruction and Literacy Coaching in a "Failed" Urban Elementary S... PDF
	Adding Collaborative Peer Coaching to Our Teaching Identities.pdf PDF
	Examining the Relationship Between Literacy Coaching and Student Reading Gains in Grades K-3.pdf PDF
	What Matters for Elementary Literacy Coaching? Guiding Principles for Instructional Improvement and S... PDF

Crystal Tessmann
Jun 14

⋮

Two Readings

Teacher-to-Teacher- The Heart of the Coaching Model.pdf
PDF

Clear Goals, Clear Results.pdf
PDF

Add class comment...

Crystal Tessmann
Jun 12

⋮

Teacher Specialist Job Description

Alachua County Public Schools: Instructional. (2016). Teacher, specialist.pdf. Retrieved from http://www.sbac.edu/pages /ACPS/Departments_Programs/Departments__G-L_/Human_Resources/4921315541264392354/Folder_for_Instructional_Job_D

Teacher_Specialist.pdf
PDF

Add class comment...

Crystal Tessmann
Jun 11 (Edited Jun 11)

⋮

Welcome to our class! The purpose of this professional development is to better understand the literacy coaching model. Please feel free to post introductions, comments, or questions below.

Add class comment...

Google Slide Presentation for Teachers

Literacy Coaching and Your Classroom

Crystal Tessmann, Ed.D.

Today's Schedule

8:00-9:00 Introductions

9:00-10:00 Literacy coaching, research, and school data reviews

10:00-11:00 Goal setting and readings

11:00-12:00 Lunch on our own

12:00-1:00 Overcoming barriers and role playing

1:00-2:00 Planning ELA block with literacy coaching in mind

2:00-3:00 Reflection and follow-up

Norms

This is a safe space to share (confidentiality).

All views will be respected and listened to.

We are here to learn from each other.

We are all professionals, step out if you need to.

There will be a lot of opportunities for discussion, Please ask questions and share your thoughts. Sometimes I will ask that we save something for d[...] "check in" time.

Introductions

ELA Teacher Leader

4th Grade Teacher

This is my 8th year at ███████████ Elementary

Bachelors in Elementary Education

Masters in Special Education with a focus on Emotional and Behavioral Disorders

Doctorate in Teacher Leadership

Introductions con't

What is your name, position, and school site?

What is the most rewarding thing about teaching reading?

What is the most challenging thing about teaching reading?

Is there anything else you'd like to share about yourself?

Why I Chose this Topic

In the 2012-2013 school year my school was an F. That meant the state team came in. I had a state reading coach, a state writing coach, a state math coach, and a district literacy coach. I couldn't stand my state reading coach. I finally figured out that it was because she never gave me any positive feedback. Ever. I was working super hard at ▮▮▮▮▮▮ teaching a ¾ combo class. Meetings with her often happened from 1:00-1:45 during my planning period, right before extended hour. It was not a good experience.

However, I also learned more about being a good reading teacher from her than I have from anyone else. Ever.

I could have easily dismissed her help. I'm glad I didn't.

Jot Thought

For two minutes, write down as many thoughts as you can about the question. No talking! One thought per sticky note.

When the timer goes off, you will categorize the thoughts with your team.

—

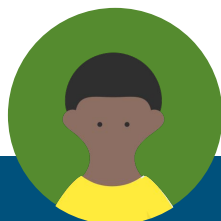**What concerns do you have about reading instruction and literacy coaching at your school site?**

Linking literacy coaching to your principal's teaching evaluation.

Making use of a literacy coach is directly relatable to 11 out of 20 indicators (55%) in this framework.

Google Classroom

Open exclusively to us for thoughts, questions, and collaboration.

Maintained by me until at least June of 2017.

Class Code:

My Schema Worksheet

Benefits of Literacy Coaching

Literacy coaching has often demonstrated great success. It can be helpful to teachers as well as their students (Ferguson, 2014). Blachowicz et al. (2010) found that teachers valued coaching experiences, that teachers became more informed as a result of the experiences, and that students exposed to this coaching model made measurable gains.

Coaching that includes methods such as using the gradual release of responsibility, encouraging coaches to push into classrooms, and establishing positive relationships with teachers has been shown to be effective (Blachowicz et al., 2010). Collaborative learning, modeling, and feedback have also been shown to be effective (Matsumura & Wang, 2014), as has content-focused coaching (Bickel et al., 2015). Literacy coaching is a widely implemented strategy for improving how teachers teach reading (Matsumura & Wang, 2014).

Benefits of Literacy Coaching

Gross (2010) found through interviewing 15 secondary teachers about high school literacy coaching, that the constant access to literacy coaches did positively impact teaching strategies.

Additionally, Blachowicz et al. (2010) found that principals and teachers alike, as well as district stakeholders, found coaching to have a positive impact on changing the dynamic of a school.

Petti (2010) found in her lab site consisting of herself, the teacher, the coach, 20 kindergarten students, and six observers that what began as literacy coaching could spread to additional school subjects.

Dean et al. (2012) found that the 35 principals who answered Likert-type questions in their study valued the literacy coaches at their schools.

Benefits of Literacy Coaching

Thirty-nine teachers were selected for interviews from a larger study of 1,600 teachers who had received literacy coaching in the form of study groups and in-class coaching (Vanderburg & Stephens, 2010). A majority of these teachers felt that the following components of coaching were valuable to them: collaboration, support, and discussion of research-based instructional practices. Changes teachers made were venturing into new teaching strategies, increasing their use of authentic assessments, increasing their investigation of professional literature, and shifting the locus of control to students (Vanderburg & Stephens, 2010).

Carlisle and Berebitsky (2010) found that students (especially those at risk) made more gains when taught by teachers who received coaching by literacy coaches. Similarly, Vernon-Feagans et al. (2012) concluded that when teachers worked with a literacy coach and were able to work one-on-one with students, even their 29 challenged readers could make gains. De Naeghel and Van Keer (2013) found in their study using teacher and student questionnaires, that when a teacher had a literacy coach, the autonomous reading motivation of the students increased.

Why YOUR Role is so Important

If the perceptions regarding the literacy coaching process are negative, teachers can become resistant to literacy coaching tactics. Teacher resistance to coaching can take many forms, including but not limited to completely "refusing to participate" (Lynch & Ferguson, 2010, p. 202), or seeming to accept the coaching, but not truly internalizing what has been shared with them about teaching. Lynch and Ferguson (2010) repeatedly mentioned the importance of a positive relationship between the coaches and the teachers. Woodcock and Hakeem (2015) stated that it is important for teachers to be able to resist, for that allows them to feel valued. The creation of a more positive and trusting relationship is more beneficial than being forced to comply. Once again, literacy coaching has opposing characteristics. McDowell (2012), a reading specialist and literacy coach, expressed the potential for coaching to grow at a worksite over time.

Checking in...

What was noteworthy?
What questions do you have?
What was consistent and inconsistent with your current schema?

My Research

Mixed Methods (quantitative and qualitative).

Population: 587 elementary reading teachers in ████████ County.

Sample: I received 22 valid responses, which was well below the recommended sample size of 234 (Johnson and Christensen, 2011). Of those, 12 waived anonymity and consented to an interview. I was able to interview 9 of those 12.

I collected quantitative data in October and November of 2015.

I used a modified version of the Wyoming Instructional Facilitator Evaluation survey used by Rush and Young (2011), and administered it through Google Forms.

7. **How effective have the following activities been in changing your practice? Please choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year. ***

Mark only one oval per row.

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Does not apply
Provide support in choosing appropriate instructional strategies	◯	◯	◯	◯	◯	◯
Provide support in developing and/or using appropriate formative assessments	◯	◯	◯	◯	◯	◯
Assist in maintaining a supportive classroom environment	◯	◯	◯	◯	◯	◯
Coach me in my classroom	◯	◯	◯	◯	◯	◯
Model effective instructional strategies	◯	◯	◯	◯	◯	◯
Provide oral or written feedback	◯	◯	◯	◯	◯	◯
Review with me the effectiveness of modeling or coaching	◯	◯	◯	◯	◯	◯
Participate in collaborative meetings	◯	◯	◯	◯	◯	◯
Help me to use student achievement data	◯	◯	◯	◯	◯	◯
Help me identify student needs for instructional focus	◯	◯	◯	◯	◯	◯
Support me in embedding technology in instruction	◯	◯	◯	◯	◯	◯
Facilitate a cohort study group	◯	◯	◯	◯	◯	◯

An example of one of the three most important questions on the form.

The full survey is available in our Google Classroom.

I calculated median scores, for each coaching activity. Teachers rated "provide support in developing and/or using appropriate formative assessments," with the lowest scores, as the three median scores were 3, 3, and 4. While the lowest scores, they were still neutral, neither ineffective nor very ineffective.

There were several most effective areas, all of which had three median scores of 4, 4, and 4. They were: "provide support in choosing appropriate instructional strategies," "assist in maintaining a supportive classroom environment," "coach me in my classroom," "model effective instructional strategies," participate in collaborative meetings," "help me to use student achievement data," and "help me identify student needs for instructional focus."

Median Scores for Effectiveness of Literacy Coaching Components

	Questions 1-12	Questions 13-24	Questions 25-36
Provide support in choosing appropriate instructional strategies	4	4	4
Provide support in developing and/or using appropriate formative assessments	3	3	4
Assist in maintaining a supportive classroom environment	4	4	4
Coach me in my classroom	4	4	4
Model effective instructional strategies	4	4	4
Provide oral or written feedback	4	4	3
Review with me the effectiveness of modeling or coaching	3	4	4
Participate in collaborative meetings	4	4	4
Help me to use student achievement data	4	4	4
Help me identify student needs for instructional focus	4	4	4
Support me in embedding technology in instruction	3	4	4
Facilitate a cohort study group	4	3.5	4

Checking in...

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

I calculated central tendency (means) for the summed scores for Part III (Questions 7, 8, and 9) and Part IV together.

Out of the 22 participants, 8 found literacy coaching to be ineffective (with scores ranging from 1.6364 to 2.4118), 3 found it to be neutral (with scores ranging from 3.1923 to 3.4667), 9 found it to be effective (with scores ranging from 3.5714 to 4.4773), and 2 found it to be very effective (with scores of 4.7391 and 4.8864).

Literacy Coaching Effectiveness Ratings

	Numeric Effectiveness Rating	Verbal Effectiveness Range	Rounded Effectiveness Rating
Participant 1	2.07	Ineffective to neutral	Ineffective
Participant 2	3.72	Neutral to Effective	Effective
Jenna*	4	Effective	Effective
Participant 4	2.41	Ineffective to Neutral	Ineffective
Participant 5	4.18	Effective to Very Effective	Effective
Lily*	3.47	Neutral to Effective	Neutral
Madeleine*	2.18	Ineffective to Neutral	Ineffective
Participant 8	4.89	Effective to Very Effective	Very Effective
Meg*	3.84	Neutral to Effective	Effective
Natalie*	1.64	Very Ineffective to Ineffective	Ineffective
Eleanor*	2.20	Ineffective to Neutral	Ineffective
Participant 12	2.36	Ineffective to Neutral	Ineffective
Participant 13	1.86	Very Ineffective to Ineffective	Ineffective
Participant 14	3.20	Neutral to Effective	Effective
Participant 15	3.82	Neutral to Effective	Effective
Participant 16	3.73	Neutral to Effective	Effective
Maya*	4.48	Effective to Very Effective	Effective
Rachel*	2.28	Ineffective to Neutral	Ineffective
Participant 19	3.57	Neutral to Effective	Effective
Sybil*	4.27	Effective to Very Effective	Effective
Participant 21	4.74	Effective to Very Effective	Very Effective
Participant 22	3.19	Neutral to Effective	Neutral

*All names are pseudonyms

Checking in...

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

I collected qualitative data (interviews) in November and December of 2015. Each interview lasted between 8 and 27 minutes, and consisted of 7 questions.

Each interview was transcribed and checked for accuracy.

I used a process called *Framework* (Jane & Liz, 2002) to analyze the interview data. *Framework* includes "familiarization, identifying a thematic framework, indexing, charting, [and] mapping and interpretation..." (Jane & Liz, 2002, p. 9).

I utilized member checking to ensure accuracy.

Interview Protocol

Time and Location
Individual, face-to-face, audio recorded interview, lasting approximately 45 minutes at a location of the participant's choosing.
Introduction
1.   I will introduce myself and my teaching background.
2.   I will ask the teacher about her/his teaching background.
3.   I will ask the teacher how her/his teaching day went today.
4.   I will express something about how my teaching day went today.
Official Interview
1.   Tell me about your most successful literacy coaching experience.
2.   What do you think contributed to this?
3.   Tell me about your least successful literacy coaching experience.
4.   What do you think contributed to this?
5.   How would you generally describe your experiences with literacy coaching?
6.   If you were to structure literacy coaching in our district, what would be your ideal?
7.   (Show the teacher her/his quantitative survey) I will then ask the teacher to comment on the survey and discuss my interpretation of the survey results to
Post Interview
1.   I will ask them any additional questions I formulated after/during interviewing previous participants (I will go back to any previous participants via short 5 to 10-minute audio-recorded phone interviews and ask these additional questions).
2.   I will contact the teacher with my analysis of their interview to conduct member checking with her/him.

Themes and Subthemes

Themes	Subthemes
1: What Teachers Want from Coaches and Coaching	· Teachers want to know that the coaches are working hard. · Teachers want clear explanation of the coaching job description and for coaching to make sense. · Teachers want coaches to focus on their specific needs. · Teachers want coaches to be in classrooms and leave feedback. · Teachers want their coaches to have a personality where the teacher doesn't have to reach out. · The teachers also want coaches to work directly with students. · Teachers want their professional time to be respected.
2: Teacher Concerns	· Teachers feel the coaches are lazy or do not know how they can best be used. · Teachers are concerned if they do not know how the coaches spend their time. · Teachers feel administration is taking up too much of the coaches' time or not allocating them correctly.
3: How Teachers View the Coaches	· Teachers like when the coaches help them. · Teachers think the coaches are nice people. · Teachers give coaches the benefit of the doubt. · Some teachers think the coaches are lazy.
4: Coaching in Practice	· Coaching experiences varied greatly. · Coaching was best when it was relevant to the needs of the teacher. · Coaches were particularly helpful with work stations and writing. · Teachers who advocated for their coaching needs seemed to have more positive experiences.

Checking in…

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

Individual School Data

FSA Data

Literacy Coaching Job Description

Unfortunately, there is no job description specific to literacy coaches. They fall under Teacher Specialists.

That document is available in the Google Classroom.

Goal Setting

What do you want to accomplish this year in reading at your school?

What do you want to get out of this day of professional development?

Checking in…

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

Readings

In the Google Classroom

There are two that everyone will read.

Please choose at least 2 additional ones to read. Make sure to pick 2 that best align with your goals.

Highlight parts that speak to you.

Remember, this is scholarly reading…do not feel pressured to read every word. Skim to find the best parts for you.

We will be having a discussion regarding the readings.

Discussion of Readings

Who read which articles?

How do the readings relate to your goals?

What have you learned that you can implement?

What have you learned that you will not do anymore?

Common Barriers
How will you prepare to overcome them?

Multiple responsibilities

Conflicting messages from different parties

Student needs

Resistance

Trust

The barrier of multiple responsibilities.

—

What could this look like?

Overcoming Barriers Associated with
Multiple Responsibilities

—

Google Classroom Responses

The barrier of conflicting messages from different parties.

—

What could this look like?

Overcoming Barriers Associated with
Conflicting Messages from Different Parties

—

Google Classroom Responses

The barrier of student needs.

What could this look like?

Overcoming Barriers Associated with Student Needs

Google Classroom Responses

The barrier of resistance.

What could this look like?

Overcoming Barriers Associated with Resistance

Google Classroom Responses

The barrier of trust.

What could this look like?

Overcoming Barriers Associated with Trust

Google Classroom Responses

What are some other potential barriers?

Google Classroom Responses

How can we overcome them?

___

Checking in...

___

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

Role Playing

You will start by role playing with a partner from your school and flip flop roles.

Then for each slide, you will find a partner from a different school and flip flop roles.

Role 1: Teacher
Role 2: Coach

Scenario: Your coach wants you to implement something new that you do not want to do.

Role 1: Teacher
Role 2: Coach

Scenario: You want the coach to come and observe you, but she hasn't yet.

Role 1: Teacher
Role 2: Administrator

Scenario: You go to talk to your administrator about your coach because she is not helpful.

Role 1: Teacher
Role 2: Teacher

Scenario: Another teacher could benefit from coaching but is being resistant.

Role 1: Teacher
Role 2: Coach

Scenario: You are having a very tough time with your class this year and want to confide in your coach, but need to make sure your coach won't run back and tell your administrator.

Checking in...

What was noteworthy?

What questions do you have?

What was consistent and inconsistent with your current schema?

Planning for this coming year...

How do you see your reading and writing block being structured?

How would you like your coach to support you?

What are the biggest areas you would like to grow in?

Reflection and Closing

What did you learn?

How can I support you?

What do you want administration and coaches to know about your perspective?

Follow-up

#1: Survey today (plus ███ survey)

#2: Submit evidence of a meaningful interaction with a literacy coach from this year (either privately through email or in the Google Classroom so others may benefit).

Appendix B: District Literacy Coach Evaluation

District Literacy Coach Evaluation
* Required

SURVEY CONSENT FORM

SURVEY CONSENT FORM

You are invited to take part in a research study of teacher experiences with county literacy coaches. The researcher is inviting kindergarten through fifth grade general education homeroom teachers of reading to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Crystal Tessmann, who is a doctoral student at Walden University. You may already know the researcher as a teacher leader and union representative in this county, but this study is separate from those roles.

Background Information:
The purpose of this study is to investigate how teachers are experiencing literacy coaching in this county and there are two phases to the study.

Procedures:
If you agree to be in this study, you will be asked to:
•   Answer an online survey (10-20 minutes) in Phase 1 of the study.
•   Provide your first and last name if you would like to be considered for a face-to-face interview in Phase 2 of the study. If you do not provide your name your responses will be anonymous. If you do, they will still be confidential.

Here are some sample questions:
•   How effective have the following activities been in changing your practice? Please choose "Does not apply" for those activities you have not worked on with a district and/or literacy coach?
•   Please assess the value of the time you have spent working on the following activities. Choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as slight stress from answering questions. Being in this study would not pose risk to your safety or wellbeing

Participating in this study can benefit you by allowing you to reflect on your professional

experiences with literacy coaches.

Payment:
There is no payment for participation in the survey. However, if you later consent to participating in the face-to-face interview (Phase 2) you will receive a $10 gift card to the establishment of your choosing after completing the final phone call.

Privacy:
Any information you provide will be kept anonymous unless you provide your name so that you may be selected for an interview. In this case your information will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by being locked in a privately owed filing cabinet and/or stored on a password protected private Google Drive. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via (352)870-7471 crystal.tessmann@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210 Walden University's approval number for this study is IRB will enter approval number here and it expires on IRB will enter expiration date.

Please print or save this consent form for your records.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By returning a completed survey, I understand that I am agreeing to the terms described above regarding participation in the survey part of the study (Phase 1). I understand that there is a separate consent form for the interview part of the study (Phase 2), if I agree to participate.

In the following survey, "district literacy coach" will refer to a coach employed in this county whose primary concern is the subject of reading. It is also in reference to a coach who dealt with you directly at your work site in a manner more personal than a general workshop.

Part I

Please respond to the following three questions.

1. **During the 2014-2015 school year, were you an elementary general education, classroom teacher of reading? Here I am referring to the 90-minute state reading block, and while I am including inclusion classrooms, I am not including ESE pullout.**
   Mark only one oval.

   ◯ Yes

   ◯ No   *Stop filling out this form.*

2. **Were you offered the opportunity to work with a district literacy coach in this County during the 2014-2015 school year?** *
   Mark only one oval.

   ◯ Yes

   ◯ No

3. **Have you worked with a district literacy coach in this County during the 2014-2015 school year?** *
   Mark only one oval.

   ◯ Yes   *Skip to question 4.*

   ◯ No   *Stop filling out this form.*

Part II

Please answer the following two questions that ask how often you have worked with a district literacy coach in this County during the 2014-2015 school year?

4. **In a typical week, approximately (to the nearest half hour) how much time have you spent working one-on-one with a district literacy coach?** *

   ....

5. **In a typical week, approximately (to the nearest half hour) how much time have you spent working in a group setting with a district literacy coach?** *

   ....

Part III

Please respond to the questions below listing activities you might have worked on with a district literacy coach in this County during the 2014-2015 school year.

6. **Please check all activities you have worked on with a district literacy coach. Check all that apply.** *
   Check all that apply.

   ☐ Provide support in choosing appropriate instructional strategies

   ☐ Provide support in developing and/or using appropriate formative assessments

   ☐ Assist in maintaining a supportive classroom environment

   ☐ Coach me in my classroom

   ☐ Model effective instructional strategies

   ☐ Provide oral or written feedback

   ☐ Review with me the effectiveness of modeling or coaching

   ☐ Participate in collaborative meetings

   ☐ Help me to use student achievement data

   ☐ Help me identify student needs for instructional focus

   ☐ Support me in embedding technology in instruction

   ☐ Facilitate a cohort study group

   ☐ Other: ....

7. **How effective have the following activities been in changing your practice? Please choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.** *
Mark only one oval per row.

	Very Effective	Effective	Neutral	Ineffective	Very Ineffective	Does not apply
Provide support in choosing appropriate instructional strategies	◯	◯	◯	◯	◯	◯
Provide support in developing and/or using appropriate formative assessments	◯	◯	◯	◯	◯	◯
Assist in maintaining a supportive classroom environment	◯	◯	◯	◯	◯	◯
Coach me in my classroom	◯	◯	◯	◯	◯	◯
Model effective instructional strategies	◯	◯	◯	◯	◯	◯
Provide oral or written feedback	◯	◯	◯	◯	◯	◯
Review with me the effectiveness of modeling or coaching	◯	◯	◯	◯	◯	◯
Participate in collaborative meetings	◯	◯	◯	◯	◯	◯
Help me to use student achievement data	◯	◯	◯	◯	◯	◯
Help me identify student needs for instructional focus	◯	◯	◯	◯	◯	◯
Support me in embedding technology in instruction	◯	◯	◯	◯	◯	◯
Facilitate a cohort study group	◯	◯	◯	◯	◯	◯

8. **Please assess the value of the time you have spent working on the following activities. Choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.** *

Mark only one oval per row.

	Excellent use of time	Good use of time	Neutral	Poor use of time	Complete waste of time	Does not apply
Provide support in choosing appropriate instructional strategies	◯	◯	◯	◯	◯	◯
Provide support in developing and/or using appropriate formative assessments	◯	◯	◯	◯	◯	◯
Assist in maintaining a supportive classroom environment	◯	◯	◯	◯	◯	◯
Coach me in my classroom	◯	◯	◯	◯	◯	◯
Model effective instructional strategies	◯	◯	◯	◯	◯	◯
Provide oral or written feedback	◯	◯	◯	◯	◯	◯
Review with me the effectiveness of modeling or coaching	◯	◯	◯	◯	◯	◯
Participate in collaborative meetings	◯	◯	◯	◯	◯	◯
Help me to use student achievement data	◯	◯	◯	◯	◯	◯
Help me identify student needs for instructional focus	◯	◯	◯	◯	◯	◯
Support me in embedding technology in instruction	◯	◯	◯	◯	◯	◯
Facilitate a cohort study group	◯	◯	◯	◯	◯	◯

9. **Please evaluate the impact of each activity on student learning in your classes. Please choose "Does not apply" for those activities you have not worked on with a district literacy coach in this County during the 2014-2015 school year.** *

Mark only one oval per row.

	Very positive	Positive	Neutral	Negative	Very negative	Does not apply
Provide support in choosing appropriate instructional strategies	⬭	⬭	⬭	⬭	⬭	⬭
Provide support in developing and/or using appropriate formative assessments	⬭	⬭	⬭	⬭	⬭	⬭
Assist in maintaining a supportive classroom environment	⬭	⬭	⬭	⬭	⬭	⬭
Coach me in my classroom	⬭	⬭	⬭	⬭	⬭	⬭
Model effective instructional strategies	⬭	⬭	⬭	⬭	⬭	⬭
Provide oral or written feedback	⬭	⬭	⬭	⬭	⬭	⬭
Review with me the effectiveness of modeling or coaching	⬭	⬭	⬭	⬭	⬭	⬭
Participate in collaborative meetings	⬭	⬭	⬭	⬭	⬭	⬭
Help me to use student achievement data	⬭	⬭	⬭	⬭	⬭	⬭
Help me identify student needs for instructional focus	⬭	⬭	⬭	⬭	⬭	⬭
Support me in embedding technology in instruction	⬭	⬭	⬭	⬭	⬭	⬭
Facilitate a cohort study group	⬭	⬭	⬭	⬭	⬭	⬭

10. **Please check all activities you would like to work on with a district literacy coach in the future. Check all that apply.** *

Check all that apply.

- ☐ Provide support in choosing appropriate instructional strategies
- ☐ Provide support in developing and/or using appropriate formative assessments
- ☐ Assist in maintaining a supportive classroom environment
- ☐ Coach me in my classroom
- ☐ Model effective instructional strategies
- ☐ Provide oral or written feedback
- ☐ Review with me the effectiveness of modeling or coaching
- ☐ Participate in collaborative meetings
- ☐ Help me to use student achievement data
- ☐ Help me identify student needs for instructional focus
- ☐ Support me in embedding technology in instruction
- ☐ Facilitate a cohort study group
- ☐ Other: ....

Part IV

Please choose your level of agreement with each of the following statements.

11. **My teaching practice has improved because of my work with a district literacy coach in this County during the 2014-2015 school year.** *

Mark only one oval.

- ◯ Strongly Agree
- ◯ Agree
- ◯ Neutral
- ◯ Disagree
- ◯ Strongly Disagree

12. **My work with a district literacy coach in this County during the 2014-2015 school year has helped me reflect on my teaching.** *

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

13. **My students' performance has improved because of my work with a district literacy coach in this County during the 2014-2015 school year.** *

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

14. **District literacy coaches in my building were easily available to me during the 2014-2015 school year.** *

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

15. **Working with a district literacy coach in this County during the 2014-2015 school year has helped me to develop a better relationship with my colleagues.** *

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree

16. **I want to continue working with a district literacy coach.**
    Mark only one oval.

    ( ) Strongly Agree

    ( ) Agree

    ( ) Neutral

    ( ) Disagree

    ( ) Strongly Disagree

17. **District literacy coaches are an excellent use of this County's money.** *
    Mark only one oval.

    ( ) Strongly Agree

    ( ) Agree

    ( ) Neutral

    ( ) Disagree

    ( ) Strongly Disagree

18. **District literacy coaches with whom I worked during the 2014-2015 school year have the knowledge they need to do their jobs effectively.** *
    Mark only one oval.

    ( ) Strongly Agree

    ( ) Agree

    ( ) Neutral

    ( ) Disagree

    ( ) Strongly Disagree

Background Information

Please tell me a little about you.

19. **What grade did you teach during the 2014-2015 school year?** *

    ....

20. **What is your gender?**

    ....

District Literacy Coach Evaluation   https://docs.google.com/a/waldenu.edu/forms/d/1IgeFNVgrxC...

21. **How many years of teaching experience do you have?**

....

22. **How many years have you been teaching in this district?**

....

23. **How many years have you been teaching in your current school?**

....

24. **Please identify your school for the 2014-2015 school year.**

....

25. **What other comments would you like to make about the work of district literacy coaches in your school?** *

....

....

....

....

....

26. **I would like to participate in a confidential interview with the researcher (Crystal Tessmann) concerning my survey responses and additional related questions.**
    Mark only one oval.

    ( ) Yes. Please provide your first and last name on the next page. The researcher will contact you at a later date regarding your participation.

    ( ) No. Your responses will remain anonymous.   *Stop filling out this form.*

27. **Please provide your first and last name below.**

....

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Appendix C: Communication With Rush & Young and Permission to Use Their Survey

Request for Assistance--Survey on the Work of Instructional Facilitators

Crystal Tessmann <████████████████████> Thu, Nov 28, 2013 at 10:04 AM
To: ████████████, ████████████

Dear Dr. Rush and Dr. Young,

I am a doctoral student with Walden University, and a fourth grade teacher in Florida. I am studying the process of teacher coaching and in what areas it can be made more effective, as my doctoral project. I am reading your article entitled, *Wyoming's Instructional Facilitator Program: Teachers' Beliefs about the Impact of Coaching on Practice,* and am extremely interested in using your survey, whether in online or paper format. Is this something you would be willing to grant me permission to do?

Thank you so much, and Happy Thanksgiving, Crystal Tessmann

Masters in Special Education, with a Concentration in Emotional and Behavioral Disorders (University of Florida)
Bachelors in Elementary Education, with a Minor in Environmental Science (University of Florida)

Contact Information:

████████████ ████████████████████

Suzanne Young <████████████████> Sat, Nov 30, 2013 at 11:44 AM Reply-To: Suzanne Young <████████████>
To: Crystal Tessmann <████████████████████>, Leslie Susan Rush <████████████>

Hi Crystal,

Our survey is attached for you. You can certainly use it and adapt as needed. We ask only that you cite us in your paper.

Suzie Young Leslie Rush

Walden University Mail - Request for Assistance--Survey on t...
https://mail.google.com/mail/u/2/?ui=2&ik=1a87b0eb3c&view...

IF_survey_for_Rural_Ed.pdf

879K

Crystal Tessmann < ■■■■■■■■■■■■■■■■■■ > Sun, Jul 13, 2014 at 5:52 PM To:
Suzanne Young < ■■■■■■■■■■■ >

Dear Dr. Rush and Dr. Young,

As I searched my email to write this letter, I truly cannot believe I did not thank you
before now. I am so sorry about that. Thank you so much for allowing me to use your
survey, and I will of course cite you both. Is it possible for me to access the reliability and
validity statistics for your original survey from pilot testing and such?

I hope you are both enjoying your summer, and thank you again.

Crystal Tessmann [Quoted text hidden]

Suzanne Young < ■■■■■■■■■■ >
To: Crystal Tessmann < ■■■■■■■■■■■■■■ >

Hi Crystal,
I'm so sorry but we don't have that information for you. Suzie Young

Fri, Jul 25, 2014 at 8:46 AM

Crystal Tessmann < ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ >   Jun 5 (9 days ago)

to Suzanne

Dear Dr. Young,
  I am sorry to bother you again, and still appreciate you very much! My committee chair
etc. are concerned now (after the IRB and URR already approved my research AND I
completed the research and analysis) about validity of the instrument I used. Can you
confirm that reliability and validity were checked in some manner, even if you do not
have the specifics? This may be helpful if I can cite that.

Thank you so much!

Suzanne Young via ▮▮▮▮▮▮▮▮▮▮   Jun 5 (9 days ago)

to me

Hi Crystal – absolutely. We established content validity by aligning it with the literature
and seeking expert opinions. We also based it on an earlier version (see our article too)
and piloted it to identify any problems with the itesm. And we checked the internal
consistency of the scale items by using Cronbach's alpha. It was at least .80 but probably
greater. You can cite the personal communication with me if that's helpful.

Suzie

Appendix D: Interview Protocol

Time and Location
Individual, face-to-face, audio recorded interview, lasting approximately 45 minutes at a location of the participant's choosing.

Introduction
1. I will introduce myself and my teaching background.
2. I will ask the teacher about her/his teaching background.
3. I will ask the teacher how her/his teaching day went today.
4. I will express something about how my teaching day went today.

Official Interview
1. Tell me about your most successful literacy coaching experience.
2. What do you think contributed to this?
3. Tell me about your least successful literacy coaching experience.
4. What do you think contributed to this?
5. How would you generally describe your experiences with literacy coaching?
6. If you were to structure literacy coaching in our district, what would be your ideal?
7. (Show the teacher her/his quantitative survey) I will then ask the teacher to comment on the survey and discuss my interpretation of the survey results to determine accuracy.

Post Interview
1. I will ask them any additional questions I formulated after/during interviewing previous participants (I will go back to any previous participants via short 5 to 10-minute audio-recorded phone interviews and ask these additional questions).
2. I will contact the teacher with my analysis of their interview to conduct member checking with her/him.

Appendix E: Member Checking Document

Below are the preliminary conclusions I shared with my participants during member checking. Results of member checking are in parentheses.

When I interpreted the data, I came to the following conclusions.

1. The teachers gave coaches the benefit of the doubt if they were not performing at the level they thought the coaches should. (All nine teachers I member checked with affirmed this, Jenna and Natalie stated that it was "pretty accurate").

2. The teachers felt that the coaches are nice people. (All nine teachers I member checked with affirmed this, Jenna and Natalie stated that it was "pretty accurate").

3. The teachers felt that personality was very important in coaching. (All nine teachers I member checked with affirmed this, Jenna and Natalie stated that it was "pretty accurate", and Meg made a point to mention that she agrees specifically with this statement).

4. The teachers don't have enough resources to meet expectations, want help, and believe all teachers can improve. If they didn't express a need for help, they felt they got so much from the coach or coaches already that they were functioning fine without help. (All nine teachers I member checked with affirmed this, Jenna and Natalie stated that it was "pretty accurate". At first Rachel disagreed with the statement, so I let her comment on it, then I reread it and emphasized the part about "If they didn't express a need for help," and then she agreed with the statement).

5. The teachers felt administration is taking up the coaches' time and/or is not allocating them correctly. (Seven teachers I member checked with affirmed this. Meg mentioned that as a coach this year she thinks this statement is very true. Jenna stated that this was not happening at her school, but maybe it is happening at other schools. Madeleine doesn't know if she sees mandating to coaches because when she has asked an administrator where the coach's office was the administrator didn't know. She stated administration doesn't seem to know what's going on with literacy coaches).

6. The teachers who advocated for their coaching needs seemed to have more positive experiences. (Eight teachers I member checked with affirmed this. Eleanor said "definitely" for this one. Rachel disagreed, stating that her team *did* advocate for their needs and still did not have a positive coaching experience. She went on to express a lot of frustration with a situation with writing groups from this school year. She was unhappy with the lack of flexibility the coaches had in conforming to what the teachers wanted, and how one coach seemed to be uninformed about the plans. Though important to note, it is also important to note that in her interview she mentioned a case of advocating for herself twice, the second ending with better results).

7. The teachers liked when coaches work directly with students and want to see student improvement. (Eight teachers I member checked with affirmed this. Meg noted that technically working with students is not part of their job description, but it happens, and that a lot of teachers don't really know what the job of coaches is. She noted that she doesn't know how it was decided how or who people work with when she was in the

classroom, but that it would be helpful if that was clearly communicated with teachers at the beginning of the year).

8. The teachers liked when coaches help them. (All nine teachers I member checked with affirmed this).

9. It was very important to the teachers that the coaches work hard, and of great concern if they could not figure out what they were doing with their time. (All nine teachers I member checked with affirmed this).

10. Time came up a lot, either there wasn't enough time, or it took too long to get things back from coaches. The teachers wanted timely responses from coaches. The teachers recognized that coaches have time and flexibility that teachers don't…and teachers expected them to use it wisely. However, they also understood that coaches are probably being pulled in a lot of directions. (All nine teachers I member checked with affirmed this. Meg said this was very true. Jenna stated, "Oh I'm sure they are.").

11. Most of the time if there was a problem with coaching it was an absence of help or not enough help…not too much help. (All eight teachers I member checked with affirmed this. Meg was happy to hear this. Natalie stated, "Absolutely.").

It also became clear through analysis that if teachers are to be coached, they prefer certain things. Teachers feel they themselves work hard, and they want coaches to work hard as well. They want a clear explanation of the coaching job description and for coaching to make sense. Work stations and writing in particular came up as areas coaches were helpful with. (Jenna stated that all the coaches were great at coming in to help with

areas kids aren't getting, making mini lessons or centers, and that it was good to have different perspectives. Natalie stated that she did not feel that her coach helped her with work stations or writing samples, that she held the minimum number of meetings, they went well past the contractual time, and that they weren't engaging meetings, but more of a lecture. She stated that the coach told them what they could do, but didn't make anything for them. She went on to express that she and her team would have rather been in their rooms to meet and plan, and that administration made it clear they wanted to see student book studies, but the coach didn't offer any suggestions for that. She felt that what was suggested but the coach could have been found by the teachers with a little research, and that her team was doing that. She noted that as she has left the county and is in a new school, she now feels she is being coached. This looks like administration supporting teachers going in to observe others, the curriculum resource teacher modeling and providing resources so they don't have to make anything, and that it feels like a breath of fresh air. She clarified that it could have just been her school, as there was very low morale and teachers were not supported in a plethora of ways.)

Teachers want coaches to focus on their specific needs. They don't just want coaches to pop their heads in for a minute, they want to feel a genuine offer of help. They want their coaches to have a personality where the teacher doesn't have to reach out. They want them to have a welcoming and helpful personality, as well as enthusiasm for what they are doing. They want them to be in touch, realistic in their expectations, understanding, and knowledgeable. They want the coaches to build relationships with students and teachers. (*Jenna:* Pretty good.)

They want for them to provide useful resources, especially immediately useful and/or tangible resources (and for them to teach teachers how to use them). Many teachers did not value general ideas or suggestions. They want specific planning or training to be done or resources to be provided. They want coaches to be in classrooms and leave feedback; for coaches to work with kids in small groups, and for them to follow through with anything they have committed to. (Natalie noted that in the previous year the coach came into rooms every now and then but never left anything they could improve on, only stated positive things. This caused a problem when a teacher who received effective reading observations was let go, as it shocked the faculty. She stated it made them feel as if they were walking on eggshells because they didn't know what might cause them to be let go if someone who was doing what he was supposed to be doing was let go. *Eleanor:* I love all of that).

They want their professional time to be respected. They do not want their time to be wasted or for things to be done at the last minute, they want timeliness of responses, coaches coming when they say they will, and providing resources at the most logical time. They think it is ideal for them to not be shared between schools. (Natalie was initially confused by this statement, but once I reread and clarified the paragraph she agreed. Jenna said it was definitely ideal. *Eleanor:* Yes, definitely. Meg said this was interesting).

Most felt there are improvements that can be made to make coaching more effective. Lastly, it didn't seem like there was a big difference for teachers between being

coached one on one versus in a group…what seemed to matter most was that the

coaching was relevant to their needs. (*Eleanor*: Definitely yes).